



Quality and Authentic Curriculum Delivery

Pedagogy remains responsive to the learning needs of our students, enabling targeted individual student growth

Familiarisation with version 9 Australian Curriculum, exploring curriculum pathways, responding to QCAA Senior Syllabus revisions and work readiness in Vocational Education and Training.



Culturally Inclusive and Responsive Learning Environments

Deliver equitable educational environments to maintain high levels of consistent behaviour expectations.

Activate cultural capital from curricular and co-curricular programs to advance global competence and promote an improved sense of belonging for all students.



Developing Agile, Resilient and Adaptive 21st Century Learners

Improve academic agility through a growth mindset, SMART academic and pathway goals, academic conferencing and development of micro-credential skills for the future

Develop and retain excellent teachers who value social justice, global competence and culturally and linguistically diverse learners.

STUDENTS

- Students demonstrate responsibility for their own learning through the identification and review of SMART goals to track and monitor their own learning progression.
- Students actively review ways to managing their own wellbeing to maintain their learning progression.
- Students actively engage and respond to teacher and peer feedback to support their learning progression.
- Students are engaged in a cycle of inquiry during Care lessons to support improved micro-credential skills for diverse pathways.
- 95% attendance rate maintained across all year levels to activate learner growth.
- A or B behaviour is 70% or higher and A or B effort is 80% or higher.
- Student's co-design extra-curricular activities facilitated by students for students.
- 100% of students have access to comprehensive pathway plan inclusive of Tertiary offer, employment and or training including post school consultation.

STAFF

- Teachers access quality professional learning to build capability to implement version 9 of the Australian Curriculum.
- Learner Growth is maintained through a 95% A-C academic target, with a goal to achieve 50% A-B student success.
- 100% of teachers embedding in global competencies and pedagogical strategies to support multilingual learners.
- Align unit and year level planning to reference global competencies for a culturally inclusive school community.
- 100% of teachers identify, review and evaluate data placemats to remain responsive to learner needs and identify engagement strategies to activate learning growth.
- Systematic collegial engagement meetings enable 100% of teachers to monitor and evaluate student learning progression.
- 100% of teachers access professional networks and leverage external partnerships in order to innovate curriculum opportunities for students.
- 60% of teachers implement virtual reality segments, aligned to curriculum, to activate student engagement with a connected learning experience.

LEADERS

- All leaders ensure 100% teachers are engaged in quality assurance processes aligned to Professional Learning Communities.
- Leaders are responsive to developmental goals for staff, maximising the capability of all staff to improve service delivery for students and parents.
- Leaders work closely with teachers to build the capability of staff to deliver new subject offerings to meet learner expectations.
- Leaders support opportunities to increase co-teaching in classrooms to maximise learning outcomes for students.
- Leaders build the capability of teachers to lead Professional Learning Communities as facilitators of professional learning.
- Strengthen our commitment of the Learning and Teaching Team, inclusive of pedagogical and student engagement coaching.
- Leaders evaluate and measure student growth in academic achievement across subjects in order to refine curriculum experiences for students.

Timothy Barraud - Principal

Steve Hyde - School Council Chair