



## Mind

*Learning to learn for a better world.*

### School priority 1:

Systematically enact the Stretton Way to maximise engagement, challenge and learning to realise the potential of every student.

#### Strategies:

- Further empower our expert teaching team by providing high quality, targeted, professional learning opportunities.
- Embed future-focused learning practices by enhancing the capability and confidence of teachers in digital teaching and learning.
- Further develop teacher capability through observation, feedback and coaching processes outlined within the College Professional Learning Plan with ongoing support from instructional leaders.
- Capture and share P12 signature classroom practices to promote the Stretton Way as a dynamic framework.
- Strengthen data-informed practice to deepen teacher understanding of what students need to know and do for each LOA.
- Develop consistent, P12 approach to moderation aligning curriculum, pedagogy and assessment with specific focus on teacher collaboration.



### Performance Indicators:

- All staff access professional learning aligned with the College Professional Learning Plan.
- Evidence of The Stretton Way within classrooms quantified through collegial engagement protocols.
- Increased teacher agency and professional growth through staff engagement with feedback, coaching, and collaborative practice.
- Evidence of increased staff confidence in developing digital fluency.
- Increased proportion of students achieving C and above, and an A or B in English & Mathematics.
- All students show a year's learning growth by maintaining and/or improving LOAs in English and Mathematics, including priority equity cohorts.
- All students graduate with a meaningful pathway, QCE or QCIA.



## Character

*Knowing yourself is the beginning of all wisdom.*

### School priority 2:

Develop and support student wellbeing and engagement as a strong foundation for learning outcomes.

#### Strategies:

- Maximise learning days by providing opportunities for meaningful connection and engagement.
- Build teacher capability in the provision of quality differentiated support to optimise student engagement and achievement P12.
- Continue to monitor engagement of First Nations students to foster greater inclusion.
- Consistent application of behaviour processes aligned with College culture and values.
- Identify required processes and support at key junctures to ensure positive and confident transitions.
- Attendance procedures are aligned to ensure regular school attendance.
- Ensure processes are implemented which enable greater student voice and agency.
- Continue to focus on student wellbeing by embedding Positive Education concepts in all learning and teaching programs.
- Prioritise celebrations/rituals/assemblies which acknowledge students/staff and demonstration of Stretton SPIRIT.



### Performance Indicators:

- Continue aspirational target of 95% attendance P12.
- Decrease in number of students below 85% attendance.
- Improved SOS Data:
  - Student-teacher connection.
  - Management of student behaviour (Student/Parent/Staff).
  - First Nations student responses.
- SDA trends are monitored across the College.
- Improved behaviour and attendance data at key transition points.
- Positive Psychology embedded within all curriculum programs.
- Evidence of increased student and staff engagement with Character Education programs.
- The language of SPIRIT values and Character Strengths permeates shared dialogue.



## Community

*Diversity is the path to unity.*

### School priority 3:

Further development of Stretton SC as an inclusive community which recognizes and values diversity as strength.

#### Strategies:

- Strengthen community connections at key transition points to ensure students start strong, are on track for success, and are ready for the future.
- Continue to promote greater student, staff and community involvement in Sporting Excellence and Instrumental Music to continuously develop these programs.
- Further enhance our International Student Program as a program of excellence and inclusion.
- Value the voice of key partnerships (families, alumni, business and industry communities, universities and tertiary providers) to enrich our P12 learning community.
- Investigate cultural engagement opportunities to embed First Nations histories and cultures within the curriculum and wider College community.
- Embrace student and staff diversity by creating a welcoming and inclusive environment for all.
- Enhance positive College culture by implementing strategies that foster the wellbeing of teachers, leaders and support staff.



### Performance Indicators:

- Evidence of strong community connection with P12 College initiatives and processes.
- Improved SOS Data:
  - Descriptor 'school asks for my input.'
  - Staff/students/parents value school's diversity and culture.
  - Greater parent/staff satisfaction with communication processes.
  - Improvement in staff wellbeing.
- Successful Sporting Excellence and Instrumental Music programs supported by strong community involvement.
- Continued quality assurance and achievement within the International Student Program in alignment with EQI policies.
- Increased involvement with First Nations families and local community Elders.
- Staff wellbeing initiatives are embedded within the College culture.



# Data Collection Schedule 2024

Data is to be entered by the end of the week shown. Updated September 2023

Assessment Type	Term 1	Term 2	Term 3	Term 4	Accountable Officer Responsible for Administration/Scheduling, Collation, Recording	Results recorded to	Analysis	Action
Oracy Screener (Prep) *if required*	●				EALD Teachers and TAs	Excel spreadsheet	EALD/HOD/Teachers	Inform referral and intervention process
Prep Early Start Literacy	●			●	P-2 HODs Teachers/Teacher aides	OneSchool	DP/ HODs/ Teachers	Inform teaching & Differentiation
AEDC		● Every 3 yrs			DP, Prep HOD	AEDC document	DP/ HODs/ Teachers	Inform transition process
Phonics Assessment (Prep – Year 2)	● Week 9 (Yr 1 & 2 only)	● Week 9	● Week 9	● Week 9	HODs P-2 Classroom teachers	OneSchool	HODs P-2 Teachers	Inform teaching and differentiation
NLM Online – Listening Comprehension (Prep-Year 1)	●		●		HODs P-2 Classroom teachers	Online System	HODs P-2/Teachers/SLP	Inform teaching, differentiation and intervention
PROBE Yr. 2–6 (all AA + borderline C/D students)	● 1 on 1 Fict		● 1 on 1 NFict		Yr 2-6 HODs teachers	OneSchool	HODs, Teachers, Acceleration Teachers	Inform teaching & Differentiation
Dibels Assessment (Academic Acceleration)	● BOY	● MOY		● EOY	Academic Acceleration Teachers & TAs	Excel spreadsheet	AA/DP/HOD/Teachers	Inform intervention
PROBE Yr. 7-9 Foundation Classes	● 1 on 1			● 1 on 1	English HOD Literacy coach	OneSchool	English HOD Literacy coach	Inform teaching, intervention and resourcing
TORCH Yr. 7-9	● By week 2				English HOD	Excel database	English HOD Literacy coaches	Inform teaching & selection of students needing intervention
WTW Spelling Inventory Yr. 3-6	● Week 3		● Week 3		HODs Teachers	OneSchool	HODs Teachers, Acceleration Teachers	Inform teaching & Differentiation
Class Markbooks Summative Assessment	●	●	●	●	Teachers	OneSchool	HODs	Teachers HODs
	due 1 week after moderation							
Data conversations or PLTs	● Determined by sector	● Determined by sector	● Determined by sector	● Determined by sector	HODs Teachers	Stretton template	HODs Teachers	Teachers HODs/DP
Award nominations			● Week 4		Teachers	OneSchool	Teachers	Teachers

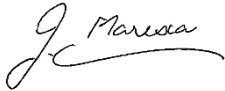


					HODs/DPs		HODs/DPs	HODs/DPs
P-6 Intervention	Determined by sector	Determined by sector	Determined by sector	Determined by sector	Teachers P-6 HODs	Acceleration Templates	P-6 HODs	AA teacher
<b>Optional Assessment Programs</b>								
ICAS English (Year 4-9 Lighthouse)			●		Lighthouse Teachers & eLearning HOD	University of NSW	University of NSW	
ICAS Maths (Year 4-9 Lighthouse)			●		Lighthouse Teachers & eLearning HOD	University of NSW	University of NSW	
ICAS Science (Year 4-9 Lighthouse)			●		Lighthouse Teachers & eLearning HOD	University of NSW	University of NSW	
PAT Testing (for screening purposes)	● As directed by campus	● As directed by campus	● As directed by campus	● As directed by campus	Gowan AA teacher Illaweena HODs		Gowan AA teacher Teachers HODs	Teachers
Instrumental Music student testing and selection			● Year 3	● Year 3	IM staff Teachers	School systems	Director of IM	Informs student selection
Lighthouse Program Entrance Testing			●		College Admin/Lighthouse Coordinator & Lighthouse teachers	ACER	College Admin	Inform class composition and student selection
Mock External Assessments: (year 11 and 12) Illaweena	● Determined by faculty	● Determined by faculty	● Determined by faculty	● Determined by faculty	Senior School HOD Senior DP	NA	Senior School HOD Senior DP	Teachers HODs
Other cognitive screening and assessments	For individual cases that required further investigation. Only necessary after all other intervention and assessments have been utilised					Guidance Officers	Guidance Officers	Inform need for student intervention
<b>School Data Collected</b>								
Attendance Data	●	●	●	●	Principals DPs	Year Co-Ordinators DPs (Gowan)	Principals DPs	Inform need for student intervention
School Opinion Survey			●	○ Results Returned	CET	DoE	Principals / DPs	Inform strategic improvement
Regional Instrumental Music Data Collection	●		●	●	Director of IM	Exec Principal Regional Music Coordinator	Director of IM	Inform staffing
Languages Data Collection	●				Languages Line Manager	Exec Principal OneSchool	LOTE Line Manager	Inform staffing

## Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

## SIGNATURES:



**Jan Maresca**  
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Stretton State College



**Sally Eeles**  
Chair School Council  
Stretton State College



**Brad Stewart**  
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**Racquel Gibbons**  
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**Esther Stuart**  
President Stretton State College P&C Association