





Strategic Pillar	Strategies	Actions	2021	2022	2023	2024	Success Measures
Systematic Curriculum Delivery	Explicit and sequenced curriculum and assessment plan aligned with Australian Curriculum and SATE which informs all curriculum planning	Build staff skills in curriculum planning and development across the three levels of planning					<ul style="list-style-type: none"> <li>Alignment of three levels of planning, including consistent use of assessment task sheets</li> <li>Montessori Curriculum Plan aligned with Australian Curriculum and adequately preparing students for Senior Schooling</li> <li>Level of teacher confidence to implement the requirements of Australian Curriculum, Senior Syllabus and Training Programs</li> <li>Successful implementation of school assessment and moderation processes</li> <li>Academic Excellence Strategic Plan published</li> </ul>
		Collaboratively develop and implement the updated WSCAP and build familiarity with all staff					
	Quality assurance of curriculum delivery and assessment programs	Develop and implement Academic Excellence Strategic Plan and four-year curriculum					
		HODs train and lead staff in the four-stage moderation process					
	Whole school four stage moderation	Review Montessori Curriculum Plan with Curriculum HODs and DP to support transition between Montessori and mainstream schooling					
		Annually audit all curriculum documents to ensure alignment to curriculum objectives and standards					
		Review Year 10 curriculum rigour based on data from 2019/2020 SATE delivery					
		Develop Senior Preparation and Mentoring Program (SPAM) for Years 10 to 12					
		Review RISE Program					

Develop

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Embedding



Strategic Pillar	Strategies	Actions	2021	2022	2023	2024	Success Measures
Effective Pedagogical Practices	Build teacher capacity to use the Gradual Release of Responsibility to improve student outcomes	Roll out Explicit teaching component of REAP with an emphasis on collaborative learning					<ul style="list-style-type: none"> <li>• Increase overall 'A &amp; B' percentage to above 55%</li> <li>• Year 11 Unit 1 95% A to C</li> <li>• Improved NAPLAN writing data – student relative gain Yrs 7 to 9 similar or above SQSS; Yrs 5 to 7 above SQSS</li> <li>• Improved NAPLAN writing data – % U2Bs achievement similar or above national</li> <li>• 100% staff satisfaction in the new and beginning teachers' program</li> <li>• 100% engagement with Peer Coaching triads, classroom profiling and collegial engagement</li> <li>• 100% of staff trained in Gradual Release of Responsibility</li> <li>• Alignment of APDP processes to school AIP, PD Plan and AITSL standards</li> <li>• Increasing rates of WTE online tool</li> <li>• Embedded literacy and writing strategies within curriculum planning</li> </ul>
	Track student outcomes	Deliver professional learning opportunities based on REAP with a focus on Gradual Release of Responsibilities – collaborative learning					
	Transition to independent management and delivery of Write That Essay without outside intervention	Engage in collegial based learning (teaching staff) including peer coaching, work with WTE coaches and profiling					
	Renewed focus on reading	Collect evidence as a result of HOD walkthroughs/leadership observations					
	New focus on numeracy	Review of PLC & Expert Teaching Teams role for 2021 onwards					
		Deliver professional learning opportunities in WTE online classroom literacy strategies and case management					
		Investigate and identify programs and strategies used by other schools for reading and numeracy, initiate planning for implementation					
		Academic coaches for students					
		Engaging teaching staff in communities of learning – HOD networking etc					

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Strategic Pillar	Strategies	Actions	2021	2022	2023	2024	Success Measures
Differentiated Teaching and Learning	Implement school-wide process for differentiation and tracking	Establish whole-school feedback metalanguage (staff and students) and enable students to set appropriate goals and engage with and act upon feedback					<ul style="list-style-type: none"> <li>Evidence of differentiation practices from planning and observations</li> <li>Evidence of continuous recording of differentiation strategies</li> <li>Evidence of student goal setting</li> <li>Range of and participation in STEM programs</li> <li>Improved teacher capacity to cater for all learners to achieve improved learning outcomes</li> </ul>
	Develop teacher capacity to adjust learning programs to meet student needs	Whole school approach to curriculum adjustments to build capacity in using curriculum, general capabilities and extra curriculum priorities for students on ICPs					
	Empower students to take ownership of learning	Improve staff capability of delivering AE/STEM programs using partnerships with feeder schools and external institutions					
	Review of the design and implementation of the Academic Excellence Program and admission	Develop JCE program					
		Whole school approach to differentiation through engaging staff in using a suite of whole school differentiation strategies					
		Expand Academic Excellence Program to include STEM, signature events and celebrations					
		Continue the implementation of the Berry Street Educational Model					

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Data Informed Practice	Explicitly teach students to use data to set goals and select Pathways	Engage students with unpacking marking guides/ISMGS					<ul style="list-style-type: none"> <li>Students have an understanding and are able to articulate their current progress and improve results</li> <li>Meet AIP Academic targets</li> <li>All students meet or exceed their academic goals</li> <li>100% of students on track for QCE/QCIA</li> <li>Improved ATAR outcomes</li> <li>All staff are engaged in data meetings and case management as evidenced by cohort/class dashboards</li> <li>Student improved data as a result of intervention</li> </ul>
		Students work in collaboration with teachers to track and monitor academic progress					
	Build a culture where data is used to inform teaching and learning	Employ strategies to improve by developing and regularly reviewing SMART goals linked to curriculum and performance					
		Develop processes to ensure all students make informed decisions about their education/training pathways					
	Case management	Promote intentional collaboration between teachers, ensure precisions, evaluate and communicate the effectiveness of strategies to inform future practice					
		Continue regular data meetings and case management of students					

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Strategic Pillar	Strategies	Actions	2021	2022	2023	2024	Success Measures
Community and Culture	Enhance staff Wellbeing	Develop a whole school staff wellbeing program, incorporating recognition and celebrating success					<ul style="list-style-type: none"> <li>Improved Next Step data outcomes - 85% of Year 13 students involved in Education, Training or Employment</li> <li>Student Attendance (92%)</li> <li>Improved School Opinion Survey <i>"This is a good school" at or above like schools/state (89% Parents/78% Students/89% Staff)</i></li> <li><i>"I feel that staff morale is positive at my school" above like schools/state (Staff 77.8%)</i></li> <li>Enrolment growth &gt; 600</li> <li>All tertiary aspirants receive a university offer</li> <li>Increase in positive behaviours recorded in OneSchool</li> <li>Decrease in negative behaviours recorded in OneSchool</li> </ul>
	Consolidate Positive Behaviours for Learning	Continue to strengthen PBL and transition to Tier 3					
	Build a Senior School identity and review the role of Year 10 in transitioning students	Tailored programs targeted at preparing students for the challenges of Senior Schooling, including academic coaching					
	Sustain quality partnerships with community, industry and tertiary education and training institutions	Review the current Year 10 Program					
		Year 10 and 11 leadership opportunities					
		Continue the expansion of opportunities at the Trade Training Centre					
		Expansion of the MSHS RTO Scope of Registration					

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