Priorities
1. Teachers and students know the expectations for each year level
2. Students achieve standards in literacy and numeracy capabilities from years 8-10
3. Teachers evaluate the literacy and numeracy assessment components, in subjects, against the Australian Curriculum.
4. Teachers and students use e-learning tools to complement literacy and numeracy learning
5. Teachers explicitly teach higher order thinking skills to empower students to solve problems within subject areas

Outcomes
Growth in participation and achievement
- PATR,
- PATM and
- NAPLAN at age appropriate levels
Subject achievement increase in A,B,C and decrease in D,E

Data to provide evidence of outcomes over 3 years
PATR
PATM
NAPLAN
Student grade data

Trust

Priorities
1. Teachers share successful student engagement techniques
2. Teachers develop effective pedagogy that supports high expectations of students
3. Teachers design differentiated assessments that are integral to the teaching and learning process
4. Teachers build and collaborate within subjects areas to:
   - Design common assessment tasks
   - Moderate assessment tasks
   - Provide opportunities for students to develop capabilities
5. Teachers build knowledge and understanding of curriculum
6. Year level teams develop a community of practise.
7. Teachers share good practice for Case management of students within care groups.

Outcomes
Staff engagement in the building of a community of practice that increases attendance, engagement, successful learning and achievement for students
Teachers reflecting and improving practice to increase engagement and attendance across the college in all year levels
The use of common assessment tasks across all subjects areas of the Australian curriculum and SACE

Data to provide evidence of outcomes over 3 years
Results of teacher survey
Coordinator survey -growth in moderation practices, knowledge, understanding and shared resources amongst staff
Attendance data

Respect

Priorities
1. Students achieve and provide evidence of engagement of learning within Australian Curriculum and SACE subjects.
2. Students and parents provide feedback on successful engagement in learning
3. Students demonstrate their engagement in all aspects of college life e.g. VET Pathways, Windsor Voice, Cheltenham Exchange, Camps and Excursions, Music, Sport and Pedal Prix
4. Students’ presentations demonstrate engagement, understanding of capabilities and progression of learning during years 8, 9 and 10.
5. Students develop and demonstrate a positive response to electronic learning tools.

Outcomes
Increased engagement in learning
Increased achievement levels
Student presentations successfully undertaken in years 8, 9 and 10 including the use of technology
In year 8, 9, 10 students show growth in capabilities as shown through awards

Data to provide evidence of outcomes over 3 years
Student and parent success surveys
Student grade data
Attendance and recognition data across all year levels
Student awards across year levels

Teamwork