



<p><b>Quality Teaching and Learning</b></p> <p><b>Goals</b>          Students are prepared for a productive, rewarding and fulfilled life.</p> <p>Students have skill sets that prepare them for work, family life, recreation and community life.</p> <p>Student attendance, engagement, retention and attainment at all levels is improved.</p>	<p><b>Focus Questions</b>          How well are students progressing against SEA.</p> <p>Have we analysed the areas for development and made actions to improve the outcomes for disadvantaged groups.</p> <p>Where are we planning for and supporting quality teaching and learning          What is happening in classrooms to improve student engagement</p>
<p><b>Strategies</b>          An active Literacy and Numeracy Plan linked with the Results Plus program is implemented to improve levels in all curriculum areas.</p> <p>Student achievement in SACE is regularly analysed and an improvement plan is developed annually to improve subject and school levels of achievement.</p> <p>Student attendance is regularly monitored and an action plan is implemented to improve overall attendance.</p> <p>Student engagement is measured at a classroom level and teachers focus on learning design to improve student outcomes.</p> <p>The school maintains a broad outward looking range of curriculum options and pathways for learning by engaging with student choices and aspirations.</p>	<p><b>Targets</b>          Continued improvement in SEA data;          Students achieving expected NAPLAN benchmark at 55% or more in Reading and Numeracy. Achieve 80% of students arriving in Year 7 higher band achievements maintain higher band standard in Year 9. Students who were in higher bands in Year 3 identified for support to return to higher bands.</p> <p>Improved participation rates of aboriginal students in testing programs.          Aboriginal achievement of NAPLAN SEA at 20% or better.</p> <p>PAT M and PAT R below SEA decrease to 20% and Top Bands better than 10%</p> <p>Students in all Year8 to 10 cohorts were waved on achievement data, engagement data and attendance data and information passed to teaching staff.</p> <p>SACE achievement focused on increasing grade shifts D-C, C-B, B-A from 2016;          90% of attempted SACE at C- or better. 50% at B or A level.</p> <p>Moderation of student achievement in Year 8 to 11 at faculty and whole school training days identified and reported to curriculum group.</p> <p>Students Years 8 – 10 complete ELLI and feedback given to staff and students          Students complete the TfEL compass and feedback given to staff and partnership.</p> <p>Students complete classroom surveys twice per year for staff on classroom engagement, assessment and support</p> <p>A school attendance rate of 85% or better. Attendance rates of aboriginal students increases by 10%.</p>

<p><b>Staff and Student Capacity building</b></p>	
<p><b>Goals</b></p> <p>The school operates with a growth culture mindset where collaboration and innovation is highly valued and supported.</p> <p>Staff and students focus on planning for individual improvement and actively participate in feedback to reflect on and improve teaching and learning</p>	<p><b>Focus Questions</b></p> <p>How well are students disposition approaches to learning and styles catered for in classrooms</p> <p>Have we analysed the areas for development and made actions to improve the outcomes for disadvantaged groups.</p> <p>Where are we responding to staff students feedback about improving themselves</p> <p>What planning and reflection to school members use and how professional dialogue is designed to improve outcomes and innovation.</p>
<p><b>Strategies</b></p> <p>Establish an agreed understanding and promotion of growth mindsets in all classrooms.</p> <p>Provide recognition for student growth in both performance and their approach to learning (dispositions).</p> <p>Improve feedback mechanisms between staff, students and families through surveying, and continuous monitoring and reporting of achievement and effort.</p> <p>Schools staff develop collaborative capacity through working parties, faculty, PEGs with a focus on improving teaching and learning.</p> <p>Staff and student actively participate in personal planning and reflections on growth and innovation.</p>	<p><b>Targets</b></p> <p>Classrooms actively display and discuss applying a growth mindset to tasks which are evidently transformative and collaborative. Curriculum leaders report at the end of the year examples of classroom practice.</p> <p>Students are better able to self-assess critically their performance and effort and regularly participate in providing their own feedback through SEQTA on tasks.</p> <p>A baseline of cohort measurement using ELLI is completed in 2017 and students are waved on achievement and engagement.</p> <p>Staff, students and caregivers actively monitor through continuous reporting their ongoing achievement against standards and plan for improvement through learning plans and personal development plans.</p> <p>The collaboration in working groups within the school is strengthened to improve the overall capacity of staff to critically reflect on and improve their teaching pedagogy. Teachers report in a staff survey that they participated positively in performance development, PEG and staff professional development.</p>

<b>Facilities Developments</b>	
<p><b>Goals</b></p> <p>The school plans to improve the learning facilities and amenities of the school to facilitate student comfort, safety and learning.</p> <p>The school resources the classroom areas to facilitate 21C learning.</p> <p>Pursue funding opportunities to and programs to improve site facilities.</p>	<p><b>Focus Questions</b></p> <p>What types and purposed classroom designs are there for facilities for 21<sup>st</sup> Century learning.</p> <p>What are the ongoing maintenance requirements for grounds and facilities and is there ongoing planning that includes work safety, replacement schedules and refurbishment planning.</p> <p>What are the infrastructure requirements to manage the school efficiently.</p>
<p><b>Strategies</b></p> <p>Develop some vision directions to guide future school facilities planning.</p> <p>Engage in a Learning Environment Opportunity Study with DECD to replace Capital Works studies and provide a school upgrade vision for PLHS</p> <p>Conduct regular room audits for safety, furniture requirements and appropriate infrastructure. Continue a schedule of carpet replacement.</p> <p>Plan a refurbishment of the ICentre (information centre) that provides a range of learning spaces and presentation services.</p> <p>Plan and begin minor refurbishments to the Tech Studies facility.</p> <p>Pursue discussion with facilities re the Education Brief: Arts Redevelopment 2013</p> <p><b>Additional Projects</b>  STEM Upgrade  Energy System upgrade</p>	<p><b>Targets</b></p> <p>Submit a 2017 LEOS for DECD which provides a future redevelopment plan of the site.</p> <p>Grounds projects to improve the entrances and signage of the school have been completed. Grounds maintenance projects are planned and completed.</p> <p>Minor upgrade to rooms in buildings 1,2 and 3 are completed. (carpets, painting, furniture, lighting, air conditioning)</p> <p>A refurbishment plan is developed and project work started in 2017.</p> <p>A refurbishment plan is developed and project work started in 2017.</p> <p>School representation to DECD has occurred re the development of the site.</p>