Direction 1: Further individualise student learning and raise literacy levels through targeted teaching that is informed by analysis of achievement data, and by building teachers' capacity to use this data strategically.

Direction 2: Strengthen student's independence and deepen ownership and confidence within learning through the provision of intentions, feedback and criteria that allow students to better understand their learning and monitor progress.

Direction 3: Increase the impact of performance and development systems on building teacher and leader capacity, through a coherently led, planned and conducted PD model that makes responsibilities to achieve agreed outcomes clear.

Direction 4: Broaden a culture of unity through a collective review of processes used to establish decisions and expectations, and ensure consistent articulation and implementation of these across the college.

Goal 1 : Improve learner achievement with a focus on High Impact Teaching Practices across all teaching areas.

ESR	Action	Strategies	Timeline	Evidence	Resources	Issues/Adjustments
	Development of 'Statement of Practice' that incorporates High Quality Teaching practice and outlines Teachers Work at NASC	cont with PD in: text types for specific subjects; explicit teaching of literacy; use Guidebooks (Foundational) for common language; differentiation for One Plans and EALD;	Ongoing into 2022		LEAP training all teachers; Observation PD for AoS leaders;	Need to workshop Literacy focus to confirm model using meets all teachers' needs
D2	Focus on how to elicit evidence of performance standards through both formative and summative tasks, so students with erratic attendance achieve C - or better grade.	PD on effective feed forward/feedback strategies; Task design/performance standards workshops; collaborative marking in AoS; Classroom observation by AoS; Lesson Planning and Task Design to incorporate blend Summative & Formative	Ongoing into 2022	PD– staff identifying how to blend the formative with the summative		Erratic attendance combined with continuous enrolments major barrier to completion and concern for teachers.

ESR	Action	Strategies	Timeline	Evidence	Resources	Issues/Adjustments
D1	Familiarisation with use of data including BKSB diagnostic reports for intentional teaching	BKSB screening, Faces on Data;	Before end of 2021	Teachers reflecting on data for improvement within PDPs		
N/A	Development of consistent expectations on student management with a positive focus on wellbeing.	Development of strategies informed by Behaviour Support Toolkit linking with BSEM strategies	Ongoing into 2022		LET Behaviour Coach; TASI grant; BSEM Implementation mtg; 2022 Student Engagement B1	Significant change in student cohort (younger and FLO increase)

Goal 2: Increase learner literacy levels with specific focus on reading for understanding and comprehension of the language requirements for assessment tasks.

ESR	Action	Strategies	Timeline	Evidence	Resources	Issues/Adjustments
D1	All learning areas develop and use scaffolds for at least one text type that is used widely within their AoS.	AoS teams use the Australian Curriculum genre mapping to determine the most relevant genres. AoS teams develop scaffolds as part of AoS meetings. Teachers implement these scaffolds as part of their teaching and learning	Before end of 2021	AoS teams upload these guides to Curriculum guides	Australian Curriculum Genre guides	