








	Focus Area	2021 School Priorities	Strategies	Actions	Targets	
<p>National School Improvement Tool Domains</p> <p>DOMAIN 1 An Explicit Improvement Agenda Annual Implementation Plan</p> <p>DOMAIN 2 Analysis & Discussion of Data Whole School Data Plan Goal Setting</p> <p>DOMAIN 3 A Culture that Promotes Learning Staff Wellbeing Framework Student Wellbeing Framework Responsible Behaviour Plan</p> <p>DOMAIN 4 Targeted Use of School Resources Budget</p> <p>DOMAIN 5 An Expert Teaching Team Observation, Coaching, Feedback and Reflection New & Beginning Teacher Induction</p> <p>DOMAIN 6 Systematic Curriculum Delivery Curriculum Plan</p> <p>DOMAIN 7 Differentiated Teaching & Learning Whole-School Approach to Student Learning</p> <p>DOMAIN 8</p>	 <p>Strategic</p>	<p>DOMAIN 6 - SYSTEMATIC CURRICULUM DELIVERY and DOMAIN 8 - EFFECTIVE PEDAGOGICAL PRACTICES</p> <p>Whole school alignment to the <i>FVSSC Signature Practices</i></p>	<ul style="list-style-type: none"> Differentiated information/ induction/onboarding sessions for staff, students and the community as outlined in the <i>FVSSC Signature Practices</i> including use of flexible spaces and technology 	<ul style="list-style-type: none"> Implementation of <i>FVSSC Signature Practices</i> Engage in reflective conversations after each phase of learning, Partner, Parent and Community Events including co-creation opportunities with QUT critical friends and community 	<ul style="list-style-type: none"> Consistent and explicit use of the FVSSC Signature Practices in all learning environments Teachers practice reflective conversations employing an adapted version of Sharratt and Fullan’s questions of students and teachers Authentic community engagement and collaboration 	
		 <p>Accountability</p>	<p>DOMAIN 2 - ANALYSIS AND DISCUSSION OF DATA</p> <p>Consistent data practices</p>	<ul style="list-style-type: none"> Mapping data types and use across all learner groups 	<ul style="list-style-type: none"> Work with learner groups to identify appropriate data sets that allow accurate reflection, monitoring, tracking Use feedback to provide future PD requirements 	<ul style="list-style-type: none"> Draft whole school data plan Learners upskilled in analysis and data discussions All staff using data to inform their individual growth
	 <p>Capability</p>		<p>DOMAIN 5 - AN EXPERT TEACHING TEAM</p> <p>School-wide shared responsibility for student learning and a culture of continuous professional improvement including mentoring and coaching</p>	<ul style="list-style-type: none"> Coaching and mentoring Critical friends from within and outside Developing Performance Framework Giving the right assistance so that each teacher can teach to high standards Feedback cycles where honest feedback is sort, given and enacted Beginning teacher training (QUT collaboration) All members of the FVSSC community use iPads to leverage digital teaching and learning 	<ul style="list-style-type: none"> Performance development Plans - using the AITSIL standards Continuation of High Performance Teams program with Dr Danielle Stebbins Professional learning through regular Collegial Cafés Scheduled time for collaborative unit and lesson design Establishment, with QUT, of an innovative ‘next practice’ model in beginning teacher training All staff are provided with an iPad and regular professional learning and technical support. Engagement of a full-time Systems Administrator to support digital platforms across the college 	<ul style="list-style-type: none"> Each staff member has a clear set of (self-identified) professional learning goals for 2021 All staff have participated in regular cycles of growth coaching including an individual mentor program for staff All staff have high levels of confidence and competence in engaging with digital technology Systems Administrator engaged
			<p>DOMAIN 7 - DIFFERENTIATED TEACHING & LEARNING</p> <p>Every student succeeding</p>	<ul style="list-style-type: none"> Implementation of the “Accessibility” Learning Principle which enables all learners to access curriculum and excel in their personalised learning pathway Enacting signature practices that achieve differentiated learning Use learner data to inform professional development and explicit learning opportunities Implementation of a dynamic, collaborative profile summarising the learning journey for each student ie. The Learner Progression Plan 	<ul style="list-style-type: none"> Providing coaching to staff Regular review of practices Learners and learning partners co-create new understandings and collaborate in the application of new skills in the real world Upskilling staff in co-teaching (equal sharing of planning, instructing and monitoring of all students) 	<ul style="list-style-type: none"> All staff are comfortable in modifying their practices to meet the individual needs of their classrooms Students feel that their needs are being met in every classroom Learner Progression Plan is established for each students and regularly reviewed and shared with parents and carers

<p>Effective Pedagogical Practices Pedagogical Framework</p> <p>DOMAIN 9</p> <p>School & Community Partnerships Parent and Community Engagement Framework</p> 		<p>DOMAIN 9 - SCHOOL-COMMUNITY PARTNERSHIPS</p>			
		<p>Development of a Parent and Community Engagement Framework</p>	<ul style="list-style-type: none"> Establishment of an action team, including parents, QUT and community representatives 	<ul style="list-style-type: none"> Partnership Events Learning Opportunities for parents (Apple, Microsoft, Stymie, Compass, School-based digital platforms) 	<ul style="list-style-type: none"> Partner map Partnership Events coordinated, led by staff and students and well supported by community Parent and Community Engagement Framework completed and reviewed regularly
	<p></p> <p>Collaboration</p>	<p>DOMAIN 3 - A CULTURE THAT PROMOTES LEARNING</p>			
		<p>Create a culture of achievement (based on the work of Fisher, Frey and Pumpian)</p>	<ul style="list-style-type: none"> Enact the “Culture of Achievement” pillars for all members of the FVSSC community: <ul style="list-style-type: none"> Welcome Choice Words Do No Harm It’s never too late to learn Best School in the universe Develop a culture based on actions, traditions, symbols, ceremonies and rituals that align to our vision Embed the FVSSC Student Code of Conduct into the culture of the school 	<ul style="list-style-type: none"> Development of school culture centered on six houses, which will build and maintain positive and caring relationships between staff, students and parents Embed protocols for incident management, data entry into OneSchool, positive behaviours and student referrals for minor, major incidents Consistently meet and exceed the team specific goals through the implementation of the HPT program 	<ul style="list-style-type: none"> Full implementation of the Student Code of Conduct Positive School Pulse Survey data from all respondent groups Regular review of monthly staff Pulse Survey data and solution focused discussions to maximise support and feedback
		<p>Develop a Health, Safety and Wellbeing Plan</p>	<ul style="list-style-type: none"> Establishment of an Action Team Work with SoundOff for Schools 	<ul style="list-style-type: none"> Consultation Data Collection Initiatives Mindfulness mediation embedded in practice 	<ul style="list-style-type: none"> HSWP completed Clear process for tracking progression of wellbeing (Pulse Survey) Mindfulness consistently practiced during the course of each day