## Strategic Directions 2014

### STRATEGIC PRIORITIES

#### Leadership and Management
- **Develop student leadership capacity.**
  - *Providing opportunities to build teacher capacity in leadership.*
- Teachers demonstrate instructional leadership.

#### Curriculum and Assessment
- **Australian Curriculum explicitly incorporated into school programs**
- **Student centred learning through the Quality Teaching Framework**

#### Engagement and Attainment
- **A positive learning environment with shared understandings of a teaching and learning model.**
  - *National Safe Schools Framework*
  - **Intervention strategies in the early years and at key transition points.**

#### Literacy and Numeracy
- **Improved outcomes in reading and numeracy for 80% of students in bands 1-2 in Yr 3 with a two or more band increase by Yr 5.**
- **Improved achievement levels of students in literacy explicitly detailed.**

#### Aboriginal Education
- **Literacy and numeracy improvement.**
- **Develop understandings in Aboriginal and Torres Strait Islander histories and cultures.**

#### Organisational Effectiveness
- **Introduce organisational practices for school readiness, including staff and parental understandings, to manage DEC priorities in:**
  - RAM
  - LMBR
  - Local Schools Local Decisions
- **restructure executive positions to promote skills in leadership and for opportunities to engage in (AITSL)**
- **refocus one AP position to facilitate curriculum design responses to units of work that embed the cross curriculum priorities and the general capabilities.**
- **promote teacher leadership providing opportunities to engage and manage long term projects through teacher committee structure**
- **evaluate the use of teaching and learning spaces**
- **introduce online roll marking to readily track student attendance data patterns**

### KEY STRATEGIES

The teachers will support students by:

- **explicitly detailing learning opportunities for the development of student leadership skills.**
- **working collaboratively to rewrite quality integrated units of work balancing across curriculum priorities and general capabilities.**
- **establish practices that support staff engagement with top 2 levels of the Aust. Teacher Standards**
- **sharing explicit criteria for use in assessment feedback e.g rubrics, to illustrate high attainment.**
- **promoting an inquiry based approach to science and history through new units of work**
- **review reporting to parents processes**
- **demonstrated student achievements recorded on literacy/numeracy continuums**
- **continued promotion of arts programs to provide opportunities for student performance**
- **consolidate Confucius Classroom priorities**
- **overhaul student wellbeing practices to maintain and promote a consistent K-6 approach in which 98% of students engage consistently.**
- **consolidate and embed technology into teaching units through hardware advances in wireless and K-2 iPads with a focus on creating multimodal texts**
- **individualised tracking of student achievement using PLAN for all K-2 and individual students in 3-6 that receive any targeted support.**
- **targeted teacher professional learning in implementation for NSW Syllabus for Australian Curriculum with emphasis on:**
  - composing in writing
  - content changes in mathematics
- **promoting personalised learning plan achievements by students with parents each term.**
- **engaging with cultural awareness activities across the whole school**
- **embed the teaching of Aboriginal perspectives in newly developed units of work**