**Priority**
To develop consistent practices and processes to support our learning community.

**Key Findings**

**Strengths**

**Staff**
Positive relationships – teachers and students
Fair treatment of all students re backgrounds and cultures
Staff at school care for each other
High educational expectations
School environment focused on learning
Teachers use strategies for life long learning
Happy re quality of feedback re: performance
School has effective strategies to address bullying and harassment
Professional needs and development are being met.
Students encouraged to achieve their best
Teachers care about kids.
All aspects of quality teaching and learning – responsive, clear explanations, enthusiasm, variety of teaching strategies, student participation, variety of assessment and programs responding to needs.

**Parents**
Teachers make learning interesting and enjoyable
My child’s teacher provides help and support when needed.
Students have enough resources for their learning
This school has other info re support agencies
Students from all backgrounds are treated fairly
I am well informed about school activities
This school is well organised this year
I am encouraged to be involved in the school in all kinds of ways.
Parents are involved in school plan development.
Extra support in the early years great.
I am given the opportunity to be involved in schools educational activities
# ORGANISATIONAL DEVELOPMENT PLAN

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Strategies</th>
<th>Evidence</th>
<th>Targets</th>
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<tbody>
<tr>
<td>Align recording, reporting processes with ACARA</td>
<td>Review interview times to support community feedback. Leadership and the Literacy committee support the review of recording and reporting processes.</td>
<td>All stakeholders have a common understanding of the reporting format and how it can inform them on their own/students/child’s progress. Teachers will have easy access to online assessments and recording facilities.</td>
<td>Parent survey will indicate improved reporting and communication processes.</td>
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<tr>
<td>Develop learner qualities which are reflective of the Australian Curriculum</td>
<td>Student ambassadors, staff and community members unpack the framework of the Australian Curriculum to identify our learner qualities in line with our approaches to learning.</td>
<td>Consistent student centred language with regards Qualities of Learners</td>
<td>Improve on targeted responses to staff and parent opinion survey in comparison to 2012 data.</td>
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<tr>
<td>To create a R-7 curriculum inquiry unit planning overview</td>
<td>Leadership combine the unit planners for the 3 cohorts to create an R-7 curriculum map.</td>
<td>Teaching and learning programming and planning reflects the R-7 curriculum map and an inquiry focus.</td>
<td>Term reviews and anecdotal community feedback will reflect evidence of improvement and common language.</td>
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<td>Use step 9 framework for performance development sessions, incorporating TTEL and the Australian National Professional teacher standards.</td>
<td>Performance development plans established by all staff with leadership for authentic feedback on performance. Explore the introduction of WOW ‘Watching Others Work’ and team teaching opportunities.</td>
<td>Professional needs and interests are being met through Performance management and professional development, including regular authentic feedback. Staff feel appreciated for the work they do and supported by leadership.</td>
<td>Qualitative feedback indicates the school community has an understanding of the quality teaching and learning programs on offer at Torrens.</td>
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<td>Establish clarity and document roles and responsibilities of staff</td>
<td>Role and responsibility statements are documented for all staff</td>
<td>Feedback indicates the school is well organised with a strong focus on teaching and learning.</td>
<td>Staff survey feedback will indicate quality performance feedback and communication re roles and responsibilities.</td>
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<td>Develop a plan to support the school community to embrace new technologies and devices supporting better communication.</td>
<td>All staff have an Ipad and are provided with appropriate training associated with using these. Review website Increase use of email Establish support groups through learner link or edmodo Expand use of edmodo for students to support their learning Provide a year planner of newly introduced R-7 fortnightly assemblies.</td>
<td>Staff and parents are confidently sharing communication strategies through technological devices.</td>
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