

DEPARTMENT FOR EDUCATION STRATEGIC PLAN

World Class Education: Achievement and Growth for every child in every class in every school.

ACTIONS 2019

1. School Improvement
 - a. Implementing 3-year improvement cycle to influence teacher practice
 - b. Apply performance and development effectively
 - c. Encourage community involvement
2. Learning design, assessment and moderation
 - a. Educators designing challenging learning and developing feedback that improves learning using the curriculum frameworks through
 - i. Educator to learner feedback
 - ii. Learner peer feedback
3. Literacy and numeracy improvement

MARION COAST PARTNERSHIP PLAN

1. Maintain and increase the proportion of students achieving in the higher bands of NAPLAN reading
2. Maintain and increase the proportion of students achieving in the higher bands of NAPLAN numeracy

SEAVIEW HIGH SCHOOL

	Goals	Actions	Indicators
Developing successful learners	1. Students are engaged as active participants in learning	<ul style="list-style-type: none"> ➤ Teachers co-design task with students to support differentiation and challenge for all learners ➤ Teachers design assessment, which is intentional and used to move learning forward ➤ Student Voice is used to inform teacher pedagogy ➤ Teachers continue to maximise opportunities for active learning and student-centred classrooms by creating and/or curating videos for instructional teaching ➤ Teachers provide evidence of peer observation and student feedback as part of the PDP process 	<ul style="list-style-type: none"> ➤ Students are able to discuss their achievements with peers and their teachers and identify what steps are required to progress ➤ Achievement improves
Developing confident, resilient, creative and independent individuals	2. Problem solving and entrepreneurial models support intellectual risk taking and intellectual stretch across all curriculum areas	<ul style="list-style-type: none"> ➤ Teachers ensure critical and creative thinking capability is evident in task design and curriculum documentation ➤ Teachers ensure the literacy and numeracy capabilities are evident in task design and curriculum documentation ➤ FutureMakers and Startup programs are developed into classroom practice ➤ PLP is reviewed and linked to career strategy ➤ Futuremakers is linked to local business and community groups ➤ Sharktank program is implemented 	<ul style="list-style-type: none"> ➤ The language of resilient learners and growth mindset is evident in classrooms (Underpinned by PERMA) ➤ Students are developing questions and applying creative problem solving techniques to find solutions to problems across a range of subjects ➤ PLP informs authentic pathway planning
	3. Data is used to plan explicitly for individual learner growth	<ul style="list-style-type: none"> ➤ Teachers engage with available data to plan and develop personalized curriculum ➤ Students have access to their data and use it to co-plan their learning and set targets for improvement ➤ Literacy intervention delivers targeted teaching for identified students ➤ Year 8 students identified for literacy intervention ➤ Numeracy intervention (SNMY) in Year 8 and Year 9 math classes 	<ul style="list-style-type: none"> ➤ Teachers and students are sharing data to set goals for improvement ➤ Tasks are differentiated ➤ Students are engaged in targeted interventions, support and/or acceleration