



"The school leadership team and governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers, and students, with accompanying timelines" (National School Improvement Tool, ACER, 2016).

The purpose of this document is to outline the plan by which the school's explicit improvement agenda is addressed. In the first section, a compelling case for change is articulated. In the second, a plan for making change is described. Lasting, sustainable impact is achieved when there is a compelling reason for change, a clear vision of the future, and a coherent plan for getting there (Change², Creating Tomorrow, 2013).

Principal name: Christopher Gold Date of development: 17 January 2022 Date for review: November 2022

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Explicit improvement agenda: A compelling case and a vision for the future					
Focus What specific improvement are we focusing our energies on?	Our focus is to engage students in learning through effective collaboration and planning, differentiating classroom practices, and capturing student voice to evaluate teaching practice.				
Evidence-based rationale					
Why has this focus been identified?	NSIT Review and Recommendations – 2021				
	 To simplify and contextualise the BCE Model of Pedagogy. Monitor and continue to improve Planning Documents especially involving cross - curricula mapping and being responsive to High achieving students. Greater collaborative, inter - faculty sharing of best practice. A focus on teaching practices and feedback. 				
What is the current landscape?					
What data and evidence support the identification of this focus?					
What are the defined improvement targets and timelines?					

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Plan for improvement

Vision	
What are the intended outcomes?	Collaborative approach to responsive planning cycles Evaluation element of the Model of Pedagogy – capturing student feedback Professional Learning Process includes reflection and goal setting, professional practice and learning and feedback and review.
What will change because of this plan?	
What is our vision for the future?	 Developing a performance and development culture that: Focuses on student outcomes Clear understanding of effective teaching Leadership – shared commitment Coherence – Processes and teacher goals should reflect the overall approach to teaching and learning within the school.
Measurables and Monitoring	
How will intended outcomes and impact be monitored, measured, or observed over time?	
Communication	
How will the explicit focus and intended outcomes and impact be communicated to staff, parents, students, and other community stakeholders?	

The plan for enacting this explicit improvement agenda will be developed by:

	School	leadership	and Senior	Leader F	Performance and	d Progress	(self-managed))
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[□] School leadership and Learning and Teaching staff (critical friend and/or strategic partnership)

Plan for improvement

The creation and implementation of this plan will be supported by:

- □ School leadership with support from the Senior Leader Performance and Progress (self-managed)
- □ School leadership, Senior Leader Performance and Progress, and a critical friend from Learning and Teaching (critical friend)
- □ School leadership, Senior Leader Performance and Progress, and Learning and Teaching staff (strategic partnership)

Plan for action								
Action	Impact	Responsibilities	Steps	Timeline	Resources	Monitoring		
What needs to be done to achieve the intended outcomes? Frame this action around what needs to change.	What is the intended outcome of this action?	Who is responsible for leading this action? Who will need to be involved?	What steps are involved in this action?	What milestones and defined improvement targets are anticipated? Is a phased approach needed for change to occur? If so, what are the phases?	What support, structures, or other resources are needed to enable these actions and steps?	How will we evaluate the outcomes of our actions? How will we monitor change to know we are on track to success?		
BCE Model of Pedagogy — focus on Evaluate	Evaluate the impact of teaching on student achievement and success; review the climate of the class; evaluate the invitation to learning experienced by the students; collect students' feedback on the impact of teaching, evaluate from a curriculum perspective.	Classroom Teachers Middle Leaders SLT	All elements of the Model of Pedagogy are embedded in the planning, activating, and reviewing stages. Evaluate is inbuilt in Department Meetings, Responsive Planning Cycles and Performance and Development conversations. Student feedback (voice) is captured as part of the process.					

Colla	ed m sp bo pr le a di le uu	lave a powerful iffect in nagnifying and preading the penefits of professional earning and adds valuable limension to the pearning undertaken by andividuals.	Classroom Teachers Middle Leaders SLT	Teachers engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice. Teachers work together to research, plan and design effective teaching strategies and programs Teachers engage in professional dialogue to evaluate and modify teaching strategies and programs Teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes. Collective ownership of learning goals and outcomes, for both the individual and the whole school		
				Collaboration is prioritised and sufficient time is given to investing in the practice		

Performance and development process	The processes associated with teacher performance and development typically occur in a cycle which provides a structure for appraising, developing, and refining teaching practice. It also recognises the entitlement of teachers to receive feedback and support.	Classroom Teachers Middle Leaders SLT	Reflection & Goal setting Professional Practice & Learning Feedback & Review			
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