Yanchep Secondary College – Fogarty EDvance Placemat

Vision Statement/ Moral Purpose:	Prepare young people to be active and productive adults.
Aspiration (2021-2023):	To move from below like schools to at least at like schools, or above in regular attendance, WACE and progress in NAPLAN Year 9 with a specific focus on reading.

Focus Areas:

Focus Areas:	Description:	Objectives:			
A	**1. Leadership and Management**	1.1: To have a Senior Leadership team with the capacity to lead evidence-based teaching and learning strategies	1.2: To build leadership capacity and commitment to communicate and role model desired behaviours and whole-school approaches that enable our moral purpose	1.3: To build leadership capacity and skills of our leaders to enhance their teams effectiveness and be more effective whole school leaders	
B	**2. Conditions for learning and student voice**	2.1: To implement a comprehensive policy and targeted procedures to improve the rate of regular attendance	2.2: To create opportunities for staff to understand that all students can work to high expectations	2.3: To increase confidence and capacity of all staff and the community to address student engagement and behaviour issues	2.4: To increase opportunities for student voice in school decision making and their learning environment
C	**3. Curriculum clarity and high-impact teaching**	3.1: To have teachers implement consistent high quality teaching practices across the school	3.2: To build a culture of professional growth and shared ownership/collaboration	3.3: To have differentiated programs and courses for students	

Initiatives (Major work Streams)

A. Leadership and Management Owner: Carolyn Butler	
A1 Develop and inspire leadership qualities in all college staff	Owner: Anthony Johnson and Carolyn Butler
A2 Embed the moral purpose across the school community	Owner: Tracey Kilkelly
A3 Develop accountability processes and protocols in leading staff	Owner: Carolyn Butler, Gary Thirlwell, Katie Elkington, Leigh Hoey and Lisa Cogger
A4 Lead the identification, definition and improvement of our whole school systems (eg: Attendance, Self-Review and monitoring of data)	Owner: Shellee Attwood
B. Conditions for learning and Student Voice Owner: Sharon Taylor	
B1 Implement a plan which includes strategies and processes to improve regular attendance	Owner: Adam Lewis and Victor Woodley
B2 To identify and develop evidence-based strategies to support the Yanchep Approach	Owner: Adam Gatti and Kerry Battersby
B3 Build Staff capacity to implement classroom management and instructional strategies to better engage students	Owner: Peter Scrivens
B4 Identify and implement transition strategies	Owner: Eve Milner and Robb Howland
B5 To nurture student and community relationships	Owner: Robyn De Fraine and Rebecca Mahmoud
C. Curriculum Clarity and High-Quality Teaching Owner: Julie Clarke	
C1 Implement an approach to an agreed highly effective instructional model based on explicit instruction	Owner: Brett Lewis
C2 To implement evidence-based direct instruction intervention programs for senior students at risk of not passing OLNA	Owner: Bev Heesters
C3 Adopting a direct instruction approach to identified Year 7 students in literacy and numeracy	Owner: Lisa Greenwood
C4 Identify the gap in Year 6-9 learning area curriculum Achievement	Owner: Amanda Fleming
C5 Use the consistent data set for whole school tracking in literacy and numeracy to inform teaching practice	Owner: Lee Gibson and Sally Mathews

Yanchep Secondary College – KPIs Table

Moral Purpose/ Vision Statement:	**Prepare young people to be active and productive adults**

Aspiration (for 2021 - 2023):	**To move from below like schools to at least at like schools, or above in regular attendance, WACE and progress in NAPLAN Year 9 with a specific focus on reading.**

KPIs for Overall Aspiration

Metric Used to Measure Progress	Baseline Performance 2021	2022 Interim Targets	2023 Final Target	
Regular attendance from SARS	Below like schools	Reduce the gap to like schools	At like schools	
WACE attainment on schools online	Above like schools	Maintain above like schools or at state average	Maintain above like schools or at state average	
Year 9 NAPLAN reading	Below like schools	Reduce the gap to like schools	At like schools	
Year 7 Reading PAT	No testing was completed for 2021	Being 5 standardised score points below the norm referenced 50th percentile	Being equal to or above the norm referenced 50th percentile for reading	

Focus Areas	Description	Objectives		
A	**Leadership and Management**	1.1 To have a Senior leadership team with the capacity to lead evidence-based teaching and learning strategies	1.2 To build leadership capacity and commitment to communicate and role model desired behaviours and whole-school approaches that enables our moral purpose	1.3 To build leadership capacity and skills of our leaders to enhance their teams effectiveness and be more effective whole school leaders
B	**Conditions for learning and student voice**	2.1 To implement a comprehensive policy and targeted procedures to improve the rate of regular attendance	2.2 To create opportunities for staff to understand that all students can work to high expectations	2.3 To increase confidence and capacity of all staff to address student engagement and behaviour issues 2.4 To increase opportunities for student voice in school decision making and their learning environment
C	**Curriculum clarity and high-quality teaching**	3.1 To have teachers implement consistent high quality teaching practices across the school	3.2 To build a culture of professional growth and shared ownership/collaboration	3.3 To have differentiated programs and courses for students

KPI TABLE (NB: Not all Objectives will have KPI measures)

A. Leadership and Management

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Interim Targets	2023 Final Target	
1.1	OHI – Suggested priority practices for cohort 8 schools – shared vision, OHI – Suggested priority practices for cohort 8 schools – strategic clarity OHI – Suggested priority practices for cohort 8 schools – personal ownership OHI – Suggested priority practices for cohort 8 schools – open and trusting, TTFM Staff Survey: Leadership – Percentage of teachers rating leadership above 7	58 3rd Q (pg 17) 46 bottom Q (pg 17) 45 bottom Q (pg 17) 45 bottom Q (pg 17) 54% (pg 2)	**scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **65%**	Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score 70%	
1.2	OHI – Power Practices: Personal ownership OHI – Power Practices: Competitive insights OHI – Power Practices: Strategic clarity OHI – Power Practices: Role clarity TTFM Staff Survey: Leadership – Percentage of teachers rating leadership above 7	45 bottom Q (pg 11) 45 bottom Q (pg 11) 46 bottom Q (pg 11) 51 bottom Q (pg 11) 54%	**scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **65%**	Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score 0%	
1.3	OHI Accountability measures – Role clarity OHI Accountability measures – Performance contracts OHI Accountability measures – People performance review OHI Accountability measures – Consequence management OHI Accountability measures – Rewards and recognition OHI Leadership questions – Authoritive leadership Team effectiveness survey (part of ATL program)	51 bottom Q (pg 11) 45 bottom Q (pg 11) 36 bottom Q (pg 11) 19 bottom Q (pg 11) 23 bottom Q (pg 11) 12 infrequent, 42 sometimes, 46 frequent (pg 30)	**scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **scores show an increase, move 1 Q** **increase in percentage of frequently** Will be determined when complete	Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score Cohort 8 Schools score Will be determined when complete	

B. Conditions for Learning and Student Voice

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Interim Targets	2023 Final Target	
2.1	% Regular attendance % Attendance for CGAE students at the Y-Hub	Below like schools (45 per cent) No data for 2021	**At like schools** Above school attendance 2021	Above Like Schools Above Like Schools	
2.2	TTFM Parent Survey – school supports learning TTFM Student Survey – skills grade challenge TTFM Student Survey – expectations for success OHI External Orientation question: the school solicits feedback MET data including Clarify, Challenge and Consolidate surveys to students	6.1 school mean (TTFM norm 7.1) (pg 7) 22% (TTFM 44%) (pg 6) 6.3 school mean (TTFM norm 7.4) (pg 11) 24 infrequent, 39 sometimes, 37 frequent (pg 37) No data in 2021	**Move towards TTFM norm** **Move towards TTFM norm** **Move towards TTFM norm** Reduce percentage of infrequent	At TTFM Norm At TTFM Norm At TTFM Norm Cohort 8 Schools score Positive results regarding instruction	
2.3	TTFM Teacher Survey: I am effective in working with students who have behavioural problems TTFM Student Survey – intellectual engagement	7.2 (pg 14) 14 interested and motivated (30) 54 effort (67) 22 appropriately challenged (44) (pg 3)	7.5 TTFM norm for each measure TTFM norm for each measure TTFM norm for each measure	8.0 Above TTFM norm for all areas	
2.4	TTFM Student Survey – Advocacy at school TTFM Student Survey – Positive teacher student relations OHI External orientation Student focus questions – School solicits feedback to meet student needs OHI External orientation Student focus questions – School identifies and targets groups with tailored programs	2.5 school mean (TTFM norm 3.0) (pg 10) 5.1 school mean (TTFM norm 6.3) (pg 10) 24 infrequent, 39 sometimes, 37 frequent (pg 37) 10 infrequent, 36 sometimes, 53 frequent (pg 37)	**TTFM norm** **Move towards TTFM norm** Reduce percentage of infrequent Reduce percentage of infrequent	Above TTFM norm At TTFM norm Cohort 8 Schools score Cohort 8 Schools score	

C. Curriculum Clarity and High-Quality Teaching

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Interim Targets	2023 Final Target	
3.1	OHI Coordination and control questions: Effectiveness of instruction TTFM Student Survey – Rigour Classroom observations – percentage of Year 7 teachers observing high impact strategies through observation Classroom observations – percentage of staff observed by CATs: ATAR, LKS	Large variation in results (pg 33) School mean 5.3 (TTFM norm 6.3) (pg 9) Teachers observed other schools Teachers who completed CMS courses only	More aligned in each of the categories Move towards TTFM norm All Year 7 teachers All staff conferenced in at least two	Cohort 8 Schools score At TTFM norm All Year 7 and 8 teachers All staff conferenced in all three	
3.2	TTFM Staff Survey – learning culture TTFM Staff Survey – teaching strategies TTFM Student Survey – Effective learning time TTFM Student Survey – Rigour OHI Additional questions – Staff use research to improve teaching practice	7.6 school mean (TTFM norm 7.6) (pg 4) 7.4 school mean (TTFM norm 7.4) (pg 6) 5.8 school mean (TTFM norm 6.7) (pg 9) School mean 5.3 (TTFM norm 6.3) (pg 9) 11 infrequent, 44 sometimes, 45 frequent (pg 40)	Reduce range in results All responses about 7 Move towards TTFM norm Move towards TTFM norm Increase the percentage of frequent	TTFM norm TTFM norm At TTFM norm At TTFM norm More than 60 percent	
3.3	TTFM Staff Survey – Collaboration TTFM Staff Survey – Quality feedback: School leaders observe my teaching TTFM Parent Survey – School supports learning TTFM Staff Survey – Challenging and visible learning: Sharing learning goals with parents TTFM Staff Survey – Leadership: Percentage of teachers rating leadership above 7	7.5 school mean (TTFM norm 7.1) (pg 3) 6.4 school mean (pg 13) 6.1 school mean (TTFM norm 7.1) (pg 7) 6.2 school mean (pg 11) 54%	All responses above 7 Increase in score Move towards TTFM norm Increase in score 65%	TTFM norm TTFM norm At TTFM norm TTFM norm 70%	
3.4	TTFM Staff Survey – Inclusive schools: Using IEPs to set goals TTFM Student Survey – Relevance OHI External orientation questions: Student Focus – school solicits feedback to meet student needs OHI External orientation questions: Student Focus – school identifies and targets groups with tailored programs	7.5 school mean (pg 8) 5.0 school mean (TTFM norm 5.9) (pg 9) 24 infrequent, 39 sometimes, 37 frequent (pg 37) 10 infrequent, 36 sometimes, 53 frequent (pg 37)	Increase in score Move towards TTFM norm Decrease the percentage of infrequent Increase the percentage of frequent	A score of 8.0 At TTFM norm More than 60 frequent More than 60 frequent	