**OUR BELIEFS**

- All students can maximise their individual achievement given the appropriate amount of effort and support
- All staff will improve their practice by engaging in appropriate training and support
- High expectations and early and ongoing intervention are essential
- Teachers and leaders need to be able to articulate what they do and why they teach the way they do
- That collaboration leads to higher quality outcomes

**Culture and Inclusion**

- Review and refine the schools statement of intent, purpose, vision and values to ensure alignment of schoolwide practices and processes
- Enhance the capability and confidence of teachers to embed First Nations perspectives across the curriculum
- Enhance the capability of all teachers to cater for the diverse learning needs of Culturally and Linguistically Diverse (CALD) learners
- Develop and implement a reconciliation Action Plan (RAP) to increase recognition and engagement of our First Nations students, parents and wider community
- Establish connections with parents and community through participation in a range of projects to increase belonging in the school community
- Implement a future-focused and long-term infrastructure plan to ensure the school meets the learning and curriculum demands of the future
- Re-invigorate TAG and Reef processes to enhance student leadership opportunities, belonging and school spirit.
- Create a school-wide appearance of a culture of celebration to recognise staff and student achievements

**Educational Achievement**

- Implement a quality assured, aligned and engaging 7-12 curriculum including increased VET courses and School based Traineeships and apprenticeships
- Embed high impact, differentiated engaging pedagogical practices for learning including the **Consistent Classroom Practices** and data interrogation processes
- Systematically enact a formalised approach for observation and feedback from school leaders to teachers regarding their use of agreed pedagogical strategies drawn from Gradual Release of Responsibility
- Develop and implement a strategic approach to the delivery of targeted literacy and numeracy interventions to support student literacy and numeracy development
- Develop and implement strategies that enhance access to digital infrastructure and improve the capability of staff and students to effectively use a range of technologies

**Wellbeing and Engagement**

- Create a safe, supportive, inclusive environment through the reinvigoration of Positive Behaviour for Learning (PBL) and Quality assurance of the implementation of agreed to behaviour management processes and expectations
- Build the capability of all staff to embed restorative practices and trauma aware practice
- Implement Collaborative Proactive Solutions (CPS) to identify student lagging skills and deliver strategies, interventions to improve student wellbeing, engagement and learning
- Develop a Staff Wellbeing Framework and action plan to improve the wellbeing of staff, including psychosocial wellbeing and their ability to have good mental health, increased resilience and stress management within a complex environment
- Implement a renewed Multi-Tiered Case Management model to track, monitor and support student engagement

**MEASURABLE OUTCOMES**

- 85% average attendance rate
- 75% attendance rate for First Nations Students
- 95% of staff state they are confident that they feel confident embedding Aboriginal and Torres Strait Islander perspectives

- 85% of Year 7-10 students achieving C or better in all subjects
- 45% of Year 7-10 students achieving A or B in all subjects
- Reduction in the number of students receiving an N
- 100% of Year 12 students attain a QCE/QQA

- 3% reduction in School Disciplinary Absence rate
- Reduction in School Disciplinary Absences for First Nations students
- 90% of students, parents and staff state that behaviour is well managed in the school
- Increase Year 10-12 Retention