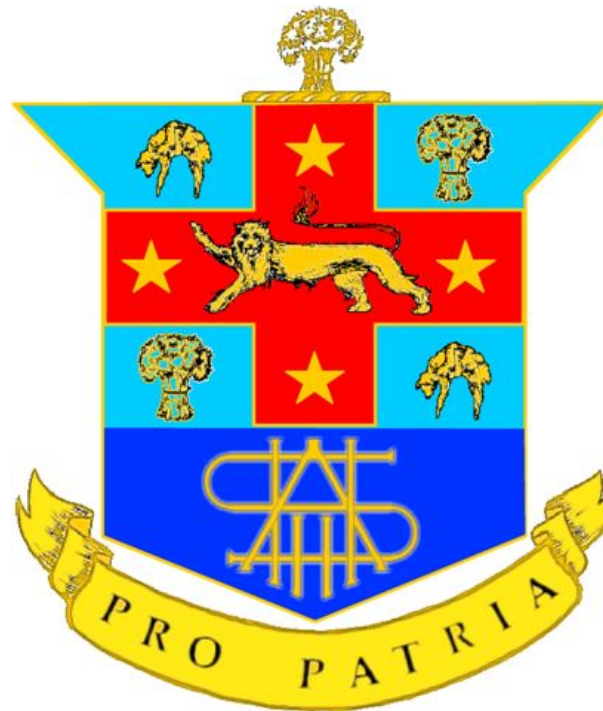


# School plan 2018-2020

## Hurlstone Agricultural High School 8121



# School background 2018–2020

## School vision statement

Hurlstone Agricultural High School is committed to ensuring wellbeing is placed at the heart of every educational experience we facilitate for our students. The school nurtures the whole child in an inclusive environment where gifted and talented learners are encouraged to develop both the educational understanding and the skills which illustrates it. The creation of our purpose built Science, Technology, Engineering, Art, Mathematics (STEAM) facility provides an exceptional opportunity for our community to develop and deepen understanding and innovation in this area of education. Our staff provide a dynamic, creative, innovative, collaborative and differentiated curriculum and fosters connected partnerships to maximise student engagement. We maintain a proud tradition of preparing resilient, resourceful, critical and creative thinkers who strive to make a difference in our rapidly changing world. Over the next three years the school will continue to supply this level of care and academic success as it begins to transition into Roy Watts High School.

## School context

Hurlstone is the only NSW Government selective, co-educational, agricultural, boarding high school. November 18, 2015 – Minister for Education, the Hon. Adrian Piccoli, announced that Hurlstone Agricultural High School will move to Hawkesbury campus of WSU.

This announcement included, Boarding operations and Agricultural enterprises.

It was decided that the school which remains at Glenfield will:

- Remain fully selective.
- Be expanded to 1080 positions (180 students peryear)
- Have a new block built.
- Will be given a new name.

During 2016 and 2017 the Department of Education created a Project Reference Group which began designing the new block for Glenfield, which it was decided would focus on Science, Technology, Art and Maths (STEAM) and engaged a company called Straight Talk to canvas the community with regards to the renaming of the school. In 2017 an announcement came from the Minister for Education, the Honourable Robert Stokes, regarding his endorsement for the future name of the school for the Glenfield site, Roy Watts High School.

Our community currently draws from over 120 different primary schools from across NSW reflecting diverse cultural and socio-economic backgrounds. This includes urban, rural, regional, remote and isolated students. Agriculture remains an important foundation of the school and will be continued to be offered as an elective subject from 2018. Students currently elect to continue the study of Agriculture to HSC level.

Our students' outstanding achievement in external examinations as well as a rich combination of individual

## School planning process

This plan was developed through a process which had at its core the canvassing of all sectors of the school community and the formulation of three strategic directions which brought together the concerns of staff, students and parents into three attainable strategic directions.

**Senior Executive:** The leaders of the school identified three core areas for development across the school after collating surveys and data from “tell them from me” survey tool.

**Executive Staff:** The executive team workshopped these initial ideas and formulated broad plans for the areas of development, ensuring that they would have cross faculty foci and purpose. Executive staff utilised Schools Excellence Framework version 2 (SEF2) in faculty groups.

**Staff:** Staff were canvassed at twilight sessions and school development days (SDD) about their ideas regarding the three strategic areas and were given the chance to raise any barriers to the development of these areas and to explore the opportunities these strategic areas afforded the school.

**Parents and Carers:** Parents have been consulted through the P and C and Boarder parent welfare groups. Both the overarching strategic concepts and the ways in which they will be realised in the school have been presented to parents and their concerns and questions taken into account. Parents took part in “tell them from me” survey tool as well as being invited to SDD and twilight sessions to inform directions.

It is acknowledged that our P and C and Boarder parent welfare group require further consultation as we continue to build this important community document. Our parent community come from diverse locations across Australia, including Norfolk Island and beyond NSW and Australian borders. Our Hurlstone community values the significant contribution of our dedicated parent and community groups and look forward to the continuation of collaborative partnerships working together to strengthen opportunities and face future challenges. Wider distribution of the

# School background 2018–2020

## School vision statement

## School context

and team opportunities where their gifts and talents are celebrated means that Hurlstone continues its long tradition of being considered as a distinguished school within our Department of Education. Student voice is active and dynamic, our students give back to the community in numerous ways including extensive CAPA, Sports and Agricultural Programs, SRC, Interact, Student Union, Enviro Club, debating, mentoring and other leadership development programs highlighted by an exceptional prefect body.

The “Hurlstone Family”, comprising students, dedicated staff, passionate committed parent body and a proud network of extraordinary alumni all work towards making the school one where there is enthusiasm for teaching and learning, close and confident working relationships, and a concern for the care and wellbeing of our young people. The school improvement process identifies areas for effective change, promotes student outcomes and enable the school to focus on ambitious differentiated learning programs to challenge, engage and encourage creative and critical thinking. Wellbeing programs underpinned by the formation of a growth mindset offer an opportunity for developing confidence, resilience, self-reflection, passion, purpose and principles.

The current Hurlstone Agricultural High School at Glenfield is committed to ensuring a smooth transition to Roy Watts High School at the Glenfield site. This commitment includes working closely with the newly appointed Principal of Hurlstone Agricultural High School, Hawkesbury site. Where ever possible working with the Department of Education, WSU, community, student, parent and alumni groups to ensure the spirit of Hurlstone Agricultural High school is retained.

## School planning process

working document will form part of the ongoing process of realisation of the school plan as we work in collaboration to strive for excellence in our school and set goals for our future strategic direction.

**Students:** student voice has been recognised through the peak student bodies at the school. The SRC, Prefects and Student Union have all been encouraged to review the document and have input into its formation. Ongoing interaction between the educational leaders and the student representatives is expected as they alter over the life of the school plan.

It is important to note that this document is intended to be a living, changing document and that, even though it has reached a stage which is implementable, it is expected that it will undergo alteration as this implementation unfolds.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Differentiating

### Purpose:

To enable staff to excel in differentiating teaching and learning practice to cater for the individual needs of gifted and talented learners at Hurlstone Agricultural High School. To encourage improvement in pedagogy, enhance staff potential to be innovative, creative, share and reflect on their own practice to deliver world class, future focussed quality learning experiences that academically inspire and challenge learners to reach their individual potential.



## STRATEGIC DIRECTION 2 Communicating

### Purpose:

To actively develop and strengthen effective communication across our school community to ensure the needs of gifted and talented learners and their families are met. To continue to foster a culture of trust and respect that enables our school community to feel connected and included.



## STRATEGIC DIRECTION 3 Engaging

### Purpose:

Engaging all members of the school community in the provision of gifted and talented education by providing a stimulating, engaging, future focused learning environment underpinned by a culture of high expectations and supported by the creation of an inspiring STEAM building and facilities. To challenge our community to think deeply about how education responds to a rapidly changing world and equips future generations to use their individual gifts and talents in informed and ethical future problem solving.

# Strategic Direction 1: Differentiating

## Purpose

To enable staff to excel in differentiating teaching and learning practice to cater for the individual needs of gifted and talented learners at Hurlstone Agricultural High School. To encourage improvement in pedagogy, enhance staff potential to be innovative, creative, share and reflect on their own practice to deliver world class, future focussed quality learning experiences that academically inspire and challenge learners to reach their individual potential.

## Improvement Measures

Increased opportunities available for staff to engage in collaborative practice, professional dialogue with a focus on differentiating teaching and learning practice.

Increased professional learning opportunities for staff to become experts in supporting and developing individual talent plans for gifted and talented learners to reach their promise of potential.

All teachers develop and implement Performance and Development Plans aligned to whole school goals and reflect the Australian Professional Standards for Teachers.

## People

### Students

engage in learning experiences specifically designed and differentiated for gifted and talented students. Students work in educational partnerships with teachers, parents and community with an emphasis on critical self reflection and taking ownership of their learning goals.

### Staff

actively seek out and participate in professional learning opportunities to extend and build upon their professional knowledge of differentiating learning practice for gifted and talented learners.

### Leaders

facilitate and inspire a culture of high expectations where collaborative practice, positive relationships, growth mindset and well being programs support innovation and change in developing the individual potential of every child.

### Parents/Carers

embrace opportunity to become involved when their children are developing their personalised talent plans.

### Community Partners

with expertise in Gifted and Talented education support student learning through mentor programs, academic networks, real world experiences and involvement in mutually beneficial programs to enhance collaboration opportunities for our young people in school and beyond school.

## Processes

Develop a whole school approach to differentiating curriculum and assessment that engages and challenges learners. Programs focus on literacy, numeracy, GAT and STEAM for future focused learning and problem solving initiatives.

Implement a project to capture individualised talent plans for every student to work towards reaching their promise of potential.

Implement a training and development project to capture each teachers professional learning priorities aligned with our school strategic directions.

## Evaluation Plan

- Analysis of school based and external assessment data
- School Excellence Framework V2 evidence guide
- Executive meetings incorporate programming goals and strategies and report and monitor progress of program development
- Focus groups
- Meeting minutes
- TTFM survey results and analysis

## Practices and Products

### Practices

Each teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions

Shared school wide responsibility is evident through targeted leadership initiatives, differentiated quality teaching and learning programs. Students are engaged, inspired, supported, reflective, responsible and challenged by their learning opportunities

Parents and community members feel their input is valued, supported to add a meaningful contribution to the schools improvement measures.

### Products

Differentiated strategies effectively embedded into teaching and learning programs that engage and challenge learners and focus on literacy, numeracy, GAT and STEAM initiatives.

Improved staff Performance and Development Plan connected to whole school goals and reflect the Australian Professional Standards for Teachers.

Strong collaboration between students, teachers, parents and community to enhance individual talent plans and support the growth mindset and well being of the whole child.

# Strategic Direction 2: Communicating

## Purpose

To actively develop and strengthen effective communication across our school community to ensure the needs of gifted and talented learners and their families are met. To continue to foster a culture of trust and respect that enables our school community to feel connected and included.

## Improvement Measures

Increase parent, community and alumni satisfaction to ensure they are kept informed about school, curriculum, extra-curricular programs and kept up to date with our school transition.

Increase communication regarding school excellence and celebrate the achievements, gifts and talents of our young people, staff and community.

Consolidate and extend our business links, academic and mentoring opportunities, extra-curricular programs, university links and volunteering opportunities.

## People

### Students

value their own success and that of other students in our community and build confidence in sharing and celebrating their success and the success of their peers across a wide range of activities and achievements.

### Staff

communicate, value and celebrate excellence in our school by fostering a culture of high expectations.

### Leaders

actively strengthen connections between school community members and groups in the wider community to support innovative communication strategies that showcase our schools excellence

### Parents/Carers

are given opportunities to build skills and gain understanding about how to access communication channels available to engage and connect with our school

### Community Partners

continue to seek and strengthen relationships and strategic partnerships to access meaningful connections within and beyond our school environment to provide educational expertise, access to real world experiences, leadership opportunities and open up a plethora of post school destinations for our learners.

## Processes

Whole school commitment to enhancing effective communication channels to strengthen engagement and connections throughout and beyond the school community.

Investigate, implement, maintain and evaluate effective communication tools within the school.

## Evaluation Plan

- Tell Them From Me survey tool
- Communication Survey
- Engage a Principal School Leadership to review the effectiveness of our strategies and provide strategic advice and feedback on possible areas of improvement
- 360 Survey Tool
- Careers vision and University connection survey

## Practices and Products

### Practices

Students, teachers, parents use a wide range of communication and publicity tools to improve our communities engagement with day to day operations promoting our school projects and initiatives.

### Products

Enhanced commitment between students, teachers, parents and community to communicate effectively using a variety of tools and systems.

# Strategic Direction 3: Engaging

## Purpose

Engaging all members of the school community in the provision of gifted and talented education by providing a stimulating, engaging, future focused learning environment underpinned by a culture of high expectations and supported by the creation of an inspiring STEAM building and facilities. To challenge our community to think deeply about how education responds to a rapidly changing world and equips future generations to use their individual gifts and talents in informed and ethical future problem solving.

## Improvement Measures

Increase in the number of students reporting they are engaged and challenged by their learning experiences.

Increase in opportunities for students to engage in project based learning, real life applications and problem solving activities.

Increase in students reporting higher levels of happiness and resilience in the TTFM survey tool by engaging with well being programs that help students develop a growth mindset so they are able to connect, succeed and thrive.

Increase in teacher confidence to deliver engaging, quality, future focused teaching and learning programs for GAT students .

Increase in parents reporting through TTFM and other survey tools that their children are actively engaged, supported and take responsibility in their learning opportunities.

## People

### Students

are supported to adopt skills to develop a growth mindset in order to build resilience and a willingness to accept and act upon feedback to improve performance. they actively participate in learning partnerships to achieve their promise of potential. Students develop individual talent plans and develop skills in critical self reflection as a tool to understand improvement is working towards a goal to achieve their own personal best.

### Staff

confidence to deliver engaging, quality, future focused teaching and learning programs that develop intellectual curiosity for GAT students. Staff utilise PDP's underpinned by targeted quality professional learning opportunities including GAT, STEAM, Literacy, Numeracy. Staff use data to inform practice and deliver evidence sets via instructional collaboration to provide meaningful, timely and explicit feedback for students and their families.

### Leaders

evaluate the impact of teachers and school on student learning, conduct classroom observations and provide feedback, ensure PL enhances student learning, communicate high expectations and ensure that the school environment is conducive to learning .

### Parents/Carers

are invited to participate in opportunities that increase their appreciation and

## Processes

Executive program project developing a whole school approach to produce innovative, engaging quality teaching and learning programs for GAT students that use data to inform practice, engage students in collaboration, critical thinking, creativity and communication and embed literacy, numeracy and STEAM initiatives.

The whole community embeds MindMatters, kids matter, positive psychology and skills to develop a growth mindset across the school. to set foundations of resilience, goal setting and the ability for each student to achieve their personal best.

Instructional leadership and instructional collaboration are embedded into our school culture.

Targeted professional learning for teachers to support whole school goals.

## Evaluation Plan

- Tracking PL through Scout and MyPL
- School Excellence Framework V2 evidence guide
- Evaluation survey of student engagement in our school
- Evaluation of well being programs
- Executive meetings incorporate programming goals and strategies , report and monitor progress of program development
- Focus groups
- Meeting minutes
- TTFM survey results and analysis

## Practices and Products

### Practices

Students are engaged in differentiated, quality leaning experiences that inspire and challenge them to achieve their promise of potential.

MindMatters is embedded as a holistic, integrated approach to build student capacity to develop skills in resiliency, growth mindset and explicitly teach students the value of goal setting for learning, leadership and life encouraging students to be actively responsible for achieving their goals.

Teachers engage in world class professional learning to enhance their knowledge of GAT, Literacy, Numeracy and STEAM.

### Products

Graduating students who are life-long learners, confident and creative individuals, active and informed citizens. Hurlstone Agricultural High School students will be supported to become future problem solvers who embrace and lead change,

Resilient students who connect, succeed and thrive.

World class teachers who are expert educators and inspire students to challenge themselves to achieve their personal best..

# Strategic Direction 3: Engaging




<b>People</b>
understanding of enhancing student engagement in learning.
<b>Community Partners</b>
continue to engage our students through academic mentor programs, scholarships, and student involvement in community leadership and volunteer programs.



# Strategic Direction 1: Differentiating

2018

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Develop a whole school approach to differentiating curriculum and assessment that engages and challenges learners. Programs focus on literacy, numeracy, GAT and STEAM for future focused learning and problem solving initiatives.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			


**Process 2:** Implement a project to capture individualised talent plans for every student to work towards reaching their promise of potential.


Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 1: Differentiating

2018

Project Leader/s:

Off track 

Implementation Delayed 

On track 

**Process 3:** Implement a training and development project to captures each teachers professional learning priorities aligned with our school strategic directions.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			


# Strategic Direction 2: Communicating

2018


Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Whole school commitment to enhancing effective communication channels to strengthen engagement and connections throughout and beyond the school community.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			




**Process 2:** Investigate, implement, maintain and evaluate effective communication tools within the school.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 3: Engaging

2018

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Executive program project developing a whole school approach to produce innovative, engaging quality teaching and learning programs for GAT students that use data to inform practice, engage students in collaboration, critical thinking, creativity and communication and embed literacy, numeracy and STEAM initiatives.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			



**Process 2:** The whole community embeds MindMatters, kids matter, positive psychology and skills to develop a growth mindset across the school. to set foundations of resilience, goal setting and the ability for each student to achieve their personal best.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

# Strategic Direction 3: Engaging

2018

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 <b>ANNUAL MILESTONE</b>			
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**Process 3:** Instructional leadership and instructional collaboration are embedded into our school culture.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 4:** Targeted professional learning for teachers to support whole school goals.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		



# Strategic Direction 3: Engaging

2018	Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	<b>END TERM 4 ANNUAL MILESTONE</b>			

# Strategic Direction 1: Differentiating

2019

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Develop a whole school approach to differentiating curriculum and assessment that engages and challenges learners. Programs focus on literacy, numeracy, GAT and STEAM for future focused learning and problem solving initiatives.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			


**Process 2:** Implement a project to capture individualised talent plans for every student to work towards reaching their promise of potential.


Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 1: Differentiating

2019

Project Leader/s:

Off track 

Implementation Delayed 

On track 

**Process 3:** Implement a training and development project to captures each teachers professional learning priorities aligned with our school strategic directions.




Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			



# Strategic Direction 2: Communicating

2019

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Whole school commitment to enhancing effective communication channels to strengthen engagement and connections throughout and beyond the school community.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			


**Process 2:** Investigate, implement, maintain and evaluate effective communication tools within the school.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 3: Engaging

2019

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Executive program project developing a whole school approach to produce innovative, engaging quality teaching and learning programs for GAT students that use data to inform practice, engage students in collaboration, critical thinking, creativity and communication and embed literacy, numeracy and STEAM initiatives.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			



**Process 2:** The whole community embeds MindMatters, kids matter, positive psychology and skills to develop a growth mindset across the school. to set foundations of resilience, goal setting and the ability for each student to achieve their personal best.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

# Strategic Direction 3: Engaging

2019

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 <b>ANNUAL MILESTONE</b>			
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**Process 3:** Instructional leadership and instructional collaboration are embedded into our school culture.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 4:** Targeted professional learning for teachers to support whole school goals.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		



# Strategic Direction 3: Engaging

2019	Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE			

# Strategic Direction 1: Differentiating

2020

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Develop a whole school approach to differentiating curriculum and assessment that engages and challenges learners. Programs focus on literacy, numeracy, GAT and STEAM for future focused learning and problem solving initiatives.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			


**Process 2:** Implement a project to capture individualised talent plans for every student to work towards reaching their promise of potential.


Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 1: Differentiating

2020

Project Leader/s:

Off track 

Implementation Delayed 

On track 




**Process 3:** Implement a training and development project to captures each teachers professional learning priorities aligned with our school strategic directions.

















































Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 2: Communicating

2020

Project Leader/s:


Off track  Implementation Delayed  On track 

Process 1: Whole school commitment to enhancing effective communication channels to strengthen engagement and connections throughout and beyond the school community.			
Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			
Process 2: Investigate, implement, maintain and evaluate effective communication tools within the school.			
Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 3: Engaging

2020

Project Leader/s:

Off track  Implementation Delayed  On track 

**Process 1:** Executive program project developing a whole school approach to produce innovative, engaging quality teaching and learning programs for GAT students that use data to inform practice, engage students in collaboration, critical thinking, creativity and communication and embed literacy, numeracy and STEAM initiatives.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 2:** The whole community embeds MindMatters, kids matter, positive psychology and skills to develop a growth mindset across the school. to set foundations of resilience, goal setting and the ability for each student to achieve their personal best.



Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			



# Strategic Direction 3: Engaging

2020

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 <b>ANNUAL MILESTONE</b>			
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**Process 3:** Instructional leadership and instructional collaboration are embedded into our school culture.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 4:** Targeted professional learning for teachers to support whole school goals.




Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		

















































# Strategic Direction 3: Engaging

2020	Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	<b>END TERM 4 ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact



2018

Off track  Implementation Delayed  On track 



1. Aboriginal background loading				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 <b>MID-YEAR REFLECTION</b>				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 <b>ANNUAL MILESTONE</b>				
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 <b>MID-YEAR REFLECTION</b>				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 <b>ANNUAL MILESTONE</b>				

# Key funding initiatives: progress monitoring of initiatives, resources and impact





2018

Off track  Implementation Delayed  On track 

## 3. Socio-economic background



Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2018




Off track  Implementation Delayed  On track 

















































## 5. Flexible Funding for wellbeing services

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact




2019

Off track  Implementation Delayed  On track 

1. Aboriginal background loading					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 <b>MID-YEAR REFLECTION</b>				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 <b>ANNUAL MILESTONE</b>				
2. Low level adjustment for disability					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 <b>MID-YEAR REFLECTION</b>				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 <b>ANNUAL MILESTONE</b>				

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2019

Off track  Implementation Delayed  On track 

## 3. Socio-economic background




Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 4. Support for beginning teachers








Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2019

Off track  Implementation Delayed  On track 

## 5. Flexible Funding for wellbeing services

















































Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			



# Key funding initiatives: progress monitoring of initiatives, resources and impact


2020

Off track  Implementation Delayed  On track 



1. Aboriginal background loading					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 <b>MID-YEAR REFLECTION</b>				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 <b>ANNUAL MILESTONE</b>				
2. Low level adjustment for disability					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 <b>MID-YEAR REFLECTION</b>				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 <b>ANNUAL MILESTONE</b>				

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 

## 3. Socio-economic background



Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 4. Support for beginning teachers


Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 

## 5. Flexible Funding for wellbeing services

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			