

2018 ACTION PLAN

Our Vision

To be a centre of excellence in learning and language education by:

- fostering inter-cultural understandings and global citizenship through our bilingual partnerships
- upholding a college culture of high expectations and high achievement

Our Values

Excellence Innovation Respect Responsibility

Strategic Priorities for Student Learning	Actions <i>(What will it mean for us?)</i>	Evidence <i>(How will we measure our learning progress?)</i>	Targets <i>(Key indicators of learner success)</i>
Bilingual Program	<ul style="list-style-type: none"> • Extend Implementation of Chinese bilingual program from year 3 to year 4 bilingual program and year 8 to year 9 • Whole school R – 12 & community engagement • Development of assessment tools to measure student progress 	<p>Documented programs, assessment, plans & reports from UniSA & Bilingual Team.</p> <p>Displays of student work, Chinese bilingual posters, artefacts, signage across the school.</p> <p>Parent & community attendance at Chinese workshops held at PIC</p> <p>Teachers using a range of assessment tools to measure oral and written Chinese language skills.</p>	<p>All students in the bilingual program become confident in speaking, reading and writing in Mandarin.</p> <p>All staff and parents support and gain an increase level of appreciation of the bilingual education.</p> <p>Increased number of parents engaging in the bilingual program.</p> <p>Consistency in assessments between two bilingual classes to demonstrate progress.</p>
Quality Pedagogy Literacy & Numeracy	<ul style="list-style-type: none"> • Focus on SACE Improvement, senior secondary options • Implement Literacy agreement in primary and extend to secondary • PD focus on writing and reading (including daily 5) • Staff engagement with data analysis and differentiation. • Numeracy & Literacy funding for Intervention programmes eg Quicksmart Maths and English. • Big Ideas in Number PD and partnership moderation. 	<p>SACE, VET, attendance, retention, destination data</p> <p>Development of whole school language, growth mind sets, intellectual stretch.</p> <p>Documented Program/Assessment plans showing differentiation, meeting needs of all students</p> <p>GPA data</p> <p>NAPLAN, running records, PAT-R & PAT M data.</p>	<p>Higher retention in Stage 2 subjects from Feb to October.</p> <p>100% SACE completion</p> <p>Maintain decrease in Es, Ds, and increase As and Bs.</p> <p>Improvements in writing in NAPLAN results meeting DECD SEA achievements and higher bands</p> <p>Improvement in year 3 Numeracy to meet DECD SEA.</p> <p>Increased number of students in higher bands of literacy.</p>

STEM	<ul style="list-style-type: none"> • Develop engaging and inquiry based STEM curriculum • PD & PLCs developed for staff to share innovative practices • Develop links with Health/Science industries 	<p>Documented STEM curriculum, linking subjects through inquiry approach</p> <p>AISTL standards demonstrating improved practice</p> <p>Collaboration with Health/Science industries with Increased career pathways</p>	<p>R – 12 students have authentic STEM learning. changes from traditional to innovative practices.</p> <p>Increased use of Trade Skills Centre and higher number of students studying Health/Science subjects.</p>
Wellbeing	<p>Extend student leadership and student voice across R – 12</p> <ul style="list-style-type: none"> • Further develop secondary pastoral care program that meets the needs of the different year levels • Review attendance policy/procedures and engagement strategies 	<p>Middle Years Wellbeing data</p> <p>Student opinion surveys</p> <p>Behaviour data</p> <p>Documented mapping of CPC and pastoral care program</p> <p>Attendance policy, practices, data</p> <p>SRC</p>	<p>Improved student attendance R – 12 to be aligned with stage average or above.</p> <p>Decrease in number of behaviour incidents & suspensions/exclusions</p> <p>Increased level of student leadership and decision making.</p> <p>Increased social & emotional support</p>