Yanchep Secondary College – School Improvement Plan 2024 to 2026											
Vision Statement/ Moral Purpose:	Prepar	ring young people to be active and productive adults.									
Aspiration (2024-		chieve at like schools or above for: achievement in Year 7 & 9 NAPLAN numeracy, writing and reading, the progress and achievement metric for Year 12 cohort based on A performance and regular attendance.									
Focus Areas:	Description:	Objectives:									
A	Building Leadership capacity of leaders and staff	1.1: To have a Senior Leadership team and other leaders with the capacity to lead high impact teaching strategies	1.2: To have our Leaders effectively lead and build collaborative teams and continue to build a culture of professional growth and shared ownership.	1.3: To develop the capacity of staff to use data effectively to monitor the effectiveness of programs and student progress.							
В	Conditions for learning and student voice	2.1 Support and build student loyalty across the college.	2.2 To build a positive school culture.	2.3 To increase confidence and capacity of all students, staff and the community to collaborate on student wellbeing, engagement and behaviour.	2.4 To be better informed by student voice in making decisions regarding classroom instruction and learning environment						
С	Curriculum clarity and high-impact	3.1 Define and embed an instructional model based on high impact teaching practices across the school.	3.2 To develop a high-quality curriculum delivery model across all learning areas.	3.3 Develop three tier curriculum courses based on student needs identified in data for all students across learning areas							

Initiatives (Major work Streams)

A. Building Leadership capacity of leaders and staff Owner: Carolyn Butler	
A1 Senior leaders to develop their capacity to lead the implementation of high impact teaching strategies (obj 1.1)	Owner: Brett Lewis
A2 Formalise a professional learning culture, including effective accountability processes and protocols (obj. 1.2)	Owner: Peter Scrivens
A3 Develop consistent planning across all school operations (obj. 1.3)	Owner: Katie Elkington
A4 Develop and implement strategies to increase the effectiveness of collaborative team meetings and decision making (obj 1.2)	Owner: Carolyn Butler
A5 Build capacity in data literacy to tailor programs to meet student needs and monitor student progress (Obj 1.3)	Owner: Sally Mathews & Bev Heesters
B. Conditions for learning and student voice Owner: Sharon Taylor	
B1 Design and implement a positive Behaviour support model that builds student loyalty. (obj. 2.1).	Owner: Adam Lewis & Robyn De Fraine
B2 To identify and develop evidence-based strategies to support the Yanchep Approach. (obj 2.2)	Owner: Adam Gatti
B3 Staff and the community to collaborate on student wellbeing, engagement and behaviour. (obj 2.3)	Owner: Tracey Kilkelly
B4 Implement processes to seek feedback from students regarding their teaching and learning and their learning environment (obj. 2.4)	Owner: Shellee Attwood
C. Curriculum clarity and high-quality teaching Owner: Julie Clarke	
C1 Implement agreed high impact teaching strategies (Yanchep model) (Obj. 3.1)	Owner: Julie Clarke
C2 Implement a guaranteed tier 1 and tier 2 viable curriculum delivery model (Obj. 3.2)	Owner: Amanda Fleming
C3 Implement a tier three curriculum delivery model. (Obj. 3.3)	Owner: Lisa Greenwood

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	<u> </u>	aring young people to be acti	•							
spiration (fo	or 2024 - 2026): To ac	hieve at like schools or abov	e for: Achievement in Year 7 8	k 9 NAPLAN numeracy, writing a	nd reading; the year 9 to 12 i	metric and regular attendance.				
	Metric Used to Measure Progress I	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim	Targets	2026 Final Targets				
KPIs	Year 9 to 12 Metric	Below like schools	At like schools	Above Like S	Schools	Above Like schools				
for Overall Aspiration	7 NAPLAN 9 9	7 reading @ like schools 7 writing @ like schools 7 Numeracy @ like schools 9 reading < Like schools 9 writing < like schools 9 numeracy < like schools		At like sch	iools	Above like schools				
ation	Regular Attendance Se	emester 1 2023 38% > like schools	Greater than like schools	Greater than lil	ke schools	Above like schools				
Focu	us Areas Description	n		Obj	ectives					
	A Building Leadership caps and staff.	acity of Leaders capacity to lead high im	eadership team and other leaders with the pact teaching strategies	1.2: To have our Leaders effectively lead and build collaborative teams and continue to build a culture of professional growth and shared ownership.	1.3: To develop the capacity of staff to effectively to monitor the effectiveness of student progress.					
	B Conditions for learning voice		udent loyalty across the college.	2.2 To build a positive school culture.	2.3 To increase confidence and capacity staff, and the community to collaborate wellbeing, engagement and behaviour.					
PI TABL	C Curriculum clarity and teaching E g Leadership capacity of Leaders and	high-quality teaching practices across	in instructional model based on high impact in the school.	3.2 To develop a high-quality curriculum delivery model across all learning areas.	3.3 Develop three tier curriculum courses needs identified in data for all students areas.					
Objective 1.1	Metric Used to Measure Progress	- II - C - 004	20.42							
1.2	TTEM /Staff, Landarship, 2 17	Baseline Performance 202	,	-	2025 Interim Targets	2026 Final Targets				
	TTFM/Staff: Leadership: 3,4,7 Effective Teams Survey	6.8/6.8/7.8	6.8	/6.8/7.8	>7/7.8 for all	2026 Final Targets				
1.3	Effective Teams Survey OHI: External Orientation, Ques	6.8/6.8/7.8 Focus areas show impro	6.8	/6.8/7.8	•	2026 Final Targets				
	Effective Teams Survey OHI: External Orientation, Ques Cust focus & Comp insight	6.8/6.8/7.8	6.8	/6.8/7.8	>7/7.8 for all	2026 Final Targets				
1.3	Effective Teams Survey OHI: External Orientation, Ques	6.8/6.8/7.8 Focus areas show impro	6.8	/6.8/7.8	>7/7.8 for all	2026 Final Targets				
1.3 Conditio	Effective Teams Survey OHI: External Orientation, Ques Cust focus & Comp insight Like-it Survey data use ons for learning and student voice	6.8/6.8/7.8 Focus areas show impro 85/75	vement Focus areas s	/6.8/7.8 show improvement Focus	>7/7.8 for all sareas show improvement					
1.3 Conditio	Effective Teams Survey OHI: External Orientation, Ques Cust focus & Comp insight Like-it Survey data use ons for learning and student voice Metric Used to Measure Progress OHI: Student Loyalty	6.8/6.8/7.8 Focus areas show impro 85/75 Baseline Performance 202 24% agree.	6.8) vement Focus areas s 22/2023 2024 In	terim Targets	>7/7.8 for all s areas show improvement 2025 Interim Targets	2026 Final Targets 2026 Final Targets				
1.3 Condition	Effective Teams Survey OHI: External Orientation, Ques Cust focus & Comp insight Like-it Survey data use ons for learning and student voice Metric Used to Measure Progress OHI: Student Loyalty TTFM/Students: Belonging OHI: Work Env Outcome Questions TTFM: Students who are interested	6.8/6.8/7.8 Focus areas show impro 85/75 Baseline Performance 202	6.8 yement Focus areas s 22/2023 2024 In	/6.8/7.8 show improvement Focus	>7/7.8 for all sareas show improvement					
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Yanchep Secondary College – Project Management Plan										
	2024				2025			2026		
	T1		T3 T4	T1	T2	T3 T	4 T	1 T2	T3 T4	
A. FOCUS AREA NAME – BUILDING LEADERSHIP CAPACITY OF LEADERS AND STAFF (FOCUS AREA OWNER: CAROLYN BUTLER)										
A1. Senior leaders to develop their capacity to lead the implementation of high impact teaching strategies. Owner: Brett Lewis										
Learning Area leaders complete EDI training										
Learning Area leaders implement learning area instruction action plans aligned to SDD.										
HOLAs and PCs observe Instruction from Teach Well graduates and other schools.										
HOLAs/PCs trial and embed instructional model aligned with SDD and observed by expert teachers.										
A2. Formalise a professional learning culture, including effective accountability processes and protocols Owner: Peter Scrivens	_									
Develop Triad observation model										
Develop 3-year PD plan to support classroom management										
Engage local schools network										
Develop staffing plan to support class observation Decide on effective feedback processes and protocols (observation; student feedback)										
Implement an effective and collaborative performance development process including agreement of non-negotiable deliverables for all										
staff. (Statement of Intent).										
A3. Develop consistent planning across all school operations										
Owner: Katie Elkington				П	Τ	T				
Use Monday.com for all organisational planning and monitor progress				-						
Review communication loops Refine communication loops										
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Develop and embed accountability processes through performance and development discussions.		<u> </u>								
A4. Develop and implement strategies to increase the effectiveness of collaborative team meetings and decision making. Owner: Carolyn Butler										
Team leaders complete middle leader training										
Team leaders develop action plans, meeting agendas and assess team effectiveness.										
Team leaders complete reporting in line with school self-assessment										
Develop Decision making model										
A5. Build capacity in data literacy to tailor programs to meet student needs and monitor student progress Owner: Sally Matthews and Bev Heesters	_									
Building data literacy amongst school leaders										
Establish Data Review schedule and meetings							ĺ			
Develop Teaching staff data analysis reporting plan										
Develop schedule for teaching staff reviewing student data										

B. FOCUS AREA NAME – CONDITIONS FOR LEARNING AND STUDENT VOICE (FOCUS AREA OWNER: SHARON TAYLOR) 81. Design and implement a positive Behaviour support model that builds student loyalty. Owner: Adam Lewis/Robyn De Fraine Establish Positive Behaviour Committee and clarify the goals and function of the committee. Review and revise Behaviour policy and procedures and determine the measures of effectiveness. Design and implement positive behaviour reward system Direct community consultation B2. To identify and develop evidence-based strategies to support the Yanchep Approach. Owner: Adam Gattl Establish Yanchep Approach committee and clarify the goals and function of the committee. Develop staff capacity to implement Yanchep Approach Review and revise Yanchep Approach and determine the measures of effectiveness. Direct community consultation Direct staff consultation on the measures of effectiveness. Direct staff consultation and feedback 83. Staff and the community to collaborate on student wellbeing, engagement, and behaviour. Owner: Tracey Kilkelly Establish Changing Health Acting Together (CHAT) committee and clarify the goals and function of the committee.
B1. Design and implement a positive Behaviour support model that builds student loyalty. Owner: Adam Lewis/Robyn De Fraine Establish Positive Behaviour Committee and clarify the goals and function of the committee. Review and revise Behaviour policy and procedures and determine the measures of effectiveness. Design and implement positive behaviour reward system Direct community consultation Direct staff consultation B2. To identify and develop evidence-based strategies to support the Yanchep Approach. Owner: Adam Gatti Establish Yanchep Approach committee and clarify the goals and function of the committee. Develop staff capacity to implement Yanchep Approach Review and revise Yanchep Approach and determine the measures of effectiveness. Direct community consultation Direct staff consultation Direct staff consultation Direct staff consultation Direct community consultation Direct community consultation Direct staff consultation and feedback B3. Staff and the community to collaborate on student wellbeing, engagement, and behaviour. Owner: Tracey Kilkelly Establish Changing Health Acting Together (CHAT) committee and clarify the goals and function of the committee.
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Review and revise Student Health and Wellbeing policy and procedures and determine the measures of effectiveness.
Direct community consultation
Direct staff consultation
B4. Implement processes to seek feedback from students regarding their teaching and learning and their learning environment
Owner: Shellee Attwood
Review, revise and implement survey agenda used to collect data.
Investigate and implement processes to collect student feedback on the school culture
Investigate and implement processes to collect student feedback on the quality of teaching
Implement surveys
Report survey data to staff students and community
Implement strategies to address survey data findings.

C. FOCUS AREA NAME – CURRICULUM CLARITY AND HIGH-QUALITY TEACHING						
(Focus AREA Owner: JULIE CLARKE)						
C1. Implement agreed high impact teaching strategies (Yanchep model)						
Owner: Julie Clarke						
Lead and/or revisit research and background review with staff						
Establish and lead review committee						
Construct Yanchep Instructional Model						
Implement Yanchep Instructional model						
C2. Implement a guaranteed and viable Curriculum delivery model						
Owner: Amanda Fleming	_					
Develop a guaranteed and viable curriculum for all learning areas for Years 7 to 10 to be collated as a full document.						
Tier 1/2 curriculum map completed in all learning areas for years 7 – 10.						
Daily review plans to be developed for senior school courses						
Implement guaranteed and viable curriculum across all learning areas						
C3. Implement a Tier Three curriculum delivery model.						
Owner: Lisa Greenwood				 		
Create a pathway plan for Year 7 to Year 12 tier 3 students.						
Establish and implement a solid and consistent curriculum outline for tier 3 students in all MESH areas.						
Equip staff with the tools and knowledge to modify and adjust curriculum content for tier 3 students.						
Establish an understanding around IEP's and SEN reporting.						