<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGETS (SPECIFICS)</th>
<th>EVIDENCE (DOC)</th>
<th>STRATEGIES</th>
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</thead>
<tbody>
<tr>
<td>The College has a strong R-12 identity which reflects its purpose, vision and values.</td>
<td>Whole school protocols, policies and processes developed and reviewed. Offices and physical spaces developed for teams and learning areas: PAC Student Services (Junior) Maths/Science in A Building. Oval</td>
<td>The client opinion survey provides annual data on the strength of school culture as perceived by staff, students and parents. Continued focus on celebration, promotion and publicity of College achievements: • Prospectus • Years of Schooling brochure • Performances • Specialist Sports • Literacy improvements • Facilities • Staff facilitating Professional Development.</td>
<td>Review of communication strategies including DAYMAP parent portal Whole school staff and student events, activities and celebrations. Communication Plan and College Publicity strategies developed.</td>
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<td>College purpose, vision and values are developed collaboratively and implemented through consistently applied policies and procedures.</td>
<td>HR Plan, roles and responsibilities for all staff (Leadership, Managers and non-teaching staff). 100% of staff participates in Performance Development and Appraisal processes in which feedback is a basis of enhancing their skills.</td>
<td>CCC policies and procedures are linked to purpose, vision and values statements. DECD policies used at CCC are available to staff through the electronic Staff Handbook, e.g. • Code of Conduct • Staff grievances • Human resources policies • OHS&amp;W procedures Meeting structure in line with school priorities/site improvement plan</td>
<td>Develop, consult, write and publish a range of policies, e.g. • Teaching and Learning Policy (completed) • Assessment and Reporting (completed – as part of T&amp;L Policy)) • Decision making • Anti-Bullying (completed) • Enrolment (completed) • Inclement Weather • Complaints (completed) • Excursion (completed) • Induction Checklist (completed) • Attendance (completed)</td>
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<td>Student leadership and student voice is a valued part of our consultation process.</td>
<td>Student forums and leadership opportunities occur. Documented student voice structures.</td>
<td>Peer mentoring and R-12 interaction Community work Explore a range of strategies to include student voice and participation.</td>
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<td>Facilities and infrastructure are developed to support the purpose, vision and values.</td>
<td>Ownership and condition of physical spaces by staff and students evidenced by comments in student, staff and parent perception surveys.</td>
<td>Budgets &amp; financial plans developed. Plan to allocate areas of schools to learning area teams and staff. Facilities audit (eLearning, rooms etc.) and plan to improve physical environment of school including ICT.</td>
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<td>Performance development culture and performance management processes are linked directly to staff learning and improvement.</td>
<td>Job and Person Specifications and professional development plans linked to the Site Improvement Plan, to the purpose, vision and values and data. All staff seek and receive feedback and use it as a way to celebrate achievements and identify areas for enhancement through a range of PD opportunities, particularly in differentiating learning for EALD students and use of ICTs.</td>
<td>Leadership structure developed. Increased focus on the development of Professional Learning Communities as a tool for improving the quality of learning and support services, and building leadership capacity in all staff. Structures and process introduced to improve the quality of PD and PM: • including measurable targets in all plans • including self-reflection, observation and feedback • including use of student achievement data</td>
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<td>Detailed overviews and program curriculum documentation that reflects the philosophy and objectives, using the Australian Curriculum and the SACE.</td>
<td>NAPLAN/PAT-R/PAT-M (100% of students at or above the DECD Standard for Educational Achievement (SEA) for year level and 100% of students demonstrate growth in scale score.)</td>
<td>Detailed curriculum documentation including Learning and Assessment Plans, learning tasks and their intentions. Students can clearly articulate learning intentions. Establishment of a Literacy Task Force. Implement strategies in the middle school in literacy development of students.</td>
<td>Ensure that all curriculum documentation aligns with college philosophy and objectives (vision and purpose). Whole-college focus on learning intentions and pedagogy to meet the needs of all students. Moderation to ensure consistency.</td>
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<td>Student achievement data and research is used as part of the improvement process.</td>
<td>The pass rate (A, B, C) increases by 5% towards 90% across the college. The number of A’s increases by 5% across the college. SACE Completion increases by 2%. Successful completion of VET courses at Stage 1 and 2 increases by 5%, in particular Cert II and III courses. Number in School Based Apprenticeships increases by 3 students. Percentage of Year 12 cohort gaining an ATAR increases by 5%. Destination data collected and analysed on an annual basis. Students report that &quot;Teachers provide useful feedback about school work.&quot; 100% of ATSI students achieve at the same rate as the cohort. Documentation of: Teaching and Learning Policy, lesson plans, learning intentions &amp; success criteria, differentiation, in line with Numeracy and Literacy Results Plus expectations. Curriculum documentation reflects effective high-yield practices to engage, challenge and intellectually stretch learners. All curriculum documentation filed electronically in a ‘central location’.</td>
<td>Agreed data sets are collected, analysed and used to inform teaching and learning. Projects and learning outcomes identified which have tangible cross curricular links and utilise community knowledge and skills. Improved pedagogy, common dialogue around the sharing of good practice and resources built on an open door policy and transparency with teachers work using the APSTs and TIEL. LAs have an agreed process and mechanism for operating as a PLC (eg data, common instruction, moderation, feedback on pedagogy and sharing of practice). Staff observation and feedback. A range of professional development opportunities available and accessed by all staff to improve teaching and learning. Daymap used by staff, student and parents to communicate Learning and Assessment Plans, learning/homework tasks, attendance and student achievement.</td>
<td>Data is systemically collected, distributed, analysed and used, as per Appendix B in the Teaching and Learning Policy. PAT-R and PAT-M Year 2-Year 10. Daymap is used to report across R-12. Learning Area teams continue to develop a priority focus, partnership and project, and ensure they are included in curriculum documentation, e.g. Specialist Sports Program community partnerships, HASS project, STEM Initiative, Selective Entry Arts Program, Juniors Year Community Learning Program and Automotive pathways. ICT is further developed to enhance teaching and learning opportunities. (PD for staff). Professional Learning Communities established through Learning Area teams and other teams across the school to enhance the skills of staff. Learning Walks and other teaching observation processes are implemented. Certified Educational Assessor training completion in 2016 for T&amp;L Leaders and interested teachers. Daymap ‘Parent Portal’ opened to parents and is consistently used by all staff and students, in order to connect with our parent community.</td>
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<td>The sub-schools and Learning areas strategically develop cross curricula links within the school, community, industry and tertiary providers.</td>
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<td>Professional Learning Communities are based on research and provide opportunities for staff to learn new skills, trial, reflect and share practices specifically in line with the General Capabilities.</td>
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<td>The range of students’ skills and abilities are acknowledged and catered for in learning.</td>
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## OUTCOMES

PGL curriculum incorporates the General Capabilities of the Australian Curriculum specifically Intercultural Understanding, Ethical Behaviour, Personal and Social Competence.

All students with additional needs are identified, needs communicated to staff and supported in a coordinated manner. (eg gifted, EALD, Disability, ATSI, GOM, STAR, VI, FLO, VET, health).

Attendance rates across the school are improved to support achievement for a diverse student cohort.

Student data and research is used as part of the improvement process to identify and support students holistically.

Students participate in decision making and are provided with leadership opportunities.

A seamless education is provided to students.

## TARGETS (SPECIFICS)

- Promotion rates at 100% (i.e. 100% of students with more passes than fails)
- ATSI - Increase attendance to match whole school rate
- Increase attendance to 93% to match regional target.
- Zero ‘Unexplained’ absences on all roll books.
- 90% of students report that “My school takes students opinions seriously.”
- 90% of parents report that their child feels safe at this school and 90% of students report that they feel safe.

## EVIDENCE (DOC)

- Detailed R-12 PGL documentation including assessment strategies mapped against the Australian Curriculum achievement strategies. Junior School to have PGL on reports.
- Development and measure of Intercultural Understanding whole college definition.
- The Wellbeing Register maps identification of students with additional needs across the college, for clear interventions.
- Daymap tags and links to individualised student plans (OnePlan, Health Care Plans), to inform intentional and responsive teaching strategies
- Student Support Services team regularly meet with regional support services (bi-annually).
- Achievement and improvement awards acknowledge student achievement.
- Attendance policy and data
- Role statements for Home Group teachers and SSO’s with expected duties.
- Surveys on Facebook and website.
- Research used as a basis for decision making and learning.
- Students are involved in a range of clubs.
- Peer School Captain elections / nominations
- Decision making groups formed as needed
- Leadership opportunities advertised to student body
- Client opinion survey implemented annually.
- Documentation for each transition point – pre-school to reception, Yr 6 – 7, Yr 7 – 8, between sub-schools, exit, enrolment, ISEC – mainstream.

## STRATEGIES

- Mapping and reviewing PGL plan at each Year Level every year.
- Focus on the General Capabilities as part of the staff PD program
- Individual student learning plans and reviews as part of the PGL program
- Using the promotions policy to monitor achievement of all students passing more subjects than failing.
- Review of Student Support Services operation, roles and programs, with implementation of new structures.
- Enrolment process (interview) is modified to identify needs, and communicate appropriately re students with additional needs, facilitating connection to counsellors and other support staff. Increase of 150 students.
- PD for staff in catering for students with diverse needs
- Achievement and improvement identification
- Management of sign-in/sign-out procedures in Student Services and on DayMap.
- Report review meetings conducted by Year Level teams with consultation process for whole school input as required
- School teams systematically monitor student progress and achievement to drive improvement through case management of individual students.
- Implementation of Student Leader ‘club’ proposal and opportunities for further development.
- Student Captain role statements developed.
- Leadership and mentoring opportunities identified and created
- Learning pathways are articulated through the schools
- Transition process refined.