

2015 Priorities (What do we want to do this year?)	Key Strategies (What will it take to get there?)	Evidence (How will we measure / evaluate learner progress?)	Targets (Key indicators of learner success)
<p>Excellence in Learner Achievement: Re-state the Key Direction from your Strategic Learning Plan</p> <p>List the key priorities for this year.</p> <ul style="list-style-type: none"> Extend & Embed Australian Curriculum and the corresponding T&L into the work of the school (TfEL 1.3) . Motivation, engagement and resilience (minimise compliant learnt responses) Improve health and wellbeing 	<ul style="list-style-type: none"> The Australian Curriculum (AC) used throughout the whole school as an effective planning and reporting format. Senior School Curriculum utilises both AC and SACE seamlessly. . Through the sub-school structure ensure consistent application in planning & reporting, sharing the results as a whole of school response. Further explore AC application that underpins broad curriculum delivery at ESEC with the support of SACIO and PACIO. strengthen membership Building resilience Individualised programing Increased student independence and responsibility TfEL 4.1: Building on learners Understandings TfEL 2.4: Challenge students to achieve high standards with support (individually based) 	<ul style="list-style-type: none"> Curriculum plans submitted using the AC. NEP's and semester 1 & 2 student reports reflect the learning for all students across all curriculum areas and evidence the use of AC general capabilities. documented agendas, minutes and agreed actions for sub-school meetings. documented outcomes of senior curriculum review used to refine AC & SACE fit. staff attendance and engagement at SFD. Observation Student engagement and achievement Reporting to parents 	<ul style="list-style-type: none"> All staff are familiar with and use the Australian Curriculum in all planning, reporting and NEP development. Supportive sub-school structure promotes consistency of practice. Processes are documented facilitate a cohesive systemic approach to the work of the school. Senior School curriculum document reflects the needs of the current student cohort. modified SACE program updated, mapped and documented. Increased independence
<p>Improved Learner Engagement and Wellbeing: Re-state the Key Direction from your Strategic Learning Plan</p> <p>List the key priorities for this year</p> <ul style="list-style-type: none"> Seamless learning & reporting across all levels of the school Improve Health & Wellbeing for all including students, families & staff (TfEL 1.6) Knowing our student cohort to influence parent engagement and support 	<ul style="list-style-type: none"> Ensure positive promotion of quality programs and curriculum that is shared inter/intra school setting. Refine curriculum to include elective style to broaden curriculum provision develop & embed peer observation program to promote sharing of quality teaching, learning, design and delivery& de-privatise practice. Focus on emotional health and wellbeing of students, families & staff Ensure improved connectedness across ESEC for all. Positive relationships with staff, students and parents TfEL: Build a community of learners 	<ul style="list-style-type: none"> Achievement data analysed to ensure educational programs continue to meet student needs. Collate context statements for all learning areas to present a cohesive picture of education & care across the school. Continue to conduct the OHSW Psychological Survey and other in-house surveys to gauge student, family & staff wellbeing. Use Engagement profile and SPICE profile with students. Begin with random sample Improving communication Survey's, Meet and greets, Blogs, Newsletters Parent meetings with designated speakers 	<ul style="list-style-type: none"> Development of sub-school leadership/ peer observation program to underpin sharing of quality teaching methodology and a comprehensive curriculum design SPICE & Engagement profile developed and documented for targeted students. Curriculum plans and reporting formats demonstrate consistency and a seamless continuum for learners R-12. Improved wellbeing for all, gauged through the survey results Increased specific quality communication
<p>Improved Community Learning Opportunities: Re-state the Key Direction from your Strategic Learning Plan.... then:</p> <p>List the key priorities for this year.</p> <ul style="list-style-type: none"> Consolidate & extend community links within the West Torrens Partnership and in particular with the Plympton Learning Community (TfEL 1.4) Personalising, incorporating curriculum 	<ul style="list-style-type: none"> Expand links to include preschools and schools within the partnership. Embed established links with William Light R-12 School. Extend programs between WLS and ESEC. Facilitate learning and sharing between both campuses- shared PFD Ensure the school profile in the local community is extended and enhanced Trial class blog as an extended communication strategy Flexible approach TfEL: Communicate learning in multiple modes (through engagement with the community). 	<ul style="list-style-type: none"> Arrange school visits for targeted schools/preschools from within Partnership as requested Create a strong network within the partnership allowing for interested staff to meet & share practice Invite WLS and ESEC Governing / School Councils to a joint meeting and schedule shared Leadership meetings. Work closely with the WLS Peer mentorship program both in small groups, class settings and 1-1 activities. Class blog in place in each sub-school Cohesive data projection 	<ul style="list-style-type: none"> Strengthened professional working relationships within partnership. Increased meaningful connections between partnership sites. Sharing of resources and opportunities embedded in ESEC & WL schools ethos and processes. A supportive team is evident across ESEC & WL that underpin the concept of the Plympton Learning Community. Peer observations across the sub-schools Team teaching opportunities Sharing of resources

the Self Review and identified DECS priorities)