

# School plan 2018-2020

**Ulladulla High School 8495**



# School background 2018–2020

## School vision statement

### World Class Global Learners

A World Class School that provides an outstanding education in which students build the best version of themselves through personalised educational pathways to become creative, mindful, entrepreneurial and innovative young people with future skills. And where outstanding teachers are collaborative leaders in learning. The school promotes and supports self awareness, quality feedback and the celebration of excellence.

### Future Focussed Skills

- Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning
- Ways of working. Communication, collaboration and connections.
- Tools for working. Information and communications technology (ICT) and information literacy
- Skills for living in the world. Citizenship, life and career, and personal and social responsibility

### Enhance real world connections.

Connected learners at school and within local, national and global context to enhance a culture of 'collective mindfulness' to Collaborate, Innovate and create ways to enhance their learning.

## School context

Ulladulla High School is a large co-educational rural coastal community school on the south coast of NSW, drawing students from a large rural area from Termeil in the south to Jerrawangala in the north. Our school's FOEI (family occupation and education index) value is 106 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 65% of our students are in the lower 2 Quarters of the FEOL and 54% of our parents are substantially tradespeople, clerks and skilled office, sales and service, business managers, arts/media/sportspersons and associate professionals. There is a significant enrolment of Aboriginal Students (5.4%).

The school has a very committed school community, executive, teaching and administrative staff who live and work in the community. The school is truly representative of the Ulladulla Community and surrounds. The senior executive staff and teachers are highly committed to excellence in learning pedagogy and developing future focused students to ensure students move successfully into their future careers. A school needs to be agile, responsive and the best classroom in the world. We strive to be this.

Our school has immense and sophisticated amenities and is a lighthouse in our community.

Ulladulla High School in any measure, is a huge and complex organisation with highly personalised systems, from timetabling, curriculum development, financial accountability, resources and facility management. We have 3 significant partner Universities; Uni of Wollongong, Australian National University and Canberra University. The local Wandarua AECG and the school actively collaborate to ensure the educational success of all Aboriginal students in the Ulladulla and Milton Community. We have a highly successful student leadership program including our Student Representative Council and School Environment Council.

## School planning process

The school plan was developed in response to the external validation process in 2017. On 19/10/17 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. Introduction: The school identified seven evidence sets across each of the 3 strategic directions, these provided the basis for the 2017 Validation. The identified evidence sets were aligned with the identified programs within each strategic direction. Strategic Direction One – Equip students with the skills for the future Century. The evidence sets are illustrated through the programs of MAP (Make a Plan) Ways of thinking, Project Based Learning (PBL) Ways of Working, Bring Your Own Device (BYOD) Tools for working, Peer Support: Student Wellbeing (Chaplaincy) Year 8 Outdoor Education to support Skills for Living in the world. Strategic Direction Two – Our teachers are world class leaders in learning is evidenced through the programs of Growth Coaching, Great Teaching Inspired Learning, Digital Portfolios, My PL Goals and Twilight Seminars and the final Strategic Direction Three – Real World Connections– Personalised learning and mentoring is evidenced through Aboriginal Education. The evidence sets are examples of a sustained and deliberate focus toward achieving ongoing learning success for all students of Ulladulla High School. (refer to the School Self-Assessment Validation Grid prepared by the school to align to the SEF)

In addition to the EV process. The school reviewed the 'Tell them from me' survey data, the HSC and Naplan results and internal literacy and numeracy measures. Inclusive of the views from the school community, including parents, staff and students. The survey and consultation initially focussed on the questions.

What should learning look like in our classrooms?

What does an engaged student look like, doing, thinking in your class, ideally?

What skills should we build for future focussed students for

# School background 2018–2020

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success beyond school?.

In your opinion, what should we build as UHS 'Learning Signature' ?

Students, teachers and Parents undertook the survey and focus groups.

The AECG and the school Aboriginal Education Team are part of the ongoing consultation of focussed programs and ongoing monitoring process to ensure successful outcomes for our Aboriginal Students.

The implementation of the school plan will be monitored by school executive and will be evaluated each term. The school's Executive will have direct, responsibility and accountability for the implementation of the annual whole school milestones, faculty and team evaluation reports. The school continues to evaluate rigorously the school plan alongside its school community twice per year and reports regular on progress.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Build students future Skills from  
the inside out Heart and Mind

### Purpose:

Purpose: To equip students with skills for the Future: **From the Inside Out– HEART AND MIND**

Ways of thinking, Ways of working, Tools for working and Living in the world. (Enveloping the *6 global competencies* – Character, citizenship, collaboration, communication, creativity and critical thinking).

## STRATEGIC DIRECTION 2

Our Teachers are world class  
COLLABORATIVE leaders in  
learning

### Purpose:

**Purpose:** To build a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence in student learning and teaching . **'Collaborative Expertise'** about teaching and learning is the core of day to day school business.

## STRATEGIC DIRECTION 3

Our classrooms are REAL  
WORLD CONNECTED

### Purpose:

**Purpose:** To connect learners through personalised experiences at school and within local, national and global context to enhance a culture of 'collective mindfulness' to *contemplate, collaborate, innovate and create ways that enhances their learning* in a **REAL WORLD CLASSROOM.**

# Strategic Direction 1: Build students future Skills from the inside out Heart and Mind

Purpose	People	Processes	Practices and Products
<p>Purpose: To equip students with skills for the Future: <b>From the Inside Out– HEART AND MIND</b></p> <p>Ways of thinking, Ways of working, Tools for working and Living in the world. (Enveloping the 6 <i>global competencies</i> – Character, citizenship, collaboration, communication, creativity and critical thinking).</p>	<p><b>Staff</b></p> <p><b>Ways of Thinking</b></p> <p><b>The Literacy Team</b> and Executive</p> <p><b>The Map Team</b> and Executive</p> <p><b>Staff</b></p> <p><b>Ways of working</b></p> <p><b>Leadership Team– PBL/Huddle team</b> for the Implementation of Deep Learning across all KLAs.</p> <p><b>Staff</b></p> <p><b>Tools for working</b></p> <p><b>E–preneur Mentors and Team</b> and all teachers</p> <p>Technology Team and Technical Service Officers</p> <p><b>Staff</b></p> <p><b>Living in the world</b> – Whole school implementation – inclusive of Head Teacher Wellbeing, Wellbeing team, Year crew teams, Executive and Senior Exec</p>	<p><b>Ways of Thinking</b></p> <p><b>Implementation of Deep Learning</b> across all KLAs.</p> <p>–embedded platform of "Literacy is everyone's business" in the implementation of the literacy progressions.</p> <p>–Visible learning pedagogy and Mindframes supports the implementation of deep learning to improve literacy skills for all students.</p> <p>– MAP – Rigorous program of exemplar scaffolds that explicitly inform students what successful impact of learning looks like.</p> <p><b>Ways of working</b></p> <p><b>–Deeper Learning Project (innovation beyond PBL)</b> for all students in all classes is articulated through teachers up skill of Project Based Learning to enliven the curriculum through and the QTF to enliven pedagogy language.</p> <p>–Huddle of Teachers supporting deep learning in HUBS through focussed pedagogy and optimum classroom environment created by the collaborative expertise of teachers.</p> <p>–Collaboration Spaces and time for Teachers to support their understanding of the co-teaching pedagogy in the huddles, hubs and pods.</p> <p><b>Tools for working–</b></p> <p>–E–preneur Mentors and Team embed the leading innovator's mindset of technology</p>	<p><b>Practices</b></p> <p><b>Ways of thinking</b></p> <p>–Critical thinking and problem solving skills embedded throughout all pedagogy by staff at faculty level.</p> <p>–Use of the 6 global competencies/National Curriculum as a measure in assessment and reporting.</p> <p>–Academic rigor and the potential for greatness explicitly embedded in everyday school day through consistent teacher judgment and explicit feedback through a process of drafts and feedback.</p> <p>–Growth in all literacy and numeracy levels is established and shared by all teachers</p> <p><b>Ways of working</b></p> <p>– Communication and collaboration is embedded throughout the school.</p> <p>–Ubiquitous Learners who are mentored through World class <b>collaborative curious</b> leaders in learning</p> <p>–Utilisation of pedagogies that enliven learning spaces to through combinations of explicit teaching, one on one, revision, peer to peer, presentations, individualised student directed activities, enquiry learning to incubators of creativity are utilised to align teaching to 'the way the brain and heart learns'</p> <p><b>Tools for Working–</b></p> <p>–All teachers are technology innovators and collaborators.</p>
Improvement Measures			
<p><b>Quantitative Improvements–Ways of thinking</b></p> <p>–10% improvement in all bands of HSC results across all KLAs.</p> <p>–TTFM survey data</p> <p>–Aboriginal students completion rates of the HSC % –is equal or better to non Aboriginal students.</p> <p>–10% reduction in student incident reports across all year groups</p> <p>–10% improvement in all Naplan value adding data Year 7–9</p> <p>–Growth in all literacy and numeracy progressions is established and shared by all teachers</p> <p><b>Qualitative improvements – Ways of thinking/working</b></p> <p>–Embedded 'ways of thinking' in all learning programs, tasks and assessments.</p> <p>– Authentic Deep Learning is embedded in</p>			

# Strategic Direction 1: Build students future Skills from the inside out Heart and Mind

Improvement Measures
the curriculum structure of school Culture
<b>Tools for working</b> Embedded tools for working by all teachers and throughout their practice to create meaningful learning experiences that are relevant and empowered for their learners
<b>Living in the world</b> –Flourishing students as a result of the schools student well being program by strengthening their cognitive, physical, social, emotional and spiritual development to enhance their learning. –Increased levels of institutional Engagement as indicated on the TTFM Survey data and qualitative data.

Processes
practice and pedagogy.
–Systems and processes of support for students and their Teachers to develop their own expertise in emerging technologies and the delivery of rich tasks.
<b>Living in the world –</b> A framework of deep learning pedagogy underpinned by ' <i>Positive Education</i> ' and achieved through a supported implementation of <i>Co-vitality</i> , <i>7 habits</i> and <i>Character strengths</i> and professional learning to engage, enliven and enrich classroom experiences. –program of independent thinking and goal setting (growth coaching) embedded successfully in all stages that is robust and sustainable.

Evaluation Plan
The following data, strategies and timeline will be used to evaluate progress on the plan.
Internal assessment data will be collected as practice.
Naplan and HSC results will be evaluated by each faculty team, Assessment and reporting Team and Exec and Senior Exec. TTFM Survey data will be collected yearly and evaluated to inform the large project impact, along with semester focus groups.
Attendance Data will be reviewed weekly by the Year Crew Teams.
Each school team will undertake a semester evaluation of their projects

Practices and Products
–All teachers are curious about learning in their classroom and how it can be invigorated by tools of technology. They are aware of its limits and balance in their pedagogical practice.
–Evaluation of progress in classrooms is evaluated as a daily process.
–Embedded tools for working by all teachers and throughout their practice to create meaningful learning experiences that are relevant and empowered for their learners.
<b>Living in the World–</b> –Florishing students as a result of the schools student well being program by strengthening their cognitive, physical, social, emotional and spiritual development to enhance their learning. –citizenship, life and career, personal and social responsibility is clearly articulated. –Social skills and self– awareness –Trust, curiosity, strong relationships and growth mindset is encouraged within a classroom that is safe to make mistakes and learn from others. –students are influential as agents of change in innovating success in pedagogy. –student leadership is foremost in decision making
Products

# Strategic Direction 1: Build students future Skills from the inside out Heart and Mind

## Processes

through a quantitative survey, these will be submitted to the Executive to modify milestones. Qualitative data will be collected as ongoing reflection.

Deputy No.1. Will over see 5 weekly evaluation for each milestone. Each 5 weeks executive will evaluate milestones and will take place at the Mid Term and end of term at Executive meetings. The evaluation will be communicated to the school community through Social Media/ P & C / School App on term progress in consultation with principal and senior executive.

## Practices and Products

### Ways of Thinking

–Rigorous programs of exemplar scaffolds that explicitly inform students what the successful impact of learning looks like

–Explicit modelling of exemplar scaffolds inclusive of MAP

–A rigorous scaffold for student/student, teacher/student directed learning activities, feedback, drafts and assessment.

– Embedded MAP Scaffold across all classrooms, including in junior school for both assessment and as a learning tool across all KLAS.

### Ways of working

– Communication and collaboration protocols as a fundamental 'way of being' and embedded throughout classroom experience.

–Curriculum is documented and driven through student choice that is broad and flexible.

### Tools for working

–Work samples and projects that indicate innovation, deep thinking and creativity to meet the national curriculum general capabilities for (Information and Communication Technology (ICT), creative and critical use of ICT ).

–Authentic Products: personally meaningful or useful for others.

# Strategic Direction 1: Build students future Skills from the inside out Heart and Mind

## Practices and Products

### Living in the world

– UHS Framework of individual wellbeing that is personalisable for a student to reach for greatness. The framework structure will be embedded with Positive Education, Student wellbeing framework, co-vitality, character strengths and 7 effective habits.

–Deep school wide Professional learning program of 'positive education that supports world class leading learners (teachers) to enhance the successful achievement of their students in each classroom.

–teachers scope and sequence programs reflect the belief that all students can improve and learning strategies focus on challenge and aspiration within a structured well managed classroom.

–Classrooms are examples of quality learning environments that focus on students strengths.

–service learning is embedded in Stage 5 to enhance students ability to apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.



## Strategic Direction 2: Our Teachers are world class COLLABORATIVE leaders in learning

Purpose	People	Processes	Practices and Products
<p><b>Purpose:</b> To build a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence in student learning and teaching . <b>'Collaborative Expertise'</b> about teaching and learning is the core of day to day school business.</p>	<p><b>Staff</b></p> <p><b>Professional Learning Teachers and SASS</b></p> <p>The professional learning team, Executive and Senior Executive.</p> <p>All teachers in all classrooms</p>	<p><b>Professional Learning Teachers and SASS</b></p> <p>Our Teachers are world class who engage fully in their own professional learning.</p> <ul style="list-style-type: none"> <li>The school PL structures support a rigorous professional learning program that is informed on best practice and current educational research.</li> <li>Structures that focus on teaching strategies and Visible Learning.</li> <li>Structures that build and maintain a culture of commitment in teaching where staff are actively reflect on learning outcomes.</li> <li>Hatties Visible learning project 10 mindframes of learning.</li> <li>Embed and develop a supported set of strategies of support for teachers to develop differentiation programs and tasks, individualised learning tasks which align to best practice.</li> </ul>	<p><b>Practices</b></p> <p><b>Professional Learning Teachers</b></p> <p><b>Our Teachers are world class who engage fully in their own professional learning.</b></p> <ul style="list-style-type: none"> <li>Teachers are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged with professional dialogue and challenge.</li> <li>Teachers systematically reflect on their teaching and their impact on student learning to improve their pedagogy.</li> <li>Teachers think of and evaluate their impact on students' learning.</li> <li>Professional connected staff who deliver quality learning through collaborative conference structure, real world, dynamic, networked, relevant creative learning activities that enlivens content.</li> <li>A culture of commitment to 'Great Teaching Inspired Learning' where staff actively and consistently reflect on learning outcomes for student excellence.</li> </ul>
Improvement Measures	<p><b>Staff</b></p> <p><b>Curriculum, Quality Teaching Framework, Accreditation and National Teaching Standards</b></p> <p>All teachers and TTA, Leadership Team and HT Teaching and learning.</p> <p><b>Staff</b></p> <p><b>Deep Student Learning and Assessment</b></p> <p>All teaching staff and the PL team, School leaders and Executive.</p> <p><b>Leaders</b></p> <p><b>Mentoring, Coaching and Leadership</b></p> <p>All teaching staff and the PL team, School leaders and Executive.</p>	<p><b>Curriculum, Quality Teaching Framework, Accreditation and National Teaching Standards</b></p> <ul style="list-style-type: none"> <li>Rigorous implementation of the Quality Teaching Framework through Instructional Rounds to support National Teaching Standards and Accreditation.</li> <li>Established Structures to enliven teachers professional digital portfolios to meet the accreditation requirements for all levels of Accreditation.</li> <li>Build a process of excellence in teaching as experts through the embedding of National Standards in their classrooms.</li> </ul>	<p><b>Curriculum, Quality Teaching Framework, Accreditation and National Teaching Standards.</b></p> <ul style="list-style-type: none"> <li>Our teachers challenge our students and align to the the national teaching standards through professional practice and ongoing reflection.</li> </ul>

## Strategic Direction 2: Our Teachers are world class COLLABORATIVE leaders in learning

Processes	Practices and Products
<ul style="list-style-type: none"> <li>• Faculties develop programs in line with National Curriculum.</li> </ul>	
<p><b>Deep Student Learning and Assessment</b></p> <p><b>Explicit Feedback</b></p> <p><b>Innovate systems</b> that allow teachers to effectively measure and report learning achievement with particular focus on timely,</p> <p><b>Excellence in Assessment</b>, Learning and reporting through the implementation of <i>Formative Assessment</i></p> <p><b>Assessment for Learning</b></p> <p>Excellence Assessment Team review authentic assessment processes aligning to high level achievement. Using multiple reviews and critiques to build student work to excellence, 100% of student submission and assessment of excellence.</p>	<p><b>Deep Student Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>• Students exit school with an enthusiastic approach towards learning. Their work samples reflect passion, quality, direction, allowing multiple opportunities including the development of entrepreneurial skills beyond school.</li> <li>• Teachers Classrooms reflect positive engagement in the learning process and student/teacher relationships that are focussed on inclusive education indicated by 100% submission of work, assessment growth and improved achievement outcomes and results.</li> <li>• Excellence in Assessment that typifies formative assessment, a process of multiple drafts and excellence in student work samples.</li> </ul>
<p><b>Mentoring, Coaching and Leadership</b></p> <ul style="list-style-type: none"> <li>• Development of professional and practical links to higher education , where our teachers are learner teachers and embed mentoring for practice and early career teachers.</li> <li>• Coaching of staff alongside their PDP and goal setting when returning from Professional Learning.</li> <li>• It is an expectation that Teachers access schools system of growth coaching mechanisms for their own development and the mentoring of their students.</li> </ul>	<p><b>Mentoring, Coaching and Leadership</b></p> <ul style="list-style-type: none"> <li>• Coaching and mentoring processes embedded and aligned to National teaching standards, DoE priorities and School strategic directions. Process/protocol of a triangular framework (i.e. HT, Teacher and Coach) embedding to support teachers.</li> <li>• Leadership development and coaching is explicitly developed by all school leaders.</li> </ul>
	<p><b>Products</b></p>

## Strategic Direction 2: Our Teachers are world class COLLABORATIVE leaders in learning

### Processes

- Coaching across all student and teacher groups to enhance and build the aspirations of our students.
- Growth coaching international is integral in the collaboration of staff and students. Extending into Team Coaching and Student to student mechanisms.

### Evaluation Plan

The following data, strategies and timeline will be used to evaluate progress on the plan.

Internal assessment data will be collected as practice.

Naplan and HSC results will be evaluated by each faculty team, Assessment and reporting Team and Exec and Senior Exec. TTFM Survey data will be collected yearly and evaluated to inform the large project impact, along with semester focus groups.

Attendance Data will be reviewed weekly by the Year Crew Teams.

Each school team will undertake a semester evaluation of their projects through a quantitative survey, these will be submitted to the Executive to modify milestones. Qualitative data will be collected as ongoing reflection.

Deputy No.2 Will oversee 5 weekly evaluation for each milestone. Each 5 weeks executive will evaluate milestones and will take place at the Mid Term and end of term at Executive meetings. The evaluation will be communicated to the school

### Practices and Products

#### Professional Learning Teachers

- Every subject has high quality differentiated learning programs and assessment where quality teaching is foremost.
- Every teacher has a digital portfolio of their own teaching and professional writing that is reflective and teachers seek and provide feedback in regards to their teaching. Records of teachers professional progress is maintained by the school.
- Teachers professional learning is documented and supported in a networked learning environments through the teachers PDP and Digital Portfolio.
- Policies and procedures of professional learning are transparent and efficient.

#### Quality Teaching Framework, Accreditation and National Teaching Standards

- National Curriculum is implemented accurately and effectively in all relevant KLAs.

#### Deep Student Learning

Our teacher are professional leaders whose students excel evidenced by Digital Portfolios containing student work samples and excellence. Portfolios evidence data of teacher reflection of data that improves student outcomes.

## Strategic Direction 2: Our Teachers are world class COLLABORATIVE leaders in learning

### Processes

community through Social Media/ P & C / School App on term progress in consultation with principal and senior executive.

### Practices and Products

#### **Mentoring, Coaching and Leadership**

Coaching strategies program embedded and the approaches are informed by Positive Psychology which enhances the overall wellbeing of teachers and students.

Establish protocols and “communities of practice” to build the expertise of staff by offering Peer to Peer Coaching training.

# Strategic Direction 3: Our classrooms are REAL WORLD CONNECTED

Purpose	People	Processes	Practices and Products
<p><b>Purpose:</b>To connect learners through personalised experiences at school and within local, national and global context to enhance a culture of 'collective mindfulness' to <i>contemplate, collaborate, innovate and create ways that enhances their learning</i> in a <b>REAL WORLD CLASSROOM</b>.</p>	<p><b>Staff</b></p> <p><b>Learning in Real world Classrooms</b></p> <p>Literacy leaders, KLA HTs and HT T &amp; Ls</p>	<p><b>Learning in Real World Classrooms –</b> Redesign of spaces to embed rich literacies through the MINDFRAMES for visible Learning – Reimagining of teaching and learning to build high functioning spaces and minds to accelerate learning</p>	<p><b>Practices</b></p> <p><b>Learning in Real world Classrooms</b></p>
<p><b>Improvement Measures</b></p> <p>Attendance improvements by 2% across all year groups through high possibility classrooms</p> <p>5 % Improvement in internal assessments inclusive of submission %.</p>	<p><b>Staff</b></p> <p><b>Personizable learning and Mentoring</b></p> <p>Growth coaches, HTs and Teams for implementation.</p>	<p>–Implementation of MINDFRAMES for visible learning.</p>	<p>–<i>High possibility classrooms</i> through collaborative expertise of teachers that focus on literacies – literacy and numeracy, physical literacy , emotional literacy and learning literacy though the 10 mindframes of visible learning.</p>
<p><b>Personizable learning and Mentoring</b></p> <p>–PLPs in place for all students that demonstrates a growth mindset for educational aspiration aligning with Literacy and numeracy personal targets.</p>	<p><b>Leaders</b></p> <p><b>Aspiration and Attainment</b></p> <p>–School team DPS and Aspiring HTs.</p>	<p><b>Personizable learning and Mentoring</b></p> <p>Growth coaching processes implemented by all teachers and embedded across learning to support attendance and empowered learning.</p>	<p>–teachers understand that the biggest influence on student achievement is how teachers think about learning and their role in student progress.</p>
<p><b>Learning in Real world Classrooms</b></p> <p><i>High possibility classrooms</i> through collaborative expertise of teachers that focus on literacies – literacy and numeracy, physical literacy , emotional literacy and learning literacy though the 10 mindframes of visible learning implementation measured.</p>	<p><b>Leaders</b></p> <p><b>Connected Learning Community Across all 4 schools</b></p> <p>–School team DPS and Aspiring HTs.</p>	<p><b>Aspiration and Attainment</b></p> <p><b>Establish a aspiration and attainment team to embed</b> school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>	<p>–embedded appreciative inquiry approach to empowered learning</p>
		<p><b>Connected Learning Community Across all 4 schools</b></p> <p>–Establish school team to lead the connection across the schools.</p> <p>–Connected community team established through supported professional learning practices supported by all schools of the CC2T group</p>	<p>–The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.</p>
		<p><b>Evaluation Plan</b></p> <p>The evaluation of connections and the reinventing of classrooms. through student</p>	<p><b>Personizable Learning and Mentoring</b></p> <p>– There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>–Aboriginal Education is embedded across all KLAs to ensure authenticity of cultural knowledge is clearly articulated in all programs and practice to achieve the aspirations and potential of all Aboriginal</p>

## Strategic Direction 3: Our classrooms are REAL WORLD CONNECTED

### Processes

projects.

The following data, strategies and timeline will be used to evaluate progress on the plan.

Internal assessment data will be collected as practice.

Naplan and HSC results will be evaluated by each faculty team, Assessment and reporting Team and Exec and Senior Exec. TTFM Survey data will be collected yearly and evaluated to inform the large project impact, along with semester focus groups.

Attendance Data will be reviewed weekly by the Year Crew Teams.

Each school team will undertake a semester evaluation of their projects through a quantitative survey, these will be submitted to the Executive to modify milestones. Qualitative data will be collected as ongoing reflection.

Deputy No.2 Will oversee 5 weekly evaluation for each milestone. Each 5 weeks executive will evaluate milestones and will take place at the Mid Term and end of term at Executive meetings. The evaluation will be communicated to the school community through Social Media/ P & C / School App on term progress in consultation with principal and senior executive.

### Practices and Products

students and Aboriginal student leaders.

–Disability Education is embedded across all support classes with a focus on literacy levels and achievement. Support teachers reflect high expectations of student achievement.

#### Aspiration and Attainment

–Deep Learning where each student enlivens learning that accelerates their acquisition of the six global competencies—character, citizenship, collaboration, communication, creativity and critical thinking.

–Students and teachers aspire to extend student learning trajectory

–Engage professionally with colleagues, parents /carers and community to ensure a school focus to a global orientation, where international partners and opportunities are enhanced and embedded into each learning program.

–Students can demonstrate and function in multiple real world contexts.

#### Connected Learning Community Across all 4 schools

–Collaborative practice of learning that is shared across all the MULC Teachers

–An established learning progression across all schools to ensure deep authentic learning that is measurable and achievable against the literacy and numeracy progressions.

–Collaboration of senior executive and

# Strategic Direction 3: Our classrooms are REAL WORLD CONNECTED

## Practices and Products

school leaders to establish authentic community of learning.

## Products

### Learning in Real World Classrooms

–A visible classroom built on the collaborative expertise of teachers and the 10 Mindframes for Visible Learning.

### Personizable Learning and Mentoring

–Timetable structures that reflect contemporary pedagogies and alignment to neuroscience and spaces to enhance learning.

–Faculty outcomes align with school plan and professional engagement where teachers embed authentic 'real world' contexts in their classroom learning is reflected in all teachers PDPS and student PLPS.

–PLPs in place for all students that demonstrates a growth mindset for educational aspiration.

### Aspiration and Attainment

–National curriculum capabilities are embedded in scope and sequence programs and assessment.

–Creative and collaborative learning pathways for all students

–Demonstrated examples of preparedness for the real/.changing world. Students have demonstrated examples of real world connections.

## Strategic Direction 3: Our classrooms are REAL WORLD CONNECTED

### Practices and Products

#### **Connected Learning Community Across all 4 schools**

–Established transition plan that maps all students learning progressions from K–12.