



## Our Priorities

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### High quality teaching and learning

Improve literacy and numeracy achievement for all students through high quality teaching for powerful learning.

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### Improve student wellbeing for learning

Ensure positive student wellbeing and connectedness to personalised and rigorous learning.

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### Improve conditions for learning

Develop safe conditions for learning in an environment that inspires engagement, opportunity, participation, success and celebration.

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## High quality teaching and learning

reviewed January 2018

### We will:

- raise literacy & numeracy achievement for all learners
  - build teacher and leader capability and improve teaching quality
  - maximise learning achievement and pathway opportunities for every child
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### What success looks like in 2018

- Increased number of students achieving C or better in each of the Australian Curriculum/ SACE subjects.
- Increased SACE completion rate from 97% to 100%.
- Increased retention of senior school students
- Increase in the number of students using VET outcomes for SACE completion.
- Number of students in the upper growth band in NAPLAN reading improves from 23% to 25%.
- Number of students in the upper growth band in NAPLAN numeracy improves from 11% to 20%.
- Participation in NAPLAN rises from 74% to 85%.
- Number of students at or above DECD SEA in PAT-Rc and PAT-M grows by 15%.
- All teachers have learning plans for each of their classes that meet CBHS standards.
- All teachers demonstrate improvement against National Professional Standards for Teachers.

### Key actions

- Effective tracking and monitoring of all learners through Daymap
- Actively promote participation and engagement in standardised testing.
- Support all teachers to understand and apply differentiation strategies that stretch individual learners.
- Develop and document whole school literacy and numeracy agreements.
- Monitor impacts of whole school curriculum and timetable.
- All staff engage in performance development processes.
- Build capability of all leaders through participation in leader's learning programme.
- Build on all teacher's understanding of learning achievement data and how it influences learning design.
- Review of whole school assessment and reporting processes.
- Destination data collected, monitored and analysed.

## Improve student wellbeing for learning

reviewed January 2018

### We will:

- develop and support all students to engage positively in learning and school life
- build teacher capability to monitor, promote and improve wellbeing for all students.

### What success looks like in 2018

- Students have access to and are confident to use support structures across the school and community.
- Classrooms and Care Group programmes reflect strong engagement with wellbeing programmes.
- Wellbeing curriculum is embedded in school practice and forms part of weekly timetable.
- Student opinion data shows students feel safe and are happy at school.
- Strong partnerships exist with a range of identified community agencies.
- Students have an active voice in school decision making processes.

### Key actions

- A wide range of health and wellbeing services are provided within the school.
- Bullying policy and reporting procedures are implemented across the school.
- All Care Group teachers deliver a learning programme that addresses student wellbeing.
- Alternative programmes are strengthened for students requiring a differentiated programme.
- All relevant staff trained in Child Protection Curriculum.
- Student opinion surveys are conducted at least twice per year.
- Partnerships with community agencies are established, mapped and reviewed.
- Establishment of co-curricular activities that promote positive engagement in school life - Enrichment program.
- Student Leadership and Student Voice developed and promoted.

## Improve conditions for learning

reviewed January 2018

### We will:

- create safe conditions for rigorous learning where every child experiences intellectual stretch
- develop and maintain learning spaces to a high standard that meet the needs of 21st century learners.

### What success looks like in 2018

- Whole school community understand and follow Positive Behaviour for Learning processes.
- Student attendance rate increases from 82% to 88%.
- Record keeping of attendance and PBL processes are timely and accurate.
- All learning spaces are high quality as measured against agreed school standards.
- Positive communication occurs frequently across the school and throughout the wider community.
- Agreed whole school expectations are understood and followed by all members of the school community.

### Key actions

- Positive Behaviours for Learning (PBL) procedures consistently implemented by all staff.
- Attendance improvement strategies developed and consistently implemented by all staff.
- Adherence to Professional Standards, Government Standards and Code of Ethics by all members of the school staff.
- Develop agreed learning space expectations.
- Learning Environment Opportunity Study completed and implemented in partnership with DECD Capital Programmes.
- Engagement with DECD Learning Improvement Division to drive a review of pedagogy that aligns with 21st Century learning.
- Access to information technology resources for students increases.
- Improve year 7 to 8 transition programme.