

## Connecting – Community, Culture and Wellbeing

### Attendance, Engagement, Performance and Student Wellbeing

Strategies	Actions	Success Indicators	Timeline	Who
Systematic attendance and engagement processes	<ul style="list-style-type: none"> <li>Periodically review and refine the role of the Attendance Officer to ensure the sustainability of the model for one person.</li> <li>Proactively apply the attendance policy by leading key stakeholders to manage and monitor students with &lt;85% attendance through case management.</li> <li>Develop and distribute user-friendly guides for parents and students outlining attendance procedures, including absence notifications, exemptions, late arrivals, and unexplained absences.</li> <li>Actively promote and support the use of QParents to increase parent engagement and digital participation.</li> <li>Continue tracking attendance-based rewards in Connect classes to incentivise regular attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve an overall student attendance rate of 92%.</li> <li>Increase QParents engagement to exceed 85%.</li> <li>Reduce the number of attendance-related contacts by the Attendance Officer by 10%, indicating improved parent and student engagement.</li> <li>Decrease unexplained absences to less than 3%.</li> <li>Reduce the number of students identified as chronically absent by 10%.</li> </ul>	Ongoing	Executive Team Attendance Off. YLCs Teachers Teacher Aides
Student Leadership Framework - Years 7 to 12	<ul style="list-style-type: none"> <li>Develop a consolidated, sequential student leadership training program mapped across all year levels, focusing on skill development and peer collaboration.</li> <li>Strengthen the Student Representative Council (SRC) by embedding it as a key mechanism for student voice and decision-making in school initiatives.</li> <li>Broaden the student leadership framework to include opportunities, class captains, and further develop the role description for peer mentors</li> <li>Establish clear pathways and support for leadership roles, ensuring alignment with the school's values and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive and evolving Leadership Framework reflects the needs of the school community and supports peer belonging.</li> <li>The Student Representative Council (SRC) actively contributing to school culture and decision-making to incorporating student voice</li> <li>Increased participation of student leaders in internal and external leadership programs, with measurable feedback on skill development.</li> <li>A significant rise in applications for leadership roles, reflecting higher interest and engagement across all year levels.</li> <li>Improved Student Engagement and Wellbeing (QEW) data, with a 5% increase in Peer Belonging scores, indicating stronger connections and inclusivity among students.</li> </ul>	Term 1 Term 2 Term 3	Deputy Principal Connecting  Principal  HOD Student Culture  YLC's
Whole school student well-being and differentiated approach to student support and case management	<ul style="list-style-type: none"> <li>Consolidate and clarify protocols for the Student Support Hub, reinforcing the roles and responsibilities of support team members to enhance collaboration and effectiveness.</li> <li>Strengthen processes in the GO Zone by integrating current data insights, updating resource allocation, and ensuring clear communication with all stakeholders.</li> <li>Actively publish and promote student wellbeing and inclusion events across multiple platforms (e.g., IBIS Weekly, Facebook, newsletters, staff meetings) to ensure visibility and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Case management is systematically embedded across the school, ensuring a consistent and effective approach to student support.</li> <li>School Opinion Survey (SOS):               <ul style="list-style-type: none"> <li>"Students with a disability are well supported at this school" – Achieve &gt;85%.</li> <li>"My teachers are interested in my wellbeing" – Achieve 85%.</li> <li>"Teachers at this school are interested in my child's wellbeing" – Achieve 90%.</li> </ul> </li> <li>Increase the effective use of GO Zone data by 5% to inform support interventions and resource allocation.</li> </ul>	Term 1  Ongoing Ongoing  Ongoing	Deputy Principal Connecting  Guidance Officers HOD Student Engagement HOD Student Performance HOD Student Culture HOSES / LEC

	<ul style="list-style-type: none"> <li>Expand and refine support services and programs aimed at fostering student confidence, positive interactions, resilience, and overall wellbeing.</li> <li>Provide continuous Professional Development (PD) for teachers to strengthen classroom differentiation practices, particularly for Level 1 students, and incorporate personalised learning records into everyday teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a 5% improvement in School Disciplinary Absences (SDA) data, reflecting reduced incidents and improved student behaviour management.</li> </ul>	Term 2 - ongoing	
Continue to build the teaching of expected behaviour and a culture of consistent routines and processes	<ul style="list-style-type: none"> <li>Partner with 'Real Schools' expert facilitator and internal 'Champions' to upskill staff on restorative practices, fostering a positive and productive culture for students, staff, and parents.</li> <li>Strengthen the tiered approach to behaviour management, incorporating tools like the Behaviour Strategy Plan (CPST) and engaging classroom teachers in its consistent application.</li> <li>Share behaviour data insights and best practices regularly with staff through Staff Meetings, IBIS Weekly, and updates from the 'Champions' Committee to reinforce a data-driven approach.</li> <li>Boost staff and student participation in house reward systems and competitions, celebrating and acknowledging positive behaviours across the school.</li> <li>Embed and enhance the Engagement Centre's role as a supportive environment for students to receive behaviour interventions and targeted support.</li> </ul>	<ul style="list-style-type: none"> <li>School Opinion Survey (SOS):               <ul style="list-style-type: none"> <li>"The expectations and rules are clear at this school" – Achieve 85%.</li> <li>"Student behaviour is well managed at this school" – Achieve &gt;80%.</li> <li>"The school fosters respectful relationships among all students" – Achieve &gt;85%.</li> </ul> </li> <li>Achieve &gt;85% of staff awareness of how behaviour data is used across the school (school based survey)</li> <li>Increase positive behaviour records in OneSchool (e.g., postcards, House points) by 25%.</li> <li>Attain an A to C behaviour data rate of 95% for each semester reporting cycle.</li> <li>Reduce School Disciplinary Absences (SDA) data by 5%, indicating improved behaviour and interventions.</li> </ul>	Term 1 Term 2 Ongoing	Deputy Principal Connecting Support Profilers HOD Culture Real Schools Champions Teachers Teacher Aides HOD Student Engagement

## Learning - Teaching, Learning and Mindset

### Signature Practices, Effective Teaching and Learning

Strategies	Actions	Success Indicators	Timeline	Who
Implement a whole school approach to <b>eLearning</b> that enhances teaching and student learning.	<ul style="list-style-type: none"> <li>Develop and implement a 12-month schedule to build teacher capability and confidence in digital teaching and eLearning, including QLearn and Turnitin.</li> <li>Deliver whole-staff professional development sessions to enhance teacher knowledge and confidence in using QLearn and digital pedagogy.</li> <li>Identify and support key teachers to attend specialised QLearn PD, including VET and certificate-related training.</li> <li>Review and refine the student onboarding process, creating a structured continuum of required digital skills across all year levels.</li> <li>ICT HOD to model and facilitate best practices in eLearning to support staff in effective digital pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>All students continue to have access to devices and technology and are enhancing digital learning and ICT skill development with a clear alignment to desired standard.</li> <li>Increased teacher confidence and staff feedback and self-assessments indicate improved confidence in using QLearn, Turnitin, and digital pedagogy.</li> <li>Attendance and participation rates in whole-staff and specialised QLearn PD sessions increase.</li> <li>Improved student digital readiness with staff to begin utilising the digital literacy skills continuum to support digital teaching and learning practices.</li> <li>Teachers apply best practices in eLearning, as evidenced by lesson observations, student outcomes, and staff reflections.</li> </ul>	Term 1, then ongoing  Ongoing	DP Learning HOD IT Faculty HODS

	<ul style="list-style-type: none"> <li>Explore and apply the SAMR eLearning framework to enhance staff capability in integrating digital tools into teaching.</li> </ul>			
Implement a whole school <b>literacy and numeracy plan</b> to collaboratively implement signature pedagogical practices to improve student writing, reading, numeracy, problem solving and higher order thinking skills.	<ul style="list-style-type: none"> <li>Engage with English, Mathematics, and other faculties to identify and share effective literacy instructional routines and numeracy practices.</li> <li>Collaborate with key stakeholders, including the LAN Committee, to develop and implement a whole-school literacy and numeracy plan.</li> <li>Establish evidence-based literacy and numeracy strategies to support consistent and effective teaching practices across all learning areas, with a focus on reading.</li> <li>Deliver professional development sessions to equip teachers with the skills and knowledge to apply agreed literacy and numeracy practices in classrooms drawing on General Capabilities to support.</li> <li>Conduct leadership walkthroughs to assess teacher and student understanding and application of literacy and numeracy strategies, using observations.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy and numeracy plans inform the school's Signature Practices</li> <li>90% of students achieve C or above in English and Mathematics (Years 7–10).</li> <li>50%+ of students achieve A or B in English and Mathematics (Years 7–10).</li> <li>Increase Year 7 and 9 NAPLAN Reading and Writing Mean Scale Score to 550</li> <li>Increase Year 7 and 9 NAPLAN Numeracy Mean Scale Score to 540</li> <li>Students are able to articulate the use of signature strategies during walkthroughs.</li> <li>Teachers refer to General Capabilities Literacy and Numeracy to support and enrich teaching and learning practices.</li> </ul>	Semester 1  Semester 2	DP Learning  HOD English HOD Mathematics  Other HODs and teachers as required
Use feedback effectively to support the intentional teaching of feedback practices throughout the formative learning cycle.	<ul style="list-style-type: none"> <li>Collaborate with the Teaching and Learning Committee (TLC) to establish a shared understand around feedback expectations.</li> <li>Leverage the structure and intent of the feedback to foster a shared understanding and positive culture around feedback, clarifying its purpose, misconceptions, and the various forms that formative feedback can take.</li> <li>Provide professional development to middle leaders to ensure quality assurance in Turnitin submissions and QLearn feedback processes.</li> <li>Align feedback to Collegial Engagement plan as a means for developing reflective practice to inform teaching and learning practices.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students can articulate their roles in the feedback cycle.</li> <li>Teachers use diverse tools to provide quality feedback.</li> <li>Improved draft quality and higher-quality submissions on Turnitin.</li> <li>Increased utilisation of QLearn and Turnitin for aligned feedback and assessment processes.</li> </ul>	Semester 1  Semester 2 Ongoing	DP Learning  Leadership team  Teaching and Learning Committee ICT HOD

### Staff Development and Growth

Strategies	Actions	Success Indicators	Timeline	Who
Embed sustainable processes to assist teachers to engage with the school's collegial engagement plan which incorporates, lesson observations, staff feedback and ongoing professional development.	<ul style="list-style-type: none"> <li>Facilitate collegial observations in alignment with the Collegial Engagement Plan to support professional growth and collaboration.</li> <li>Schedule and promote a dedicated block of time each term for teachers to participate in collegial engagement, incorporating coach and peer observations in Semester 1.</li> <li>Engage school leaders in the rollout of the Collegial Engagement Plan and Setting Professional Goals, ensuring they set and pursue professional goals to complete their ACDP.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching staff have engaged with the school's collegial engagement plan</li> <li>100% staff have received professional development in alignment with the school's professional development plan and / or their Annual Capability and Development plan.</li> </ul>	Ongoing  Observation block each term  Semester 2	DP Learning  Leadership team  HOSES  LEC Team  Teaching and Learning Committee Teachers

Implement evidence-based differentiation practices across the school to address the learning needs of students and increase teachers' proficiency in interpreting and analysing data.	<ul style="list-style-type: none"> <li>Implement A4L model (Sandgate's whole school approach to differentiation) and embed evidence-based differentiation practices, enhancing teachers' ability to interpret and analyse data to meet diverse student learning needs.</li> <li>Enhance the team-teaching model to support inclusion and enhance the opportunities for all students to access the curriculum and achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can confidently recognise, articulate and demonstrate differentiation practices aligned to <i>A whole school approach to differentiation</i> (A4L model)</li> <li>Teachers apply best practices in differentiation, as evidenced by lesson observations, student outcomes, and staff reflections.</li> </ul>	Semester 1  Ongoing	HOSES  Team Teach Teachers  DP Learning  Leadership team
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## Succeeding - Curriculum, Pathways and Partnerships

### Curriculum, Quality Assurance, Feedback and Moderation

Strategies	Actions	Success Indicators	Timeline	Who
Enhance moderation of student assessment outcomes to develop a 'before, after, after, end' approach in all areas.	<ul style="list-style-type: none"> <li>Consolidate school moderation process, reviewing and refining the process after T1 (one complete cycle)</li> <li>QA implementation of "end" moderation refinements into the "before" process of next iteration.</li> <li>Actively participate in regional Collaborative Learning Communities to ensure staff calibration in curriculum and assessment judgements.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation feedback from QCAA reaches 100% agreement, demonstrating the fidelity of internal moderation processes.</li> <li>Staff articulate with mastery how achievement standards are demonstrated in student responses to assessment tasks.</li> </ul>	Each event  Each term	General Subject teachers, HoDs, Succeeding DP HoDs QA'd by DPs through line mgt
Review and refine assessment instruments and implementation of a quality assurance process to ensure alignment to curriculum and assessment intention, instrument layout and use of common language.	<ul style="list-style-type: none"> <li>Consolidate and embed Common Assessment Template and P-10 planning tool as enhancements are rolled out by QCAA.</li> <li>Consolidate and embed central storage location and agreed templates for all curriculum planning, moderation and assessment artefacts</li> <li>Consolidate and embed exemplar review and revitalisation within V9, applied and general rewrites.</li> <li>Support staff to develop and implement V9 curriculum, Applied and General rewrites in line with QCAA and school timelines (V9 – implemented year 7 in 2025, 8 in 2026 and 9,10 in 2027, Applied and General implemented in 2025), early adopters for V9 are supported also.</li> <li>Develop procedure to ensure consistency between espoused curriculum (curriculum plan) and enacted curriculum each year.</li> </ul>	<ul style="list-style-type: none"> <li>QA processes will indicate that moderation process is embedded into faculty practice for 100% of subjects with items stored in the agreed central location:               <ul style="list-style-type: none"> <li>Moderation artefacts</li> <li>Exemplars</li> <li>Curriculum planning on agreed template</li> <li>Assessment artefacts in agreed template</li> </ul> </li> <li>Common assessment and planning templates are utilised in 100% of subjects.</li> <li>100% of Year 7 subjects offer version 9 in 2025.</li> <li>100% of General and Applied subjects implement new syllabus in 2025.</li> </ul>	Ongoing  Term 1  Ongoing  Ongoing	HoDs QA'd by DPs through line mgt  Curr Committee HoDs QA'd by DPs through line mgt
Review and refine assessment feedback quality assurance processes across the school	<ul style="list-style-type: none"> <li>Develop a shared understanding of the assessment feedback policy, highlighting its influence on teaching and learning.</li> <li>Consolidate implementation of feedback practices and ensure QA processes are applied across all faculties.</li> </ul>	<ul style="list-style-type: none"> <li>Improved SOS data related to feedback practices.</li> <li>Increased percentage of students' level of achievement:               <ul style="list-style-type: none"> <li>A to C English 90%</li> <li>A to C Maths 90%</li> <li>A to C All subjects 91%</li> <li>A and B All subjects 60%</li> </ul> </li> </ul>	Semester 1	HoDs QA'd by DPs through line mgt

*Signature Extension, Enrichment Programs and Productive Partnerships*

Strategies	Actions	Success Indicators	Timeline	Who
Review and refine signature program processes and quality assurance.	<ul style="list-style-type: none"> <li>Further refine and embed the common application process for all signature programs, centralising waitlists, notifications, and data tracking under Student Culture.</li> </ul>	<ul style="list-style-type: none"> <li>Single application and notification process for parents.</li> <li>Clearly articulated processes and timelines published.</li> <li>Centralised tracking system established.</li> </ul>	Semester 1	HoD Student Culture, DP succeeding
Rejuvenate initiatives and programs with partner primary schools.	<ul style="list-style-type: none"> <li>Consolidate and embed primary leadership breakfasts as a valued component of leadership development.</li> <li>Expand the Young Scholars program across faculties to increase primary school engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Increase 'Resident Student Number Attending' to 45%</li> <li>All partner primary schools engage in at least one initiative (e.g., experience days, young scholars, leadership breakfasts).</li> </ul>	Ongoing	Principal HoD Student Culture Staff
Review, map and write student pastoral care program (review and refine) to implement career education program from year 7 to year 12 ensuring alignment with the Senior Education and Training Plan.	<ul style="list-style-type: none"> <li>Audit the integration of 'Respectful Relationships Education' as part of the curriculum, shared across HPE, Student Culture, and Student Support teams.</li> <li>Refine and consolidate Connect@Sandgate as a suite of wellbeing programs, including: <ul style="list-style-type: none"> <li>Connect Social and Emotional Wellbeing: Delivered through Morning Connect and Connect Lessons, incorporating the PERMAH curriculum and the school values of PRIDE.</li> <li>Connect Horizons: Focuses on the Career Education curriculum, including subject selection processes, post-school readiness transitions, pathways programs, and QCE rescue packages.</li> <li>Connect Physical Wellbeing: Includes a variety of sport programs, such as interschool competitions and specialised sport development opportunities.</li> </ul> </li> <li>Develop a philosophy statement to launch the consolidated Connect@ Sandgate program and communicate to the community</li> </ul>	<ul style="list-style-type: none"> <li>Respectful Relationships Education is mapped and identified in the unit planning documents for applicable curriculum and program areas.</li> <li>Increase positive responses in QEW survey related to emotional, social, and physical wellbeing by 5%.</li> <li>Reduce behaviour referrals during Connect lessons by 10%.</li> <li>Improve A to C for effort and behaviour achievement in core subjects to 90%.</li> <li>Achieve 95% student participation and attendance rate for Tuesday and Wednesday period 4 lessons and Improve senior student retention rate for this lesson by 5%.</li> <li>Attain 85% positive feedback from parents in surveys regarding Connect program impact.</li> <li>Ensure 95% staff attendance at wellbeing-related Professional Development sessions.</li> <li>Engage external stakeholders in at least one Connect activity per term.</li> <li>Increase social media engagement with Connect posts by 20% (likes, shares, comments).</li> <li>Conduct student and staff satisfaction surveys in Terms 1 and 3, demonstrating a 10% improvement in the perceived value of the consolidated program.</li> </ul>	<p>Term 4</p> <p>Introduction of new branding and vision - Term 1</p> <p>Ongoing</p> <p>Staff meetings</p> <p>Term 1 and term 3</p>	<p>DP Succeeding</p> <p>HoD Student Culture</p> <p>HoD Human Movements</p> <p>Student Support team</p> <p>HOSES / HoD LEC</p> <p>HoD Student Performance</p> <p>HoD Senior Schooling</p> <p>Teachers</p> <p>Leadership team</p>



## Performance - Human Resources and School Performance

Strategies	Actions	Success Indicators	Timeline	Who
Implement strategies to enhance data-informed practice across the school  <i>Associated Pillar - Learning</i>	<ul style="list-style-type: none"> <li>Provide professional development with data literacy for leadership and teaching staff to build the capability, knowledge and skills of data-informed practice.</li> <li>Embed school-wide Class Analysis Placemats (CAPs) to enable teachers to reflect on student academic, diagnostic and behaviour data to enable the consistent application of differentiated strategies in classrooms.</li> <li>Embed Leadership Data Reviews between Principal, DP School Performance and school leaders at key junctures to reflect on faculty improvement plans and contribution to whole school improvement agenda.</li> <li>Annually review approved data plan through staff collaboration and enact with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development to all teachers during the staff professional development days and provide prep and correction time for teachers to complete some of their CAPs.</li> <li>Teachers are able to articulate that they have Increased their proficiency in interpreting and analysing data (survey to be completed)</li> <li>100% of teachers interrogate student data and apply differentiation strategies through Class Analysis Placemats (CAPs) within agreed timeframes and storage process.</li> <li>Program managers interrogate data with executive bi-annually and regularly in fortnightly line management meetings.</li> <li>All school leaders are aware of school targets and have faculty improvement plans with strategies and measurable outcomes.</li> <li>Whole school data plan is enacted on all levels and a systemic approach to data warehouse storage is maintained.</li> </ul>	Term 2  Term 1  Term 2  Term 1/4	DP School Performance  All Teaching staff  School Leadership  DP School Performance
Implement a staff wellbeing action plan and develop processes to ensure long-term sustainability.  <i>Associated Pillar - Connecting</i>	<ul style="list-style-type: none"> <li>Embed staff wellbeing practices as part of workplace culture.</li> <li>Reflect on staff wellbeing with PAWS survey to determine next steps and provide input for annual plan.</li> <li>Schedule of staff-focussed events is developed with clearly articulated responsibilities for individual staff responsibilities.</li> <li>All school leaders and staff recognise that everyone employed at the school has a part to play in staff wellbeing.</li> <li>Communicate wellbeing activity matrix and maintain this at regularly intervals (twice yearly).</li> </ul>	<ul style="list-style-type: none"> <li>Improved SOS "The wellbeing of employees is a priority at this school" &gt;75%</li> <li>All staff groups are represented in the staff wellbeing focus group.</li> <li>Staff acknowledgment is recognised as strong part of the staff culture at Sandgate DSHS and occurs through staff meetings, weekly IBIS and end of year events.</li> <li>Wellbeing action plan published highlighting key processes and events with a wellbeing focus.</li> <li>PAWS survey to reflect on wellbeing of workforce is completed with data analysed and used to develop 2026 Staff Wellbeing Action Plan.</li> </ul>	Term 2  Term 2  Term 1  Term 3  Term 2	School Leadership DP School Performance/ Wellbeing Group  All Staff  Wellbeing Group
Embed academic mentoring processes and further develop opportunities for goal setting, study skills and coaching  <i>Associated Pillar - Learning</i>	<ul style="list-style-type: none"> <li>Embed quality assurance processes for academic mentoring to ensure sustainability of process across all year levels.</li> <li>Review the role of curriculum HODs in the academic mentoring process.</li> <li>Plan for and implement student reflection on learning through goal setting for all students in each subject each term.</li> <li>Conduct survey and consider feedback from students, parents and teaching staff to develop an on-going goal setting process in every subject.</li> </ul>	<ul style="list-style-type: none"> <li>Every student completes academic mentoring through Connect, with an assigned mentor for every student who receive a D or E in two or more subjects.</li> <li>Every teacher and school leader has a defined role in the Academic Mentoring process.</li> <li>Academic mentoring is quality assured with a QA tool to create baseline data. QA then occurs each semester as part of the Academic Mentoring process.</li> <li>Teaching staff consistently provide opportunities for students to reflect on their learning and set goals at the</li> </ul>	Term 1  Term 1  Term 3  Term 2	HOD Student Performance  DP School Performance  HOD Student Performance

	<ul style="list-style-type: none"> <li>Consider connection between academic mentoring and individual teacher Class Analysis Placemats (CAPs).</li> <li>Consolidate process for goal setting for every student through Connect program linking with a school-wide approach to goal setting within subjects.</li> <li>Consider opportunity to develop an academic coaching model.</li> </ul>	beginning of each term/unit in Connect and subject classes. <ul style="list-style-type: none"> <li>Develop opportunities for link between student reflection and teacher planning through CAPs.</li> </ul>	Term 3 Term 2	DP School Performance
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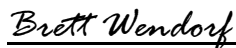
**Endorsement:**

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



12 / 02 / 2025

**Andy Stergou**  
Principal



19 / 02 / 2025

**Brett Wendorf**  
School Council - Chair



2 / 03 / 2025

**Paul Pengelly**  
School Supervisor

## 2025 Equity and Excellence Aspirational Targets

Data Set	Description of Target	2024 Actual	2025 Target	School Opinion Survey	2025 Target
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Year 12 Outcome Data						
QCE	Queensland Certificate of Education (QCE)	100%	100%			
ATAR	Students achieving an ATAR greater than 90	22.03%	22%			
	Students achieving an ATAR greater than 80	45.76%	60%			
	Students achieving an ATAR greater than 70	69.49%	90%			
VET	Students awarded one of more VET qualifications	78%	80%			
QTAC	Eligible students receiving a tertiary placement	98%	100%			
Attendance						
SORD DATA	Attendance Rate	87.4%	92%			
	Students < 85% attendance	31.6%	<15%			
	Unexplained Absences	4%	<3%			
Whole School Academic Achievement						
Reporting Sem 1	Whole School A to C (Year 7 to 12)	90%	91%			
	Whole School N rating	0.3%	<.5%			
	Behaviour A to C	96.5%	98%			
	Effort A to C	91.8%	93%			
Reporting Sem 2	Whole School A to C (Year 7 to 11)	89.9%	91%			
	Whole School N rating	0.1%	<.5%			
	Behaviour A to C	96.4%	98%			
	Effort A to C	92.1%	94%			
On Track for Success (Year 7 to 9)						
	Level of achievement - A to C			Level of achievement - A & B		
	2024 Actual		2025 Target	2024 Actual		2025 Target
	Sem1	Sem 2	End of Year	Sem1	Sem 2	End of Year
Year 7 English	92	90	90%	59	53	70%
Year 8 English	90	90	92%	64	59	60%
Year 9 English	89	84	92%	60	60	65%
Overall English	90.3	88	93%	61	57.3	65%
Year 7 Maths	82	88	90%	38	54	60%
Year 8 Maths	91	92	90%	54	57	60%
Year 9 Maths	79	73	94%	52	47	60%
Overall Maths	84	84.3	91%	48	52.7	60%
Mean Scale Score	Reading	Writing	Spelling	G&P	Numeracy	Exceed Read
Year 7 Cohort	550	550	550	550	540	15%
Year 9 Cohort	550	550	560	540	540	15%

<b>Students</b>	Student behaviour is well managed at my school.	<b>85%</b>
	My school takes students' opinions seriously.	<b>85%</b>
	I feel accepted by other students at my school.	<b>85%</b>
	I like being at my school.	<b>85%</b>
	I can talk to my teachers about my concerns.	<b>85%</b>
	My school is well maintained.	<b>90%</b>
	This is a good school.	<b>90%</b>
	My teachers are interested in my wellbeing.	<b>90%</b>
	Teachers at my school treat students fairly.	<b>90%</b>
	I feel safe at my school.	<b>90%</b>
	My teachers motivate me to learn.	<b>95%</b>
	My teachers provide me with useful feedback about my school work.	<b>95%</b>
<b>Parents</b>	Student behaviour is well managed at this school.	<b>90%</b>
	Teachers at this school motivate my child to learn.	<b>90%</b>
	My child's learning needs are being met at this school.	<b>90%</b>
	My child is interested in their school work.	<b>90%</b>
	This school fosters respectful relationships among all students.	<b>90%</b>
	My child likes being at this school.	<b>90%</b>
	This school keeps me well informed.	<b>95%</b>
	Teachers at this school treat students fairly.	<b>95%</b>
	This school asks for my input	<b>95%</b>
	This school has a strong sense of community	<b>95%</b>
	My child is making good progress at this school.	<b>95%</b>
	The wellbeing of employees is a priority for this school.	<b>85%</b>
<b>Staff</b>	I feel that staff morale is positive at this school.	<b>85%</b>
	I am confident that poor performance will be addressed in this school.	<b>85%</b>
	This school takes staff opinions seriously.	<b>85%</b>
	Recruitment and promotion decisions in this school are fair.	<b>85%</b>
	If I raised a concern, I feel confident that it would be taken seriously.	<b>85%</b>
	Staff are treated fairly and consistently at this school.	<b>85%</b>
	This school offers flexible work arrangements.	<b>85%</b>
	Student behaviour is well managed at this school.	<b>85%</b>
	This school's culture supports people to achieve a good work-life balance.	<b>85%</b>
	I am supported to manage the pressures of my workload.	<b>85%</b>
	The school leadership team model the behaviours expected	<b>90%</b>
	I receive useful feedback about my work at this school.	<b>90%</b>
	Staff are well supported at this school.	<b>90%</b>