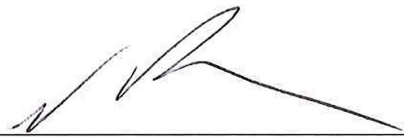


<h2 style="text-align: left;">Flourish and Belong </h2> <h3 style="text-align: center;">Feeling welcome and connected with a positive wellbeing</h3>				
In order to SEE	We will DO	So we can ACHIEVE		
<ul style="list-style-type: none"> <li>Positive interactions between students and staff</li> <li>Whole school wellbeing activities</li> <li>Students who are Respectful, Responsible, Safe and Involved</li> <li>Engagement in Ultimate House Activities and belonging days</li> <li>Celebrations of student achievement (academic, cultural, sporting, citizenship which included effort &amp; behaviour)</li> <li>Opportunities for students, staff, parents and the wider school community to learn about student health and wellbeing</li> <li>Staff feeling positive about their wellbeing, ready to teach and support students</li> <li>Targeted programs for focused and intensive support for students</li> <li>Increased student leadership density and student voice</li> <li>Mediation and restorative conversations between students and teachers</li> <li>Meaningful parent and community involvement in our school</li> <li>Staff involved in wellbeing activities</li> </ul>	<ul style="list-style-type: none"> <li>All staff promote and support wellbeing of all students through the implementation of the PERMAH model</li> <li>Care teachers know their students, celebrate their successes, respond to wellbeing concerns and refer them when support is required</li> <li>Professional development and upskilling of staff in PERMAH model</li> <li>Staff use supports within the school to assist them to manage and improve their wellbeing</li> <li>Deliver wellbeing curriculum and behaviour expectations of the 2021 Student Code of Conduct during Student Wellbeing lessons each week</li> <li>Monitoring and review attendance, behaviour, retention and attainment and enact strategies for continuous improvement of students</li> <li>Students create PERMAH profiles and wellbeing plans by completing wellbeing surveys</li> <li>Use restorative practices in conjunction with disciplinary measures</li> <li>Develop a community engagement strategy to build meaningful partnerships with parents and guardians</li> <li>Delivering quality Flourish Programs with links to classroom engagement strategies</li> <li>Parent information evenings focused on student wellbeing</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Reduction in minor behaviours (Phase 1-3) and major behaviours (Phase 4-6)</li> <li>Decrease in repeat behaviour incidents as a result of support and intervention</li> <li>Improvement in student wellbeing as evidenced by ACER and Kenmore Student Wellbeing Survey results</li> <li>Students report increased opportunities for belonging as evidenced by student voice (SOS, surveys and ACER data)</li> <li>Increased participation of students in extra and co-curricular activities</li> <li>Increase in number of applications for student leadership roles</li> <li>Students understanding their PERMAH Profiles, creating Wellbeing Plans (GOALS)</li> <li>Student attendance improvement (91-&gt;93%)</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Increased staff participation in staff and student wellbeing initiatives</li> <li>Increased staff attendance (95-&gt;97%)</li> <li>100% of staff trained in PERMAH model (UPP)</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>Increased parental satisfaction as evidenced by SOS</li> <li>Increased parent participation at school events</li> <li>Increased engagement with parent-focused communications (Facebook, SchoolTV, newsletter)</li> </ul>		
<h2 style="text-align: left;">Engage and Learn </h2> <h3 style="text-align: center;">Delivering quality teaching in every classroom that impacts positively on student outcomes</h3>				
In order to SEE	We will DO	So we can ACHIEVE		
<p style="text-align: center;"><b>Kenmore Key Strategies</b></p> <p>We agree on a set of key impact strategies at Kenmore that all teachers use:</p> <p><b>Engaging lessons that promote student ownership of learning have these foundations (Dimension 1 &amp; 5)</b></p> <ul style="list-style-type: none"> <li>Positive classroom climate &amp; relationships</li> <li>Clear expectations &amp; routines</li> </ul> <p><b>Actions that move students from knowledge acquisition (Dimension 2) to deep, meaningful learning (Dimension 3 &amp; 4) include:</b></p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>Enacted learning goals, success criteria &amp; context</li> <li>Differentiated teaching &amp; learning</li> <li>Metacognition</li> <li>Student questioning</li> <li>Student tracking</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Checks for understanding</li> <li>Formative assessment</li> <li>Feedback</li> <li>Memory retention</li> <li>21<sup>st</sup> Century skills: collaboration, creativity, communication, critical thinking</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Enacted learning goals, success criteria &amp; context</li> <li>Differentiated teaching &amp; learning</li> <li>Metacognition</li> <li>Student questioning</li> <li>Student tracking</li> </ul>	<ul style="list-style-type: none"> <li>Checks for understanding</li> <li>Formative assessment</li> <li>Feedback</li> <li>Memory retention</li> <li>21<sup>st</sup> Century skills: collaboration, creativity, communication, critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Provide teachers with data sources to know their learners and set targets for student growth.</li> <li>Choose from the Kenmore Key Impact Strategies those relevant to your classrooms and work to adapt and refine the use of these strategies throughout each term.</li> <li>Develop school wide template and faculty-specific implementations of student tracking of LG/SC</li> <li>Improved staff capacity for student self-tracking</li> <li>Facilitate student self-tracking against LG/SC using artefacts for every class</li> <li>Teachers and students use ongoing evidence of learning to improve teaching and learning in all classrooms.</li> <li>Maximise school supports (coaches, 4D observers, leaders, peers, external experts) and systems (TCT, techie brekkie, PD, etc.) to collaborate, adapt and refine my practice as stated in teacher learning ladders and the APR process.</li> </ul>	<p><b>Every student succeeding; a years' worth of growth for a years' worth of learning:</b></p> <ul style="list-style-type: none"> <li>students maintain or improve their mark from their previous results</li> <li>students obtain a pass in each subject as a minimum standard (&gt;95% target)</li> <li>Students are actively engaged in lessons (Effort A&amp;B 85%, Behaviour A&amp;B 90% target)</li> <li>Students know what they need to know, what they currently can do and have strategies to bridge that gap.</li> </ul> <p><b>In every teaching team:</b></p> <ul style="list-style-type: none"> <li>Incremental professional growth as evidenced on learning ladders</li> <li>Incremental professional growth as evidenced by student voice following collegial engagements</li> <li>Incremental professional growth as evidenced against AITSL standards and APR conversations</li> <li>90% teachers report satisfaction with PD opportunities and self-efficacy and Teaching and Learning Team support in the school</li> <li>90% teachers report satisfaction with school support to engage in their work (SOS)</li> <li>100% teachers engage in a minimum of 4 collegial engagements in 2021</li> <li>90% teachers report a coaching experience was effective in improving their teaching and learning knowledge and practice</li> <li>100% leaders engage in informational rounds to view classroom pedagogy</li> </ul>
<ul style="list-style-type: none"> <li>Enacted learning goals, success criteria &amp; context</li> <li>Differentiated teaching &amp; learning</li> <li>Metacognition</li> <li>Student questioning</li> <li>Student tracking</li> </ul>	<ul style="list-style-type: none"> <li>Checks for understanding</li> <li>Formative assessment</li> <li>Feedback</li> <li>Memory retention</li> <li>21<sup>st</sup> Century skills: collaboration, creativity, communication, critical thinking</li> </ul>			
<h2 style="text-align: left;">Design for Impact </h2> <h3 style="text-align: center;">Differentiated practices: Targeting Boys, Cruisers and Writing</h3>				
In order to SEE	We will DO	So we can ACHIEVE		
<p>Planning for differentiated learning:</p> <p><b>Boys and Cruisers</b></p> <ul style="list-style-type: none"> <li>Teachers planning learning experiences that engage <b>targeted</b> boys and challenge cruisers</li> <li>Teachers intentionally collaborating for targeted groups</li> </ul> <p><b>Targeting Writing</b></p> <ul style="list-style-type: none"> <li>Planning, Drafting and editing collaboratively</li> <li>Students knowing what their writing needs are and targeting their own writing improvement</li> <li>Use of exemplars to increase feedback to students to improve writing</li> <li>Students actively engaged in writing, receiving feedback targeted to writing elements required by the subject literacy demands</li> </ul>	<ul style="list-style-type: none"> <li>Use data sources to populate a data placemat that differentiates students including boys, cruisers and writing</li> <li>Source evidence-based strategies (T&amp;L OneNote) to design lessons that impact on targeted groups</li> <li>Track and monitor student outcomes via continuous assessment</li> <li>Evaluate the impact to refine future practice</li> <li>Teaching teams that collaborate and discuss high impact strategies to leverage student success (TCT time, faculty groups and in cross-faculty groups)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Target FCAs to writing elements in all faculties aligned to assessment tasks</li> <li>Develop and use exemplars in all faculties aligned to assessment tasks – explicitly teaching writing demands</li> <li>Pre and post testing and improvement mapped in English (Informative, Persuasive and narrative)</li> <li>English teachers use the resources from the Writing Rubric Resource to target subject specific writing elements and trial student monitoring accordingly</li> </ul> <p><b>Teachers to experiment with:</b></p> <ul style="list-style-type: none"> <li>Design for innovative classrooms that are collaborative and creative</li> <li>Co-teaching and team teaching</li> <li>External experts enhancing opportunities through partnerships</li> </ul>	<p>Have a teaching team that employs evidence-based practices and challenges their own practice-based evidence.</p> <p><b>Boys:</b> closing the gap between achievement results with girls</p> <ul style="list-style-type: none"> <li>Comparable results for boys and girls in each class.</li> <li>100% of <b>targeted</b> boys maintain or improve achievement data outcomes to a min GPA of 3</li> <li>Increased engagement of all <b>targeted</b> boys as evidenced by improvement in Effort and Behaviour (with a minimum of at least a satisfactory level)</li> <li>Increased student engagement as evidenced by student voice (focus groups, surveys)</li> </ul> <p><b>Cruisers:</b> lifting the performance of students to 'at or above' previous performance levels (in particular higher performers) who have demonstrated potential and are underperforming.</p> <ul style="list-style-type: none"> <li>100% of targeted cruisers improve their overall GPA (achievement data)</li> <li>100% of targeted cruisers work towards restoring results to previous highest achievement level, or better</li> <li>100% Increased student engagement as evidenced by student voice (focus groups, surveys)</li> </ul> <p><b>Writing:</b> lifting students' performance and assessment writing abilities by at least a year's level across a year's worth of learning</p> <ul style="list-style-type: none"> <li>Each faculty (100%) can demonstrate student improvement in discipline specific identified writing elements</li> <li>Maintain a years' worth of growth for a years' worth of learning in all writing elements in curriculum assessment items across all year levels.</li> <li>Each student in English is working at year level or a year beyond their initial starting level (according to Writing Rubric Resource drawn from the National Learning Progression/Literacy Continuum/Australian Curriculum)</li> </ul>		





**Paul Robertson**  
Executive Principal

Date: 11 FEB 2021



**Trevor Dixon**  
School Council Chair

Date: 11 FEB 2021



**Alan Jones**  
Assistant Regional Director

Date: 19 April 2021