

<p>PRIORITY: Excellence in Education/ Every Child Achieves their Full Potential</p>	<p>PRIORITY: Successful and Sustainable School through Partnerships and Community Connections</p>
<p>KEY STRATEGIC DIRECTION: Ensure we have professional and current practices by all staff working in and with our site and partnership. Ensure every student within our School/Community is on a successful pathway utilising all resources within our Partnerships – Every Child achieves their full potential.</p>	<p>KEY STRATEGIC DIRECTION: Recognising, Mapping, Developing and Utilising partnerships between DECD Sites, Businesses and Community. Continue the Development of our Points of Difference and ensure they are Sustainable for staff and students.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPECTATIONS</p> <ul style="list-style-type: none"> • All staff actively participate in Professional Development and Line Management. • All staff actively participate in Learning Teams. • All staff to use the Professional Standards for Teachers, Code of Ethics and TfEL, Australian Curriculum and SACE to inform their practice. • All Step 9 teachers are to link into the site improvement plan and show leadership based around Site/Partnership directions. • Differentiation is clearly demonstrated in learning programs. • Identified students to have a working One Plan. • Student voice is clearly demonstrated in learning programs. • Whole staff undertake the Internal/External Review Process. • Focus on student effort levels and engagement measured by student and staff to ensure all learners achieve their personal best. • The Learning Environment is maintained in a safe and professional manner according to DECD and School expectations. • Continue the improvement of school grounds and facilities (Documented Plan) 	<ul style="list-style-type: none"> • Continue to enact our vision statement for the future – “School and Community working together”. • Recognise, Consolidate and Promote Common/Variety of Curricular Pathways/Polices across the Partnership. • Meet individual student needs and explore better methods of operation to do this – including new Partnerships, Local Delivery, Open Access, VET and Block units. • Enact and Change Pedagogical Practices – Tell to ask, Wait Time, Differentiation and Explicit Intention. In-line with Partnership plan. • Share learning, collaborative practices for programs/assessments. • Identify and enact clear intervention processes. • Support Services to work in partnership with school to best support students and staff. • To develop and expand Partnerships across all DECD sites and Partnership to gain best outcomes for students and staff. • Develop/maintain connections with Council, Local Business and Community. • Develop/Maintain fair and equal practices in our Partnership that firmly support all involved. • Ensure inclusive voice and an open door policy to all parties to be included and valued. • Develop effort tracking strategies and share data across the school and community.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STRATEGIES</p>	<ul style="list-style-type: none"> Engage with PLC's as required / needed. Use support tools from TfEL. Seek peer and student feedback as part of line management. Regular Line Management meetings twice per term. Access Professional Development with agreement from Line Manager. Belong to Professional Associations as appropriate. Learning Teams to Drive Literacy and Numeracy Strategy and Wellbeing/Accountability across the School. Start gathering internal data to improve learning using PAT and Measuring Tools. Participate in review process. Student to set/review goals in relation to effort and learning. Use of IT across all learning areas and support infrastructure for this Improve Wireless speed and IT infrastructure across the School. Access appropriate support services as needed for identified Students at Risk 	<ul style="list-style-type: none"> Engage with PLC's as required / needed. Use Learning Teams to drive Curriculum and Professional Development. Explore the expansion of WREN Local Delivery. Actively participate in setting Partnership Directions and needs in an agreed fashion. Participate in Partnership meetings to build capacity. Promote points of difference with Boarding House and Agricultural Program/Facilities for Small Business and Agriculture includes a full time Farm Manager and Boarding House. Implement learning methodology based upon research and data such as John Hattie. High expectations in a supportive environment for all members. Playful Pedagogies to continue. Pro-active Leadership Structure that is targeted to school need. Promote staff and student wellbeing.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2017-2020 TARGETS AND MEASURES</p>	<ul style="list-style-type: none"> All staff to meet Line Manager twice per term re TfEL, Professional Standards and Code of Ethics- this process is formally recorded with Line Manager and Staff Member. Student feedback on staff practice completed each term by all staff. Peer observations supported and implemented by all staff. Step 9 teacher applications are completed by relevant staff. Professional Development reflects site plan and individual needs. Review of Literacy/Numeracy policies and agreed practices at Lucindale in 2016. 100% of staff use professional learning tools to gather student feedback and reflect upon own practice. All learning programs shared/discussed with Line Manager/Principal/Deputy and aligned to the correct curriculum. Internal data discussions based on the SEA (through classroom data, NAPLAN, Running Records, Dux, PAT testing). 	<ul style="list-style-type: none"> Learning Teams/PLC's to get together across the schools to share practice, policies and beliefs for open discussion. Facilitate T&D across a range of sites to help deprivatise practice and strengthen bonds.

LEARNER ACHIEVEMENT TARGETS

- All teaching and learning programs to demonstrate differentiation for students.
- Students to track effort levels in relation to engagement and learning outcomes.
- All secondary students utilizing email, laptops, electronic calendars, Moodle etc.
- Improve students learning across Partnership.
- Measure staff skills to the Professional Standards on an Annual Basis to identify whole site Strengths and Needs.
- Staff tracking of student effort/grade levels from learners each Semester.
- All identified students have appropriate support in place for their needs.
- One Plans are submitted and followed throughout the year by all staff.
- Students achieving individual success in agreed pathways
- Students to actively take part in whole school decision making through student voice opportunities.

PRIORITY:	Review Process and Data Usage	PRIORITY: Attendance
	KEY STRATEGIC DIRECTION: Improve the use of data both internal and external to facilitate change for improvement.	KEY STRATEGIC DIRECTION: Ensure all absences are necessary for the wellbeing of individual and school.
EXPECTATIONS	<ul style="list-style-type: none"> All Staff to engage with ICT usage for data collection, collation and sharing of identified data. Whole school data collections schedule for Rec to 12 developed by Learning Teams. Use data to effect positive change in staff practice and student learning outcomes. All staff to participate in data analysis through staff meetings and Learning Teams. 	<ul style="list-style-type: none"> All students and staff will attend regularly whenever possible. Communicate the Attendance policy to parents, students and the wider community. Monitor attendance data overall for specific cohorts and focus areas. Staff will actively support school initiatives to improve attendance. Staff will consistently follow school procedures in handling student absences.
STRATEGIES	<ul style="list-style-type: none"> Open discussion on what we think the data is telling us and what we can do about this. Share how we are using data to gain feedback form other sites. Review current data use/training for effectiveness.. Undertake and use student/staff/community wellbeing surveys to recognise needs and set future direction. Provide T & D in testing/intervention strategies to measure and support student success. Ensure we compare internal data to external data ie School/Like School/Partnership/ State/National. Intervention to be tracked and progress monitored to current programs to ensure individual student success. Ensure time is given to allow staff to work together to collect, collate and use data. 	<ul style="list-style-type: none"> Parents are contacted when students are continually absent. Encourage parents to apply for exemptions. Decrease harvest leave by secondary students and build a culture of academic pursuit for personal best. Home group teachers to follow up unexplained absences – make contact with home if 2 days without explanation. Wellbeing coordinator/DECD Student Services to support re chronic non-attendance. Attendance discussion to form part of student/ parent/ teacher interviews when necessary. Implement supervised study lessons during school days when required.
2017-2020 TARGETS AND MEASURES	<ul style="list-style-type: none"> Annual Review of Site Literacy and Numeracy Strategy/Agreed Practices Rec -12. Review Data: NAPLAN, Quick Smart Maths, Collate Multi Lit Data, PAT, Running Records etc. Review SACE results and VET Pathways for successful outcomes for all Senior Secondary Students. Student and Staff Wellbeing surveys data reviewed for future needs. 	<ul style="list-style-type: none"> Improve student absence follow up when unknown to ensure follow up on second day. 95% attendance rate school wide is the target. 0% unexplained absences. Spot Checks on sign in/out process. Review staff attendance at school for impact upon classes.
LEARNER ACHIEVEMENT TARGETS	<ul style="list-style-type: none"> 95% attendance school wide (State Target). All absences explained / 0% unexplained absences. 80% or more are happy to be at school on wellbeing survey's. Use the data that informs learner needs for future. Use teaching and learning methodologies based upon data gathered to improve our practices and outcomes for individuals and whole site. 	

PRIORITY: Wellbeing		PRIORITY: Secondary Achievement Strategy	
	<p>KEY STRATEGIC DIRECTION: To provide safe, healthy, happy learning/work environments. Ensure resilience for all parties to achieve life-long learning and development.</p>		<p>KEY STRATEGIC DIRECTION: To ensure every student from year 8 to 12 has a pathway and is working towards it successfully.</p>
EXPECTATIONS	<ul style="list-style-type: none"> Wellbeing focus to build resilience in staff and student relationships for all to feel supported and valued. Child Protection Curriculum Implemented effectively across the school R- 10. Foster successful positive/professional relationships between staff and students. Ensure understanding of protective practices and the Code of Ethics. Staff to feel supported and valued through formal and informal processes. Develop a culture of innovation and creativity that allows for continual growth and allows for appropriate risk taking in a supportive environment. Equality is sought across whole school in all areas of the school – parents, students, staff and the wider community – valuing expertise of staff and working together. Volunteers to undertake police checks and RAN training. 		<ul style="list-style-type: none"> SACE. Career pathway planning. Intervention for students. WREN Hub. VET/Subject Choices Selections. Study habits training and support. Students attend study sessions after school if required. Student engagement with personal goals and effort to achieve these. Staff support students to achieve high standards. Ensure Boarding House is welcoming, resourced appropriately and aligns to National expectations. Mentors for senior secondary students. Students to undertake goal setting each term.
STRATEGIES	<ul style="list-style-type: none"> PSW support. Lunchtime activities. Playful Pedagogies enacted within School. Maintain School Wellbeing Coordinator and PSW roles within Lucindale Area School. Pastoral Care Program delivered within Yrs. 8 – 10. Record Implementation of Child Protection Curriculum and Map across Reception to Year 10. Wellbeing surveys once a year of students, staff and parents. Encourage open communication with parents/students/community and staff. SRC / School Captains to further empower SRC and student voice. Encourage membership on all G.C sub - committees by students and parents. Formal Induction Process for new staff and volunteers. Ensure Grievance Procedure is understood and followed when needed. Ensure Line Management timelines/procedures are followed. Implementation of Mind Matters. Ensure all staff are trained in Child Protection Curriculum. Maintain a focus of Wellbeing through Learning Teams. 		<ul style="list-style-type: none"> Review annually WREN Hub offerings based upon student needs. Offer face to face changes based on student needs. Ensure students are self-motivated and responsible with tools around pathway planning, goal setting and modelling motivation from staff. Students track own effort levels. SBA- students engaged in apprenticeships. Parents, students and teacher to sign off on student pathways. Early follow up if a student is not achieving the pathway of their choice. Ensure all senior secondary teachers share programs and seek regular feedback from / peers, like groups and PLC's.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2017-2020 TARGETS AND MEASURES</p>	<ul style="list-style-type: none"> • Ensure CPC is recorded in teaching programs and actively taught. • Staff training is given to support delivery of CPC curriculum. • Site Survey results re Wellbeing. 	<ul style="list-style-type: none"> • 100% of students to achieve SACE/chosen career pathways. • 100% of students to continue onto further study or careers/employment of their choosing in partnership with the school and family. • 100% record and review term goals and share these with teachers and parents/caregivers.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEARNER ACHIEVEMENT TARGETS</p>	<ul style="list-style-type: none"> • 90% of Students feeling they have been given the opportunity to be listened to and supported at Lucindale Area School. • 100% of students feel comfortable in approaching teachers for support. • Decrease in student DUX behaviour entries. • Measure the use/effectiveness of students in accessing the Wellbeing Coordinator, Deputy and PSW in Partnership with BM data. • Annual Student/Staff/Parent Surveys on Wellbeing completed. • All Senior Secondary students are successful in their agreed pathway. 	