Strategic Improvement Plan 2021-2025

Rooty Hill High School 8908

School vision and context

School vision statement

Vision: Their present, our future

Our values: PERSIST

Our Belief: We have a moral contract with families to give every student the opportunity to do his or her best. We are disposed to be creative and innovative in providing the right opportunities for each student.

Our Overall Purpose: To increase learning expectations, agency, progress & achievement for students, staff and the school through community engagement, innovation and next practice.

School context

School Context updated for 2022-3:

Rooty Hill High School is located on the lands of the Darug people who have walked these lands for generations.

School Context updated 2022-23: Rooty Hill High School is a large, co-educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2022 was 1107 students. Over 50% of the students enrolled in 2022 were from non-English speaking backgrounds, including families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (6%). The school has a Reconciliation Action Plan (RAP) and is committed to promoting its cultural and linguistic diversity and its partnership with the AECG and elders. The school FOEI (family occupation and education index) for 2022 is 124, with 78% of students coming from families in the lowest 2 quartiles. This places the school one standard deviation below the government school average-our students enter high school with more challenges than students from more advantaged backgrounds. Over the last 5 years our families have become poorer and less well-educated.

In 2022, the school received the Secretary's Award for a School Initiative - Student Agency. Over the last 5 years the school has been recognised for its achievements and innovation in over 20 case studies and invitations to present as a school of professional practice. Its work in quality teaching and leadership, its exemplary personalised learning programs, its work with strategic partners (https://purposefulpartnering.org.au/) and its commitment to innovation have all been recognised.

Students are given the opportunity to do their personal best through extensive and expansive curricular, co-curricular and extra-curricular programs, underpinned by the school's wellbeing initiatives, strength-based approaches and Choice Theory.

Parent and community support of the school is strong and working parents have valued both the use of social media and the positive contact approach used by the school in personalising learning and academic goal setting for each student. Every student has access to an electronic device and electronic portfolio. The school has strong academic and socio-cultural platforms that are enhanced by high quality relationships between staff and students. A strong, positive student culture is reflected in the Tell Them From Me surveys and in the number of opportunities students have to demonstrate engagement and pro-social behaviours beyond those of peers in other schools.

The school values, ACARA capabilities and explicit teaching of literacy, numeracy, ICT and creative& critical thinking are embedded in all learning programs, policies and practices. The school's results on external measures of performance demonstrate that students perform better when their learning is focused on progress and in subjects with major works, performances and/or work placement. Despite the impact of COVID-19, 41.8 % of the school's 2022 Year 12 HSC results were in the Top 3 Bands. The school will continue to focus on increasing each student's learning trajectory and progress.

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The school's 2022 budget based on the SBAR (budget) was $13747480. This was supplemented by additional funding received for permanent beginning teachers, school funded leave management and equity programs, including the COVID Intensive Learning Support Program. All teachers working in the school are registered with NESA and another 8 achieved accreditation in 2022.

For further details and extended statistical analysis please see the Rooty Hill High School's 2022 Evidence Book.

Strategic Improvement Priorities

From the Situational Analysis (SA) conducted in 2020, three strategic directions were identified. The school uses evidence-informed practice, high-quality leadership and professional learning, new cultural and work practices, community consultation and a relentless focus on learning progress to deliver:

- Student Growth and Attainment,
- Student Agency and
- Next Practice

2022: At annual reflection and review of improvement measures for 2021, the school confirmed that its choice of strategic directions and key initiatives, as well as its operational priorities had created "shift". In 2022-23 the school will implement 8 initiatives and 17 strategic activities (projects) to continue its focus on progress, improvement and innovation. Please see the School Plan..

Baseline data and evidence - 2020 - see the 2020 annual report and school plan

Operational Priorities

The school's 2022 budget based on the RAM (Resource Allocation Model) is $12,216,206. This will be supplemented by additional funding received for permanent beginning teachers, school-funded leave management and equity programs and in 2021 the COVID Intensive Learning Support Program.

As part of the Situational Analysis (SA), every aspect of the school's operational plan was evaluated and milestones for 2021 were met despite the continuing impact of COVID-19.

Every student at the school has access to an electronic learning device, the school's Google domain, Google classrooms and an electronic portfolio *#MyLearningHub.* The lessons from 2020 and COVID showed us how important it is for a school with 73% of students in the lowest Family Occupation and Education Index (FOE)I quartiles (see above) to ensure every student has access to learning using technology platforms and the capacity to use technology fluently in learning and assessment. After assessing the impact of COVID-19 on student learning and, with the introduction of online assessment for NAPLAN

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and other performance examinations, the school has moved from a BYOD (Bring Your Own Device) program to a school supported digital device program in Years 7 to 9; with BYOD continuing in Years 10-12. This will be an operational priority for 2021.

Strategic Direction 1: Student growth and attainment

Purpose

Building on the successful implementation of capability driven curriculum and signature pedagogies we will work towards achieving targets and increasing student learning trajectories in the content and capability benchmarks in each subject by initiating and delivering improvement and innovation in learning progressions, academic progress and achievement and classroom practice. (DoE Goals 3, 4 and 5) (Goal 2, Mparntwe Education Declaration, 2019)

Improvement measures

Numeracy growth
Achieve by year: 2023

Students in years 7, 8 and 9 demonstrate growth in numeracy performance relative to state growth as measured by the Check-in assessment.

Reading growth
Achieve by year: 2023

Students in years 7, 8 and 9 demonstrate growth in reading performance relative to state growth as measured by the Check-in assessment.

HSC achievement - top 3 bands
Achieve by year: 2023

The percentage of students achieving in the Top 3 Bands in **HSC** is at or above the lower bound system negotiated target of 45.4%.

Reducing Bands 1 and 2 HSC results
Achieve by year: 2025

A reduction in the percentage of students achieving Bands 1 and 2 in HSC to be at or below the school identified target of 18.3% from a baseline average of 30.8%.

School progress measures
Achieve by year: 2025

The percentage of students achieving above expected

Initiatives

Learning Progressions

To improve student progress, growth and attainment in literacy, numeracy and other capabilities, we will initiate and deliver improvement and innovation in learning progressions by monitoring and evaluating the implementation of learning progressions within the school (APST 2.5.4). We will work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking (APST 3.3.4). We will lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs (APST 2.2.4). We will coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice (APST 5.4.4). This will be done by:

- explicitly teaching and evaluating student progress in literacy
- explicitly teaching and evaluating student progress in numeracy
- explicitly teaching and evaluating student progress in critical and creative thinking and other capabilities
- investigating and implementing subject specific learning progressions

Academic Progress and Achievement

We will support and facilitate student growth and performance in the senior school by advocating, participating in and leading universal, targeted and intensive strategies to support high-leverage professional learning opportunities for colleagues that focus on student learning (APST 6.4.4). We will lead initiatives to evaluate knowledge of content and teaching strategies (APST 2.1.4), sequenced into coherently organised learning and teaching programs (APST 2.2.4), which are reviewed using multiple sources of evidence (APST 3.6.4) in the light of curriculum, assessment and feedback requirements and practices (APST 2.3.4, 2.4.4). This will be done by:

Success criteria for this strategic direction

School Excellence Framework elements:

- 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. (SEF 1.1.1.3)

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF 1.3.2.3)

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF 1.3.3.3)

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF 1.4.1.3)

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF 1.4.2.3)

- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data (SEF 1.5.2.3)

- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and

Strategic Direction 1: Student growth and attainment

Improvement measures

growth from baseline in Reading, Writing, Mathematics and Science meets or exceeds the statewide norm as measured by VALID data.

Teacher confidence and competence
Achieve by year: 2025

At least 60% of staff demonstrate "highly accomplished" levels of confidence and competence (PDP evidence) in using explicit strategies to improve student learning and progress in subject specific literacy and numeracy delivered through universal, targeted and intensive learning initiatives.

Grades at C and above
Achieve by year: 2025

The percentage of students achieving 'C' grades and above in ROSA and HSC school measures in each subject increases annually from the 2020 baseline.

Achievement of minimum standards
Achieve by year: 2025

100% of students reach minimum standards in all areas by the end of Year 10.

Aboriginal Students attaining the HSC while Maintaining their Cultural Identity
Achieve by year: 2025

Maintain or increase the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Initiatives

- exploring and implementing new ways of raising student expectations, knowledge, skills and capacity
- working with subject teams and expert teachers to drive new ways of knowing, doing and being that will positively shift student progress and performance in RoSA and HSC

Classroom Practice

We will initiate and lead high impact professional learning to evaluate professional practice directed at improving professional knowledge and practice, and the educational outcomes of students (APST 6.3.4). We will lead and work collaboratively to explore evidence informed opportunities, and implement processes to improve each student's academic learning trajectory through the design and delivery of high-quality classroom practice strategies (APST 6.4.4) by

- improving learning design and delivery
- refining explicit classroom practice, observation and feedback
- embedding collaborative work practices that improve student outcomes

Success criteria for this strategic direction

achievement data. (SEF 1.6.3.3)

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF 2.1.1.3)

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF 2.3.3.3)

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF 2.1.2.3)

- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF 2.1.4.3)

- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF 2.3.1.3)

- The staff evaluate professional learning

Success criteria for this strategic direction

activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF 2.4.3.3)

- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF 2.4.4.3)

Evaluation plan for this strategic direction

The school will be using the not-for-profit industry standard evaluation and evidence tool - Results (Outcomes) Based Accountability.

Questions - How much did we do? How well did we do it? What impact have we made?

Planned Data Collection -

- How much have we done? - monitoring and review of expenditure, participation rates, professional learning designed and delivered at Australian Professional Standards for Teachers Highly Accomplished level, staff allocations, resources allocated to each initiative, records of meetings, events and activities.

- How well have we done it? - evaluating the quality and effectiveness of activities and programs delivered, implementation of new skills and knowledge as a result of professional learning. Measuring staff, student, parent, community and partner engagement and satisfaction, and measuring the results of perception surveys.

- What is the impact of our work? Progress towards and achievement of progress and improvement measures reflecting growth and attainment in knowledge and skills, behaviour, attitudes and/or learning.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis - we will provide evidence to answer the following questions:

- Data trends analysis - What is the story behind the curve?

- Have we made progress towards external and school identified improvement and progress measures? What evidence do we have?

- Have we demonstrated higher order work and learning practice against key benchmarks and criteria including the ACARA and syllabus benchmarks, APST and SEF criteria?

Implication - we will report and act on the evidence in each annual report and the evidence presented at external validation in August 2023

Rooty Hill High School (8908) -2021-2025

Strategic Direction 2: Student Agency

Purpose

Building on the successful delivery of personalised learning and expansive education we will create an innovative culture of student agency based on deep understandings and new practices in learning transfer, engagement and attendance with opportunities for each student to be known, valued and cared for in planning, progressing and evaluating their own learning journey towards becoming educated 19 year-olds and active citizens. (DoE Goals 2 and 6) (Goal 2, Mparntwe Education Declaration, 2019)

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase the proportion of students attending school more than 90% of the time to be at or above the lower bound system negotiated target of 68.2%.

Wellbeing
Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 76.7%.

Learning transfer
Achieve by year: 2025

There is evidence of increased participation, engagement and evidence of learning transfer between curricular, co-curricular and extra-curricular activities from 2019-2020 baseline data.

Academic goal setting
Achieve by year: 2025

100% of students set and make progress towards and/or achieve personalised academic subject goals each semester.

Learner profiles
Achieve by year: 2025

Initiatives

Learning transfer, engagement and transitions

We will demonstrate and lead by example the development of productive and inclusive student experiences and environments and across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. (APST 4.1.4)

We will evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices. (APST 4.4..4)

We will take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. (APST 7.4.4)

We will use collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

These can be achieved by designing and delivering new policies, principles, practices and programs in:

- Engagement and attendance
- Learning Transfer
- Transitions

Student Learning Journeys

We will demonstrate exemplary practice, high expectations and lead colleagues to encourage students to pursue challenging goals through all aspects of their secondary journey with all students having the opportunity to develop personalised learning journeys (APST 3.1.4), with a focus on continued improvement through evaluating the effectiveness of expansive programs differentiated for the specific learning needs of students across the full range of abilities (APST 1.5.4).

Success criteria for this strategic direction

School Excellence Framework elements:

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF 1.2.1.3)
- 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. (SEF 1.2.3.3)
- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF 1.2.2.3)
- Student wellbeing programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF 1.3.2.3)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF 1.1.1.3)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF 1.1.1.3)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF 1.1.2.3)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF 1.1.3.3)
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as

Strategic Direction 2: Student Agency

Improvement measures

100% of students in Year 10 to 12 have the opportunity to design a learning profile and portfolio based on their individual strengths and transition pathways.

Initiatives

We will evaluate and revise personalised reporting and accountability mechanisms in the school to meet the needs of students on their individualised learning journeys and improve student outcomes and transitions (APST 5.5.4) by focusing on the design and delivery of new polices, principles, practices and programs in:

- Subject goals: working with students to identify, select, work towards and reflect on their progress towards personalised goals in each subject in each semester.

- Learner profiles and portfolios: designing and implementing new student learning portfolios based on learner profiles and the innovative collection and analysis of student data from a wide range of sources.

- Alternative forms of recognition: working with strategic partners, other schools and community partners to understand and apply research into alternative forms of recognition for use by students with employers and tertiary providers.

Success criteria for this strategic direction

relevant contextual and/or comparative data. (SEF 1.5.2.3)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. (SEF 2.2.2.3)

Evaluation plan for this strategic direction

The school will be using the not-for-profit industry standard evaluation and evidence tool - Results (Outcomes) Based Accountability.

Questions - How much did we do? How well did we do it? What impact have we made?

Planned Data Collection -

- How much have we done? - monitoring and review of expenditure, participation rates, professional learning designed and delivered at APST HA, staff allocations, resources allocated to each initiative, records of meetings, events and activities.

- How well have we done it? - evaluating the quality and effectiveness of activities and programs delivered, implementation of new skills and knowledge as a result of professional learning. Measuring staff, student, parent, community and partner engagement and satisfaction, and measuring the results of perception surveys.

- What is the impact of our work? Progress towards and achievement of progress and improvement measures reflecting growth and attainment in knowledge and skills, behaviour, attitudes and/or learning.

Analysis - we will provide evidence to answer the following questions:

- Data trends analysis - What is the story behind the curve?

Strategic Direction 2: Student Agency

Evaluation plan for this strategic direction

- Have we made progress towards external and school identified improvement and progress measures? What evidence do we have?

- Have we demonstrated higher order work and learning practice against key benchmarks and criteria including the ACARA and syllabus benchmarks, APST and SEF criteria?

Implication - we will report and act on the evidence in each annual report and the evidence presented at external validation in August 2023.

Strategic Direction 3: Next Practice

Purpose

Underpinned by our values and an embedded culture of innovation and creativity we will support "best practice" with high quality systems and operations; and create "next practice" that responds to emerging challenge and change. (DoE Goals 7,8,9 and 10)

Improvement measures

Achievement of SEF elements
Achieve by year: 2025

The school will continue to be rated on School Excellence Framework (SEF) self-analysis as excelling on 13 of the 14 elements in SEF Version 2 in 2021, 2022 and in the 8 elements at external validation in August 2023.

Achieving Reconciliation
Achieve by year: 2025

The school will deliver high quality practices in consultation with the Aboriginal Education Consultative Group (AECG), Aboriginal students and their families in implementing the Partnership Agreement and provide evidence to meet the "What will we see" criteria.

The school will provide evidence of the school's progress towards meeting the goals of the Reconciliation Action Plan.

Meeting systems goals
Achieve by year: 2025

The school will deliver evidence of high-quality practices as measured against the Department of Education Strategic Goals 7, 8, 9 and 10.

Embedding next practice
Achieve by year: 2025

The school has evidence of measurable improvement and "Next Practice" in the strategic and operational leadership, work, teaching, learning, community consultation and collaborative practices used across the school and school-community to improve the quality of the

Initiatives

Evidence Informed Culture and Practice

We will support the implementation of the school improvement plan. (APST 7.2.4) . We will explore the next practice opportunities for leadership, cultural growth and collaborations by creating professional learning opportunities, engaging in research (APST 6.2.4), taking a leadership role to support the involvement of colleagues in planning and delivering high impact professional learning opportunities (APST 6.1.4, 7.4.4) to improve work practices, ensure high quality systems and deliver improved student learning through evidence collection and analysis (APST 3.6.4) by

- building capacity, designing systems and on-demand tools in data collection, data analysis, data literacy and data ethics.

- leading and monitoring the evaluation of the School Improvement Plan and the implementation of the school and system priorities.

Community Next Practice

We will support the implementation of the school improvement plan. (APST 7.2.4) We will initiate and build on best practices in community consultation to implement contextually relevant next practice processes in engaging parents, carers and in the community in the implementation of educational, operational and broader priorities of the school (APST 3.7.4, APST 7.3.4). We will take a leadership role in professional and community networks, including the Aboriginal Education Consultative Group (AECG), and support colleagues in accessing professional learning opportunities (APST 7.4.4) by

- introducing innovative practices in community consultation, for the purpose of planning and implementing effective community engagement

- designing and delivering targeted strategies to ensure ongoing engagement with the Aboriginal community in meeting the criteria of the AECG partnership, the goals of RHHS Reconciliation Action Plan and increased cultural competency.

Success criteria for this strategic direction

School Excellence Framework elements: The school demonstrates and provides evidence for a rating of "excelling" on 13 of the 14 elements of the School Excellence Framework Version 2 using the self analysis tool in preparation for External Validation in August 2023.

The school has evidence of, and recognition for, best practice (improvement) and next practice (innovation).

Evaluation plan for this strategic direction

The school will be using the not-for-profit industry standard evaluation and evidence tool - Results (Outcomes) Based Accountability.

Questions - How much did we do? How well did we do it? What impact have we made?

Planned Data Collection -

- How much have we done? - monitoring and review of expenditure, participation rates, professional learning designed and delivered at APST HA, staff allocations, resources allocated to each initiative, records of meetings, events and activities.

- How well have we done it? - evaluating the quality and effectiveness of activities and programs delivered, implementation of new skills and knowledge as a result of professional learning. Measuring staff, student, parent, community and partner engagement and satisfaction, and measuring the results of perception surveys.

- What is the impact of our work? Progress towards and achievement of progress and improvement measures reflecting growth and attainment in knowledge and skills, behaviour, attitudes and/or learning.

Analysis - we will provide evidence to answer the following questions:

- Data trends analysis - What is the story behind the curve?

Strategic Direction 3: Next Practice

Improvement measures

learning culture and outcomes for students, staff and community.

The Highly Accomplished School
Achieve by year: 2025

The percentage of Professional Development Plan (PDP) goals achieved by teachers at Australian Professional Standard for Teachers (APST) highly accomplished (2019 39%) increases to be at or above the school identified target of 60%.

The percentage of PDP goals achieved by teachers at APST highly lead level (2019 25%) increases to be at or above the school identified target 35%.

The percentage of PDP goals achieved by School Learning Support Officers (SLSO) and administration staff at "developing" increases to be at or above the school identified target 60%.

The percentage of PDP goals achieved by SLSOs and administrative staff at "demonstrating" increases to be at or above the school identified target 15%.

Data literacy and data ethics
Achieve by year: 2025

Staff, students and families have a deeper understanding and improved capacity in data literacy and data ethics supported by regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and staff colleagues (APST 3.6.4).

Initiatives

Leadership, Culture, Collaborations and Practice

We will support the implementation of the school improvement plan. (APST 7.2.4). We will explore the next practice opportunities for leadership, cultural growth and collaborations by initiating collaborative relationships to expand professional learning opportunities, engaging in research (APST 6.2.4, APST 6.4.4), taking a leadership role in professional and community networks and supporting the involvement of colleagues in planning and delivering high impact professional learning opportunities (APST 7.4.4) to improve work practices, ensure high quality systems and deliver improved student learning by:

- leading and monitoring the design and delivery of the SIP, school and system priorities
- designing and delivering high impact professional learning and practice
- designing and delivering opportunities for all staff to achieve higher professional standards.
- designing and delivering innovative leadership, collaborations, connections, cultural habits and work practices within and beyond the school.

Evaluation plan for this strategic direction

- Have we made progress towards external and school identified improvement and progress measures? What evidence do we have?
- Have we demonstrated higher order work and learning practice against key benchmarks and criteria including the ACARA and syllabus benchmarks, APST and SEF criteria?

Implication - we will report and act on the evidence in each annual report and the evidence presented for external validation in August 2023.