



Stretton State College

2022 School Annual Improvement Plan

Together with purpose and spirit we strive to develop curious minds, strong character and connected community

College Performance Indicators

All Year Levels P-12

- Attendance rates .95%.
- >90% A or B Behaviour; .90% A or B Effort.
- Increased number of students achieving A-C data in English/Maths/Science.
- All students show measurable improvement in achievement.
- All students set individual learning goals and monitor progress.
- Students engage in wide reading.
- Improvement in Teacher/Parent/Student satisfaction regarding behaviour management.

Prep:

- 95%+ Reading PM level 7+

Years 1 - 9

- Students in Years 3/5/7/9 show measurable improvement in U2B and SS.
- Students in Years 3/5/7/9 – 100% at or above NMS in Reading and Numeracy.

Senior Secondary – Years 10 – 12

- All students graduate with a meaningful pathway, a QCE or QCIA.
- 100% of Tertiary applicants receive an offer
- 40% students ATAR 90 or higher.
- 80% students ATAR 65 or better.
- Next Steps Destination Data sees increased numbers of students engaged in further learning, earning or training.

All Staff P-12

- All staff engage in a strong culture of collaboration across the College.
- All staff nurture the learning, wellbeing and mental health of all children, ensuring they are safe, valued and respected.
- All teachers engage in reflective practices and conversations to sharpen classroom practice.
- All teachers are engaged in high quality teaching which empowers students to engage in a culture of thinking.
- All leaders commit to high quality leadership in order to influence the engagement, improvement, achievement and wellbeing of all students and staff.

Focused Improvement Strategy



Commitment to Action



Mind

- Advance Stretton as a dynamic learning community dedicated to confronting the complexity of the 21st century by fuelling a passion for learning and **prioritizing critical and creative thinking**.
- Clarifying and embedding an aligned and consistent approach to learning based on **Cultures of Thinking** as our pedagogical framework.
- Clearly articulating **learning goals** and seeking descriptive, **timely feedback** to propel learning and create momentum towards mastery.

- Create a learning environment which is high in challenge and support.
- Improve and enhance our range of **curriculum offerings** to meet interests and needs of students.
- Continued implementation and review of **goal setting and feedback** processes across P12 faculties and classrooms, with frequent tracking, moderation and review of data.
- Ensure all teachers have a deep understanding of purposefully engaging students in **Cultures of Thinking** routines.
- **High quality teaching** is evidenced by inclusive and culturally responsive practices, which empower students to engage in deep learning and thinking to achieve growth each year.
- Ensure teachers have a deep understanding of **QCAA** syllabuses and assessment practices.
- Continue to develop an **expert teaching team** through intentional collaboration, instructional leadership capability, PLCs, Coaching, Mentoring, Expert Colleagues, APDP process.
- Showcase and celebrate **high quality Teaching and Learning** across the College.

Character

- **Prioritize wellbeing** as a primary purpose of education and establish wellness at the student and school level as the cornerstones of a healthy learning environment and school community.
- Continue to embed explicit teaching strategies focussed on the development of good character and student wellbeing.
- Cultivate a College community where members know and respect each other in a culture of trust and acceptance with an ongoing emphasis on the **Stretton SPIRIT values**.
- Continue to further create opportunities to develop confident and compassionate students who are effective **contributors to society**, successful learners and responsible citizens.

- **Review of wellbeing strategies** and approaches P12 to ensure students are feeling accepted and valued at school. (Review of Programs).
- Implement greater **layers of intervention** (Peer mentoring/Triple P/Deans of Students) to address relevant student engagement and wellbeing concerns.
- Provide greater opportunities to gain timely and **meaningful feedback** from Staff, Parents and Students regarding student wellbeing.
- Develop a **Whole College Kindness Policy** to address relationships/gender equality/safety/bullying/fair treatment/behavioural issues.
- Increased frequency of celebrations and rituals which acknowledge students/staff who continue to exemplify **Stretton SPIRIT**.
- Encouragement and celebration of embedding **House SPIRIT** into all facets of College life.

Community

- Cultivate a **flourishing workplace** in order to strengthen performance, innovation and advancement of the Stretton vision “With purpose and spirit.”
- Embracing **connections** to celebrate the growth and achievement of all individuals.
- Expanding **partnerships** to improve and create new community alliances to ensure excellence and success for all.
- Create a **common purpose** through strong communication and collaboration across our P12 community.
- Engender within Stretton students a **commitment to service** and increase opportunities to serve others.

- Ensure students are engaged in global issues and current events across P12 and develop students’ **Global Competencies and 21st century skills**.
- Continue to strengthen **student leadership** across P12 to ensure students acquire the leadership skills and attributes necessary to live in a global society.
- Continuing effective promotion of our outstanding Academic and Sporting **Excellence programs** to our community and beyond.
- Continue a strong sense of **environmental awareness and stewardship** (Bush Care, Gardening Club, Science Club).
- Strengthen partnerships with the **Early Years** community to support successful transition to school.
- Continued development and implementation of initiatives in **Junior Secondary** with a focus on effective transition and engagement.
- Continued development and implementation of initiatives in **Senior Secondary** with focus on transition to Year 13 and meaningful pathways.
- Continue to ensure that issues of **community, citizenship, equity and inclusion** remain strategic priorities for our College.

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Endorsed by Stakeholders:



A handwritten signature in black ink, appearing to read 'Jan Maresca'.

Jan Maresca
Executive Principal

23 February 2022

Date

A handwritten signature in black ink, appearing to read 'Sally Eeles'.

Sally Eeles
School Council Chair

23 February 2022

Date

A handwritten signature in black ink, appearing to read 'Esther Stuart'.

Esther Stuart
P&C President

23 February 2022

Date