

<p>School priority 1</p>	<p>Systematic Curriculum Delivery</p> <ol style="list-style-type: none"> Clarify for all staff, and systematically enact, the three phases of moderation. Fully develop and embed Quality Assurance (QA) processes to ensure that the intended curriculum is consistently and successfully enacted. School and Faculty wide feedback strategies developed e.g. Learning Walls, Bump It Up Walls, Task Specific Marking Guides aligned written feedback, self and peer feedback, etc. 	<p>Phase</p> <ol style="list-style-type: none"> Embed Consolidate Consolidate 	<p>School priority 2</p>	<p>Effective pedagogical Practices</p> <ol style="list-style-type: none"> Further consolidate and embed our shared pedagogical approach, to support development assessment literate students. Systematically provide observation, feedback and modelling to strengthen our pedagogical understanding. Positive Culture of Learning consolidated at Whole School, Sub-school (Junior Secondary, Senior Secondary, Inclusion) and Faculty levels 	<p>Phase</p> <ol style="list-style-type: none"> Consolidate and embed Initiate Consolidate
<p>School Improvement Hierarchy Link</p>	<p>Domain 6 - RSHS will continue to enhance the quality of curriculum delivery in classrooms through a sustained focus on staff capacity building in the understanding and delivery of school wide moderation and feedback strategies</p>		<p>School Improvement Hierarchy Link</p>	<p>Domain 8 - RSHS will explicitly focus on consolidating and deepening teaching staff capacity to effectively deliver the intended curriculum in alignment with our Share Pedagogical Understanding (Assessment Literate Students).</p>	
<p>Strategies</p>	<ol style="list-style-type: none"> Leaders will provide targeted Professional Development with a deliberate spotlight on “Feedback” Leaders will conduct observation and feedback cycles including the provision of targeted coaching Leaders will quality assure the elements of “Assessment Literate Student” 		<p>Strategies</p>	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Assessment Literate Students embedded as foundation for shared pedagogical understanding to deliver high quality learning outcomes. Teachers’ understanding of the EIA and associated approaches (Whole School, Sub-schools, Faculty “Ways of Working”) will continue to be implemented to support use of appropriate strategies to engage students and respond to their individual learning needs. <ol style="list-style-type: none"> Feedback strategies developed and implemented e.g. Learning Walls, Feedback template developed and consistently implemented, self and peer feedback, etc. Coaching protocols (T&L Leaders) will be further developed and used to develop identified teachers’ pedagogical practices. Observation and feedback will be designed and implemented to support teachers’ best practice in the classroom. Teaching and Learning Leaders will be selected and trained to support delivery of aligned pedagogical strategies within each Faculty, building staff capacity <ol style="list-style-type: none"> Vision and Values consultation finalized and implemented across school, shared with wider school community Continued spotlight on belief in students’ ability to learn (e.g. “A” level thinking, sharing cognitive load) through PD, school communications and expectations, meetings, etc. Explicit “Ways of Working” for JS, SS and Inclusion developed through consultation with staff, students and parents 	
<p>Actions including Responsible officer(s)</p>		<p>Resources</p>	<p>Actions including Responsible officer(s)</p>		<p>Resources</p>
<ol style="list-style-type: none"> Curriculum leaders will deepen teacher understanding to confidently deliver the intended curriculum and moderation cycle, observed through Learning Walks and Talks and review of planning documents Deepen teacher understanding to plan and deliver the intended curriculum (Use of 5 questions for students as a reflection) will be supported through the consolidation of systemic strategies including observation and feedback cycles, coaching, best practice modelling, Learning Walks and Talks etc. Whole School, Sub-school (Junior, Senior, Inclusion) and Faculty wide feedback strategies consolidated and delivered with fidelity e.g. Learning Walls, Bump It Up Walls, Task Specific Marking Guides aligned written feedback, self and peer feedback, etc. 		<p>Curriculum HODs Deputy Principals Teaching and Learning HOD (Horizontal alignment e.g. TSMG’s, 3 levels of Planning, etc.) VET HOD SORD School Opinion Survey</p>	<ol style="list-style-type: none"> Assessment Literate Students continues as the EIA. Leaders will deliver appropriate professional development and lead learning walk and talks in alignment with school protocols and expectations. EIA teams (CTL, JS, SS, Inclusion, Faculties) to collaboratively develop explicit “Ways of Working” in alignment with the EIA HOD Teaching and Learning and Junior Secondary to collaboratively develop in conjunction with the Leadership team, best practice observation, coaching and modelling protocols to support capacity building for EIA and associated strategies HOD Teaching and Learning and T&L Leaders to develop and deliver targeted coaching focused on identified RSHS strategies. Curriculum HODs to support through observation and reflection through Faculty and PLT time Increased use of communication strategies, including social media, around our Vision and Values and Shared pedagogical understanding 		<p>Principal Deputy Principals Teaching and Learning HOD Junior Secondary HOD Senior Secondary HOD Academic Case management Teaching and Learning Leaders Curriculum HODs SORD School Opinion Survey Talks, AIR, PLT, ACM</p>

Monitor End Semester 1 and 2	<p>Measurable outcomes</p>	<p>For Year 7 - 9 students we will achieve:</p> <ul style="list-style-type: none"> o 93%+ A-C for English and Mathematics o 89%+ A-C for Science o 60%+ A/B for English o 54%+ A/B for Mathematics o 48%+ A/B for Science o Junior Secondary A-C% for all subjects to be 93%+ o Junior Secondary A-B% for all subjects to be 60%+ o Senior Secondary A-C% for all subjects to be 91%+ o Senior Secondary A-B% for all subjects to be 58%+ o 100% of Leaders systematically conduct and actively participate in LWT's (Quality Assurance) <p>Additional outcomes to be tracked:</p> <ul style="list-style-type: none"> o School wide moderation processes reviewed and refined, based on Before, After, End model (Region) o Use of monitoring strategies (formative assessment) to implement high-quality planned response strategies evident at Junior and Senior level – AIR, PLT's, LOA results o Version 9 ACARA units written and delivered with fidelity o 100% AC v9 Junior Units have Task Specific Marking Guides (4C) o 100% teaching staff confidently and consistently utilizing Learning Intentions, Success Criteria in v9 and updated units of work 	Monitor End Semester 1 and 2	<p>Measurable outcomes</p>	<ul style="list-style-type: none"> o 90%+ of staff engaged with observation and feedback cycles o 90%+ of staff effectively utilizing Shared Pedagogical Understanding (Assessment Literate Students) to enhance student learning outcomes o 90% of staff actively engaged in PLT cycle o School opinion Survey responses - Concepts: <ul style="list-style-type: none"> • Fairness and Clarity of Rules • School Culture • Teaching and Learning • Partnerships
	<p>Success criteria</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> o Demonstrate increased ownership of their learning demonstrated through independent learning practices e.g. use of available resources, engagement in all phases of <i>Gradual Release of Responsibility Model</i> o Demonstrate "A" thinking through understanding and application of Learning Intentions and Success Criteria to improve quality of assessment responses <p>Teachers can/will:</p> <ul style="list-style-type: none"> o Demonstrate/develop deep understanding to plan and deliver the intended curriculum (intended curriculum is enacted curriculum) o Actively engage (including Professional Learning Teams, school provided activities and time and within associated professional duties) with moderation, academic case management to improve quality of curriculum design and delivery <p>Leadership team can/will:</p> <ul style="list-style-type: none"> o Build staff capacity through systematic observation and feedback protocols, best-practice modelling and Professional Development o Ensure active engagement of staff in observation and feedback cycles <p>Conduct Learning Walks and Talks to confidently quality assure the intended curriculum is the enacted curriculum and to provide evidence of next steps for teachers</p>		<p>Success criteria</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> o Demonstrate ownership of their learning underpinned by Assessment Literate Students philosophy ("A" level thinking, GRRM, Sharing Cognitive Load) o Engage in their learning as active participants <p>Teachers can/will:</p> <ul style="list-style-type: none"> o Consistently implement, with fidelity, creating "Assessment Literate Students" (LI, SC, Feedback, "A" level thinking) o Actively engage in coaching, observation and feedback cycles to build capacity, demonstrating a growth mindset to continuous improvement, individually and collectively <p>Leadership team can/will:</p> <ul style="list-style-type: none"> o Model and ensure the consistent implementation of Assessment Literate Students in all classes o Build staff capacity through coaching and modelling o Ensure active engagement of staff in observation and feedback cycles, Conduct Learning Walks and Talks to confidently quality assure Assessment Literate Students is evident across the school and to develop clarity around next steps for teachers
	<p>Artefacts</p>	<p>EIA – Assessment Literate Students Learning Walks and Talks preparation and discussion materials (Analysis and Discussion of Data) Professional Learning Plan Whole School Curriculum Plan, Year/Band Plans, Unit Plans, Teacher planning</p>		<p>Artefacts</p>	<p>EIA – Assessment Literate Students Observation and Feedback cycle document – collaboratively developed and incorporated into Collegial Vision and Values 2026 EIA – basis for Shared Pedagogical Understanding (added to CARP) Ways of Working for JS, SS, Inclusion, Faculties Engagement Framework Professional Learning Plan Data Plan School Opinion Survey</p>

<p>School priority 3</p>	<p>Differentiated Teaching and Learning</p> <ol style="list-style-type: none"> Develop a shared understanding and enactment of inclusive practices to foster student success and sense of belonging. Use a range of strategies to deepen teacher's capability in differentiation practices 	<p>Phase</p> <ol style="list-style-type: none"> Initiate Initiate 	<p>School priority 4</p>	<p>Analysis and Discussion of Data</p> <ol style="list-style-type: none"> Develop and enhance the data literacy skills of staff to enhance learning outcomes for students. Use data literacy skills to underpin professional conversations regarding school strategi initiatives to review efficacy and plan for continuous improvement 	<p>Phase</p> <ol style="list-style-type: none"> Consolidate Initiate 		
<p>School Improvement Hierarchy Link:</p>	<p>Domain 7 - RSWS will develop a strong culture of inclusion with a focus on building teaching capability and practices to positively impact on student learning outcomes.</p>		<p>School Improvement Hierarchy Link</p>	<p>Domain 2 - RSWS will strategically plan and methodically implement a cohesive approach to build staff capacity to analyse and utilise data, facilitating high-quality pedagogical practices and supporting improved learning outcomes.</p>			
<p>Strategies</p>	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Whole school approach to differentiation is collaboratively developed and aligned with intended curriculum. Gradual Release of Responsibility Model, Monitoring Strategies (Formative Assessment) and Feedback used to provide differentiated instruction to students throughout units of work Academic Case Management structure consolidated as key resource to allow teachers to collaboratively discuss differentiation approaches to improve student outcomes 		<p>Strategies</p>	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Enhance the data literacy of teaching staff to confidently use data to support quality learning outcomes Curriculum HODs review and celebrate/develop strategies to improve LOA A-C and LOA A-B data at reporting junctures (Term 1, Semester 1, Semester 2) LOA Data is used by Curriculum HODs and school leaders to review progress and inform future practices Continue the use of Case Management to support student access to learning through targeted strategies and processes Confidently and consistently use-Academic Case Management to ensure targeted support and intervention is enacted efficiently and effectively 			
<p>Actions including Responsible Officer(s)</p>		<p>Resources</p>	<p>Actions including Responsible Officer(s)</p>		<p>Resources</p>		
<ol style="list-style-type: none"> DP Inclusion and HOSSES will lead process to collaboratively develop whole school differentiation framework HOSSES and HOD Teaching and Learning to deliver professional development on practical implementation of GRRM and using monitoring strategies to differentiate learning. 		<p>Head of Special Education Services (HOSSES) Head of Department – Student Engagement Head of Department – Junior Secondary Head of Department (Age-Appropriate Pedagogies & Differentiation) Head of Department – Teaching and Learning Pedagogy Coaches Heads of Year CEC Pasifika Liaison Officer Yonity support workers</p>	<ol style="list-style-type: none"> Leadership develops the use of data literacy of teachers through explicit modelling, coaching and feedback Leadership will embed the use of data to enact strategies to support improved student outcomes through Case Management, applying targeted supports and strategies to support student engagement through enhanced wellbeing Leadership will consolidate the use of data to enact strategies to support improved student outcomes through Academic Case Management, applying targeted support and enhancing delivery of Assessment Literate Student (EIA) 		<p>Executive Leadership Team Senior Leadership Team Heads of Year T&L Leaders</p>		
<p>Monitor End Semester 1 and 2</p>	<p>Measurable outcomes</p>	<ul style="list-style-type: none"> For Year 7 - 9 students we will achieve: <ul style="list-style-type: none"> 85%+ A-C for English SWD, 87%+ FN, 87%+ Pasifika 83%+ A-C for Mathematics SWD,-85%+ FN, 85%+ Pasifika 45%+ A/B for English SWD, 52%+ FN, 37%+ Pasifika 35%+ A/B for Mathematics SWD, 45%+ FN, 35%+ Pasifika Maintain EAL/D A-C and A/B SDA's will be reduced for priority groups, reducing or eliminating the gap <ul style="list-style-type: none"> SWD - continue downwards trend, reduce to less than 7% FN – stop upwards trend, reduce to less than 8% Pasifika - Attendance will be increased for priority groups, eliminating or reducing the gaps <ul style="list-style-type: none"> SWD - continue downwards trend, reduce to less than 7% FN – maintain attendance rate, reduce below 85% (by 4%), reduce UA (by 10%) Pasifika - Improved outcomes in QEWS, indicative of increased connection to school community Improved SOS outcomes for key concepts i.e. School Culture 5%+, Safety 5%+, Teaching and Learning 5%+ 		<p>Monitor End Semester 1 and 2</p>	<p>Measurable outcomes</p>	<ul style="list-style-type: none"> For Year 7 - 9 students we will achieve: <ul style="list-style-type: none"> 93%+ A-C for English and Mathematics 89%+ A-C for Science 60%+ A/B for English 54%+ A/B for Mathematics 35%+ A/B for Science 85%+ A-C for English SWD, 87%+ FN, 87%+ Pasifika 83%+ A-C for Mathematics SWD, 85%+ FN, 85%+ Pasifika 45%+ A/B for English SWD, 52%+ FN, 37%+ Pasifika 35%+ A/B for Mathematics SWD, 45%+ FN, 35%+ Pasifika Maintain EAL/D A-C and A/B Junior Secondary A-C% for all subjects to be 93%+ Senior Secondary A-C% for all subjects to be 91%+ 	

	<p>Success criteria</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> o Successfully engage with their learning, demonstrating ownership through appropriate sharing of the "cognitive load" e.g. o Be able to identify the specific elements of their learning to focus on for improved outcomes "How do you know; How can you improve?" <p>Teachers can/will:</p> <ul style="list-style-type: none"> o Differentiate the learning in their classes to cater for students o Incorporate visible evidence of differentiation into their planning o Confidently and consistently use monitoring strategies (formative assessment) to support improved learning outcomes through appropriate adjustments o Engage in academic case management to collaboratively develop appropriate and targeted differentiation strategies <p>Leadership team can/will:</p> <ul style="list-style-type: none"> o Build staff capacity to differentiate through co-teaching and modelling o Ensure active engagement with implementation of differentiation strategies in observation and feedback cycles <p>Conduct Learning Walks and Talks to confidently quality assure the intended curriculum is the enacted curriculum and to provide evidence of next steps for teachers</p>		<p>Success criteria</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> o Demonstrate ownership of their learning underpinned by Assessment Literate Students philosophy ("A" level thinking, GRRM, Sharing Cognitive Load) o Engage in their learning as active participants and demonstrate understanding of their progress through the "Reddi for Learning" tracker <p>Teachers can/will:</p> <ul style="list-style-type: none"> o Demonstrate increasing use of data literacy to support quality learning outcomes for students o Positively engage with opportunities e.g. Professional Development, Case Management, to build data literacy capacity o Teachers will confidently engage with Academic Case Management Process <p>Leadership team can/will:</p> <ul style="list-style-type: none"> o Design and deliver targeted delivery of capacity building strategies to develop data literacy for staff o Model data literacy and monitor use by staff, providing timely and supportive feedback for capacity building
	<p>Artefacts</p>	<p>Differentiation Framework Professional Learning Plan Explicit Improvement Plan – Assessment Literate Students</p>		<p>Artefacts</p>	<p>Professional Learning Plan AIR/PLT RSHS Data Plan</p>

Principal




P&C/School Council



School Supervisor