



THE GAP

STATE HIGH SCHOOL



STRATEGIC PLAN

2026-2029

Learners *Who* Flourish



To achieve the next lift of improvement across an already high performing school we need create a culture where every teacher / student believes they need to improve, not because they are not good enough, but because they can be even better.

When this happens there is no limit to what we can achieve.

Dylan Wiliam



Executive Principal's Foreword

At The Gap SHS we welcome every student into a world of opportunity.... An opportunity to see, hear, do, access and achieve great things.

We do this by coming to school every day with unconditional positive regard for all and by always assuming positive intent. It is our collective hope that the families and students who join us will do the same.

Since 1960 the staff at The Gap State High School have taken great pride in educating the young people from the local community. During the last 65 years the school has changed, grown and evolved into the vibrant learning environment it is today. In recent times, to facilitate student enrolment growth the community has taken on many physical changes with new buildings and new spaces to support all learners. It is envisaged that this will continue as part of our continuous improvement plans according to the School Council's Strategic Plan, the school's Master Plan and this current Strategic Plan.

I am incredibly proud to be the longstanding principal at this fine school. I appreciate that all that has been achieved already and yet to be achieved in the future has been made possible by standing on the shoulders of the leaders that have gone before me.

I am inspired everyday by the expert staff and teams who I get to work with, for and through that allows me to lead this high performing school to make it even greater.

"If nothing ever changed there would be no butterflies"

Anne McLauchlan
Executive Principal





Acknowledgement of Country

On behalf of the students and staff at The Gap State High School, we would like to acknowledge the Traditional Custodians of the land on which we meet, both the Turrbal and Yuggera people. We recognise their connection to Country and their role in caring for and maintaining Country over thousands of years.

We would like to acknowledge their Elders, past and present, and the Elders of all Aboriginal and Torres Strait Islander peoples across this Country.

Our school is a place of gathering, learning and belonging where we walk together with purpose and respect. Through fostering connections to Country, culture and history, we flourish as learners at The Gap State High School.



We believe in Learners *Who Flourish*

We value



We are

A high performing, co-educational, Independent Public School, that values diversity and supports full inclusion.

We trust that

Every student, every day, has the opportunity to feel a sense of belonging in our community (through teamwork, loyalty, fairness and leadership) and is able to engage in learning that sparks their engagement and curiosity, joy and passions.

We have four major areas that underpin what we value

- **Being a leader** in student wellbeing and in student leadership at all levels and for all through our unique Applied Positive Psychology program and bespoke Connect program, putting our values into practice
- **Academic growth** and excellence; Honours Program and German Immersion Program; developing levels of lead learners across core areas of strengths.
- **Arts excellence** including AMPed (Advanced Music Program); Performing Arts and Visual Arts
- **Sports excellence** including the established Elite Volleyball Program (EVP) and introducing an Accelerated Athlete Program; developing every athlete's physical toughness, mental toughness and discipline while working as a team player who is a role model for all students, underpinned by program values; Elite Character, Elite Commitment, Elite Competitor.



Over the next decade (2026-2036) our school community will continue to be a leader in:

- **Wellbeing for students, staff, parents** and community grounded by our school's Wellbeing Framework
- **STEAM teaching and learning** (Science, Technologies, Engineering, Arts, Maths)
- **Global teaching and learning;** introducing more languages, increasing extra-curricular and co-curricular programs that allow students to learn and have experiences on a global level, inclusive of domestic and international travel. Ideally these travel experiences allow for opportunities for students to Step Up and Pay it Forward in communities less fortunate than our own.
- **Sustainable practices** within the school community with an aspiration goal of becoming carbon neutral by 2032
- **Supporting others** by being generous corporate colleagues by sharing our practices with others around the State of Queensland through The Gap SHS Teaching & Learning Institute.

We will achieve this by:

- **Quality assuring** our school based, high quality teaching and learning approach, TILE (Teaching for Innovative Learning & Engagement) that supports student thinking, self-regulation and empowerment
- **Quality assuring** the systematic delivery of the 7-12 Australian curriculum with fidelity and rigour by embedding strong moderation processes into practice
- **Expanding opportunities** to strengthen and deepen teaching strategies during intentional collaboration time (locally known as Time4Teachers, T4T) to improve every student learning engagement and outcomes.
- **Sustaining all students and staff member's wellbeing** through a lens of positive psychology, The Gap mindset and strong universal relationships implemented universally across the school in partnership with REAL Schools.
- **Expanding the development** of our "Engine Room" of the school (middle and aspiring leaders) through refining weekly instructional rounds.
- **Formalising feedback** (in all its forms) whereby giving, receiving, and acting on feedback is embedded as a teacher and student norm, driving continuous improvement in teaching and learning.
- **Systematically enacting a coaching environment** that strengthens individual teacher capacity and professional collaboration and collective teacher efficacy.



Culture of Learning

At the heart of our improvement agenda is a Culture of Learning. Every student is challenged, supported and inspired to achieve their best. A flourishing school culture is built on relationships, high expectations and shared responsibility for learning and wellbeing.

- **Strengthen** a school-wide culture of high expectations for learning, behaviour, and engagement so every student is supported to succeed.
- **Embed** proactive strategies that cultivate positive, respectful, and consistent relationships between students, staff, and the wider community.
- **Empower** students to contribute to decision-making and improvement processes, amplifying their voice and agency in shaping the school's culture.
- **Amplify** the value of student leadership, wellbeing, and inclusion as integral to flourishing learners and a thriving school community.

A Culture of Learning is sustained through relationships, the foundation of engagement, behaviour and achievement. Over the past decade, The Gap SHS has embedded Positive Psychology, grounded in Seligman's PERMAH Framework. Through our explicit Wellbeing Framework these approaches have built a shared language, strengthened by student and staff wellbeing and supported staff to teach and model these concepts as a core component of their pedagogical practices.

External surveys independently completed by students annually, QEW and SOS, show that we have made outstanding progress in many facets of all of school life. Student data from these surveys over the last 3-4 years signposts areas that can still improve. Student sense of belonging, student-teacher relationships and fairness are Generational changes and expectations inform the evolution we need to undertake as a priority to improve student sense of belonging. These are foundational for positive conditions for learning and reinforces the need to translate greater understanding into daily relational practices within class settings and beyond.

To strengthen these areas, our school will partner with REAL Schools to embed a coaching informed approach that builds staff capability, consistency and collective efficacy.

This partnership focusses on proactive, restorative practice, enabling staff to respond through connection before correction, and to model the values and culture we expect of our learners. Our multi-tiered Relationships for Engagement and Learning hierarchy demonstrate how every student is known, valued and supported across the school.



Multi-tiered Relationships for Engagement and Learning

2025 QEW DATA [PSYCHOMETRICALLY VALID]

- Lowest data sets
 - Sense of belonging
 - Student / staff relationships
 - Perceived lack of fairness
- Peer relationships
- Safety

2025 SOS DATA [OPINION BASED]

Positive

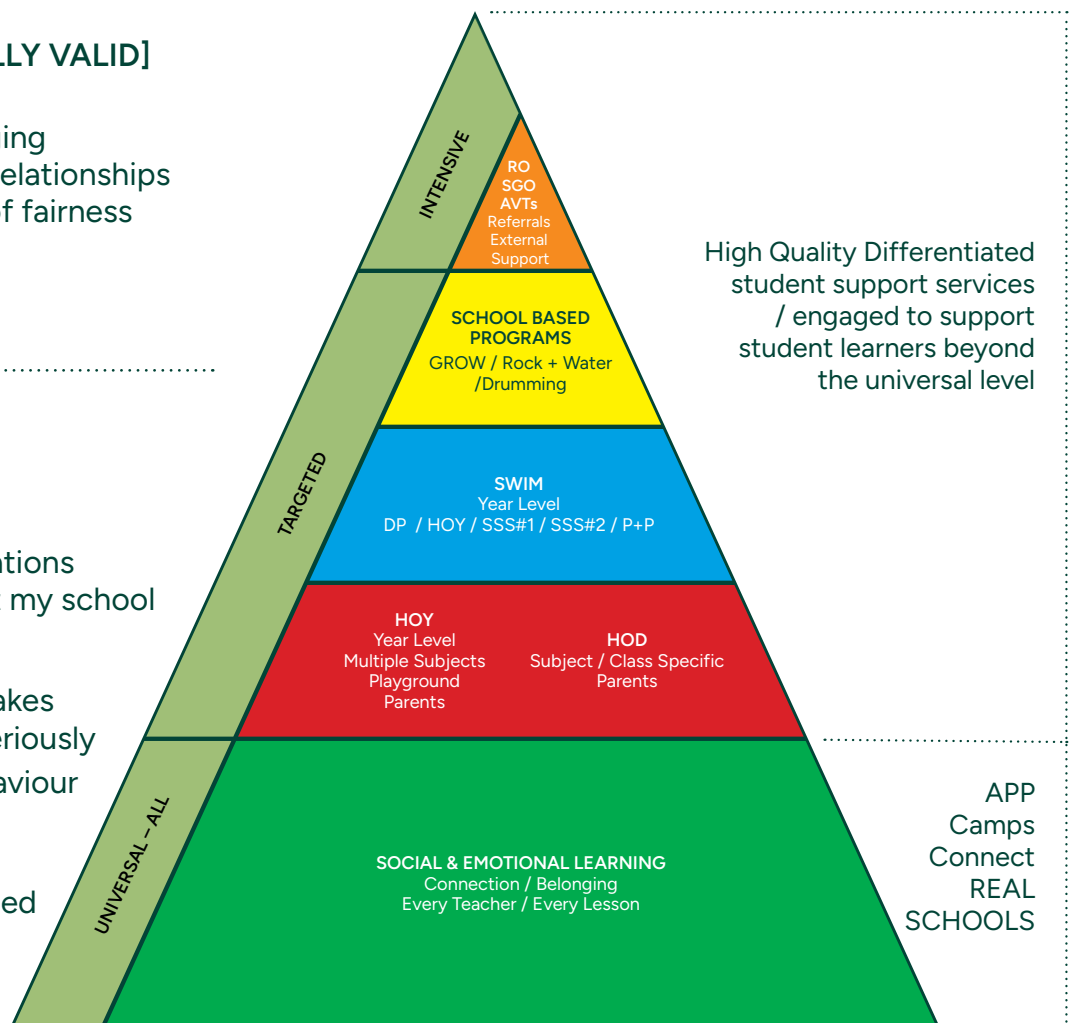
(84.8%) The expectations and rules are clear at my school

Negative

(47.9%) My school takes students opinions seriously

(50.1%) Student behaviour is well managed at my school

(52.7%) I am interested in my school work



Student engagement relates to the way students **feel, think** and **behave** at school

Cognitive engagement relates to a students **motivation** to learn and the **effort** it takes

HPT STUDENT SURVEY PULSE DATA (SELF EFFICACY)

1. Work Completion
2. Achievement Level
3. Help Seeking
4. Self Motivation



At The Gap SHS we aspire to grow students to become 'Learners who Flourish' by

Creating a flourishing environment where thinking minds discover possibilities, push boundaries, and take charge of their learning.

We value:

- **Developing** self-regulated and empowered learners with a growth mindset, capable of resilience and grit
- **Cultivating** critical, creative and futures-focussed thinkers who will promote innovation
- **Engaging** with Digital Learning ethically and morally
- **Amplifying** the power of character strengths to create a flourishing culture and school community
- **Collaborating** within a collegial and innovative environment
- **Mindful reflection** on personal engagement and learning outcomes
- **Using feedback** to leverage improvement for both students and staff

At The Gap SHS we aspire to grow staff to become 'Learners who Flourish' by

Building a dynamic culture of collective efficacy to enable transformational practice and inspire a ripple effect of impact on all learners.

We value:

- **Thinking big**, Stepping up, Paying it forward and Being kind
- **Inspired leadership** and the power of an aligned team
- **Relationships and interactions** characterised by openness, trust, respect, gratitude, use of unconditional positive regard
- **Relationships and interactions** characterised by agreement and application of Above and Below the Line Behaviour
- **A collaborative and collegial mindset** that encourages staff to think differently and challenge the status quo respectfully
- **Engaging pedagogical practice** that improves student engagement and outcomes for all
- **A culture** that promotes individual and collective reflection, learning and growth



As the Senior Leadership Team, we embrace The Leadership Challenge's, Five Practices of Exemplary Leadership

1. Model the way

- Sets a personal example of what they expect of others
- Makes certain that people adhere to the principles and standards that have been agreed upon
- Follows through on promises and commitments they make
- Asks for feedback on how their actions affect other people's performance
- Builds consensus around a common set of values for running our organisation
- Is clear about their philosophy of leadership.

2. Inspire a shared vision

- Talks about future trends that will influence how our work gets done
- Describes a compelling image of what our future should be
- Appeals to others to share an exciting dream of the future
- Shows others how their long-term interests can be realised by enlisting in a common vision.
- Paints the "big picture" of what we aspire to accomplish
- Speaks with genuine conviction about the higher meaning and purpose of work

3. Challenge the process

- Seeks out challenging opportunities that test their own skills and abilities
- Challenges people to try out new and innovative ways to do their work
- Actively searches for innovative ways to improve what we do
- Asks "What can we learn?" when things don't go as expected

- Identifies measurable milestones that keep projects moving forward
- Takes initiative in anticipating and responding to change

4. Enable others to act

- Develops co-operative relationships among the people they work with
- Actively listens to diverse points of view
- Treats others with dignity and respect
- Involves people in the decisions that directly impact their job performance
- Gives people a great deal of freedom and choice in deciding how to do their work
- Ensures that people grow in their jobs by learning new skills and developing themselves

5. Encourage the heart

- Praises people for a job well done
- Makes it a point to let people know about their confidence in their abilities
- Makes sure that people are creatively recognised for their contributions to the success of projects
- Publicly recognises people who exemplify commitment to shared values
- Tells stories of encouragement about the good works of others
- Gets personally involved in recognising people and celebrating accomplishments

Reference: Jim Kouzes and Barry Posner
"The Leadership Challenge"



At the Gap SHS we aspire to engage our community

Forging relationships that enrich and create limitless opportunities for The Gap community that create a sense of belonging and connectedness.

We value:

- **Creating strong partnerships** and connections with alumni and community which are mutually beneficial
- **Opportunities to access enriching learning experiences** with future focussed entrepreneurs, industry, community leaders and alumni
- **Building global perspectives** linking the school with the past and into the future
- **Families and communities collaborating as partners** to support student learning and wellbeing
- **Connected relationships** that share common educational goals
- **Partnerships to support positive learning** outcomes and wellbeing for all

At The Gap SHS we aspire to grow our corporate connections

Cultivating an agile environment conducive to igniting the aspirations of learners for an ever-changing world.

We value:

- **Charting the right course** for The Gap SHS students and be willing to challenge to create students to become citizens of the future
- **Choosing to lead** in best practice and trusting in the evidence
- **Enacting our social conscience** by increasing awareness of our environmental responsibilities
- **Optimising ways to become innovative and creative citizens** by working towards sustainable practices to achieve carbon neutrality by 2032
- **Experimentation and entrepreneurship;** taking calculated risks, reaching beyond our boundaries
- **Leveraging mutually beneficial partnerships** that support growth and viable income streams
- **Being a united, generous and innovative learning community** that shares practice and influences all learners to grow



Priority Area #1

Quality Differentiated Teaching and Learning (QDTL)

Why? (Purpose)

Quality Assure alignment between curriculum intent and classroom practice so differentiation and accessibility is enacted with consistency and comparability across cohorts, ensuring equity and high expectations for every learner.

What? (Key Strategies)

Staff will:

1. Increase teacher clarity to consistently embed Common Aligned Practices (CAPs) of 'Teaching for Innovative Learning and Engagement' (TILE) in every lesson, every day
2. Revisit TILE framework with an explicit focus on Pedagogical Practices; Collaborative Learning, Questioning & Thinking, Monitoring & Feedback
3. Intentionally collaborate and utilise meaningful data to enhance differentiated and accessible pedagogical practices
4. Establish Technological Pedagogy opportunities to enhance QDTL
5. Embed Assessment for Learning using monitoring strategies, assessment modes, assessment conventions, levels of scaffolding to increase alignment across faculties

Students will:

1. Self-reflect on engagement and learning outcomes
2. Improve mastery of skills, cognitions and learning behaviours to improve skills, Intellectual Principles and cognitions to become confident and curious learners reflecting the school values

How? (Initiatives – are we going to achieve this?)

Staff will:

1. Identify marker students: EAL/D, First Nations, SWD students then Bs to A students to measure impact
2. Access professional learning opportunities – Instructional rounds (IR), breakfast series, T4T showcases, staff meetings, SFD sessions
3. Access (Student Support Services) staff as partners to support students in planning, delivery, assessment and reporting of QDTL
4. Collegially, within and across, faculties to share pedagogical practices in T4T showcases
5. Individually, and in teams, confidently deliver QDTL to deepen use and understanding of TILE strategies. Inclusive of Reading, Writing and Technological Pedagogy that supports enrichment and extension learning opportunities for all students



Measures

(Success Criteria – what are we going to observe if we are successful?)

Improved student outcomes – measure impact using 5 marker students in a combination of the following:

- EAL/D
- First Nations
- SWD
- Top B to A students

Teachers:

- Improved teacher clarity in lesson design, delivery and reflection
- Intentionally planning and implementing a range of high yield strategies strategies from TILE
- Increased consistency and comparability of assessment design, accessibility and moderation within and across faculties
- Enhanced use of Technological Pedagogy to personalise and extend learning experiences
- A culture of collaboration where staff engage in reflective dialogue, rehearsal, peer observation and student feedback to refine practice

Students:

- Increased student engagement - students on task, via task analysis, focus on a mastery approach, autonomous aspects in tasks and/or lessons
- Students value a growth mindset and mastery approach to their learning
- Evidence of growth in literacy in; writing, accessing complex text and higher order thinking skills
- Improved ability to articulate “the what” and “the why” of their learning
- Positive shifts in data reflecting improved clarity, feedback and differentiation

Review of Progress

(Evaluation Plan – what evidence do we need to collect and analyse?)

Quantitative:

- Using a range of data as evidence including:
 - LOA Achievement data for years 7-9, results for years 10, 11 and 12
 - Attendance
 - Effort and Behaviour
 - Student Feedback
 - T4T measuring impact cycles – marker students
- SOS, QEW surveys
- Level of achievement upticks for disaggregated faculty data sets
- Growth in NAPLAN, PAT M, R, S
- Findings from Student to Teacher feedback surveys
- Identify, track and monitor marker students across a year and the following year

Qualitative:

- Increase ways to use Formative/Diagnostic assessment (Assessment for Learning)
- Monitoring Strategies; Formative/Diagnostic data being used to inform pedagogical choices and curriculum delivery
- Information gathered from Instructional Rounds (IR)
- IR, T4T showcases and P2P observations demonstrating enactment of TILE
- Faculty moderation, artefacts evidencing assessment alignment, comparability and differentiated scaffolding including removal of scaffolding for high performing students
- Feedback from professional learning opportunities
- Increases in student voice and agency in learning

By Whom?

EP, DPs, DILE, Curriculum HODs, T4T leaders & teachers



Priority Area #2 Feedback (FB)

Why? (Purpose)

Formalise feedback protocols where giving, receiving, and acting on feedback is embedded as a teacher and student norm, driving continuous improvement in teaching and learning

What? (Key Strategies)

Staff will:

1. Consolidate use of Intellectual Principles to provide quality feedback on student work
2. Build student capability for feedback by explicitly teaching keyways to provide, receive and enact feedback in classes using the Intellectual Principles
3. Formalise student feedback to improve teacher clarity and self-efficacy
 - a. Align feedback protocols to reduce variability across the school
 - b. Align feedback protocols to increase accessibility to know 'what to do' for the next lift
4. Initiate Academic Boards; internally and externally to further enhance QDTL for all students
5. Establish Technological Pedagogy opportunities to enhance feedback for students and peers

Students will:

1. Apply feedback from teachers and peers to improve the quality of their work
2. Provide thoughtful feedback to teachers about their teaching and learning practices to improve their access and engagement to learning

How? (Initiatives – are we going to achieve this?)

Staff will:

1. Broaden capacity to engage with feedback meaningfully, receiving it, acting upon it and providing it to others
2. Select from a menu of professional learning opportunities for feedback: Instructional Rounds, ESCM profiling and Peer feedback
3. Further refine the protocol to provide feedback between Leaders and Teachers
4. Formalise a protocol to provide feedback between Students and Teachers
5. Establish Peer to Peer feedback for all teachers

Students will:

1. Develop capacity to engage with feedback meaningfully, providing it, receiving it, acting upon it: Teacher to Student, Student to Student, Student to Teacher



Priority Area #2 (cont) Feedback (FB)

Measures (Success Criteria – what are we going to observe if we are successful?)

Staff will:

- Feedback practices explicitly reference IP and are embedded across subjects and year levels
- Apply consistent achievement standards aligned to Learning Objectives, Today We Are, Indicators of Progress
- Increase opportunities for students to demonstrate progress
- Observe changes and improvements in student artefacts
- Consistently apply FB protocols that clarify expectations, identify next steps, and promote student ownership of learning
- Feedback processes are visible and enacted at all year levels, leader to teacher, teacher to teacher and student to teacher, student to student
- Demonstrate increased confidence in giving and receiving FB supported by professional learning and P2P training

Students will:

- Understand and value Feedback as a part of learning and can describe how it helped them improve
- Interpret and apply marking guides to improve their outcomes
- Use feedback from teachers and peers to refine performance, demonstrating improved mastery and self-efficacy
- Reflect on worked exemplars to show a clear feedback loop

Review of Progress (Evaluation Plan – what evidence do we need to collect and analyse?)

Quantitative:

- Improvement in Level of Achievement for all marker students
- Student perception data relating to feedback, clarity and support for learning
- Design sample work and use student exemplar work to showcase the achievement standards

Qualitative:

- Peer to Peer analytics and IR show actionable, targeted feedback cycles
- Student feedback to teachers collected through surveys and focus groups showing improvement trends over time
- Faculty moderation and learning conversations demonstrate a share understanding of feedback protocols and intellectual principles
- Evidence from academic boards indicate enhanced feedback literacy and moderation processes
- The Student Collective capturing student voice around teacher clarity, student engagement and feedback quality

By Whom?

DPs, HODs, DILE, Teachers,
The Student Collective (TSC)



Priority Area #3 Instructional Coaching (LC)

Why? (Purpose)

Systematically enact a coaching environment that strengthens individual teacher capacity and professional collaboration and collective teacher efficacy.

What? (Key Strategies)

Staff will:

1. Engage with personalised coaching to improve Common Aligned Practices (CAPs) and TILE teaching strategies
2. Develop the TGSHS way to provide quality coaching (by 2029)
3. Explore and trial Technological Pedagogy opportunities to enhance coaching for staff
4. Access Instructional Coaching to explicitly improve Reading through the Australian Curriculum
5. Access Instructional Coaching to explicitly improve writing using TILE Intellectual Principles

Leaders will:

1. Model the way by engaging in and promoting coaching opportunities

Students will:

1. Understand that teachers access Instructional Coaching to improve teaching and learning practices to improve student outcomes

How? (Initiatives – how are we going to achieve this?)

Staff will access:

1. Tools to support and improve Peer to Peer feedback by explicit Instructional Coaching
2. Options and opportunities from an Instructional Coaching menu to grow areas for development after feedback

Leaders will:

1. Strengthen Instructional Round protocols, data collection and sharing findings to continuously improve QDTL

Students will:

1. Understand the purpose of Instructional Coaching is to improve teaching and learning processes across the school to increase alignment and reduce variability for the student experience



Priority Area #3 (cont) Instructional Coaching (LC)

Measures (Success Criteria – what are we going to observe if we are successful?)

Staff will:

- A clearly articulated and enacted TGSHS way of coaching is embedded across the school, fostering a culture of reflection, growth and shared accountability for improvement
- Teachers confidently engage in coaching opportunities focussed on improving pedagogy, Technological Pedagogy, reading, writing, and curriculum alignment
- IC conversations reference TILE, IP, and evidenced based strategies to enhance clarity, feedback and differentiation
- Coaching is visible through a range of options with staff acting on feedback to improve and refine teaching practices
- Staff actively seek professional learning aligned to identified coaching goals and areas for growth
- Leaders model and promote coaching as an essential component of school wide professional learning and improvement

Students will:

- Experience greater consistency in the teaching experience due to quality and clarity across classroom because of coaching
- Articulate that their teachers use feedback and coaching to continually improve the learning experience

Review of Progress (Evaluation Plan – what evidence do we need to collect and analyse?)

Quantitative:

- Track and trend KPI Performance Feedback data for school, teams, faculties
- Peer to Peer participation and engagement analytics, tracking coaching interactions, peer feedback and improvement focus areas, both individual and school priorities
- Professional learning participations data aligned to coaching goals and feedback themes.

Qualitative:

- Observation data from Instructional Rounds, identifying evidence of TILE and coaching impact
- Faculty discussions and moderation of artefacts illustrating increased consistency in intended, planned, enacted pedagogy and assessment

By Whom?

DP FB & IC, all Leaders & Teachers, Coaches



Success Indicators 2026-2029

Key Performance Indicators

Whole School Engagement

External Measures	2025	2026	2027	2028	2029
Attendance	92%	90%	90%	90%	90%
< 85%	15%	<15%	<15%	<15%	<15%
UE absences	<10%	<10%	<10%	<10%	<10%
SDAs	<15%	<5%	<5%	<5%	<5%
Exclusions	0.2%	<0.2%	<0.2%	<0.2%	<0.2%



Success Indicators 2026-2029

Key Performance Indicators

Year 12 attainment & next step – ready for the future

External Measures	2025	2026	2027	2028	2029
QCE/QCIA	100%	100%	100%	100%	100%
QCE/QCIA or VET	100%	100%	100%	100%	100%
Cert II or Higher	40%	30%	30%	30%	30%
Cert III or higher	20%	15%	15%	15%	15%

Next Step Data

In Education, Training or Employment	90%	90%	90%	90%	90%
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ATAR

99.95	0	1	1	1	1
>95.00	20%	25%	25%	25%	25%
>90.00	>35%	>40%	>40%	>40%	>40%
>60.00	>85%	>85%	>85%	>85%	>85%
Median ATAR	86+	86+	86+	86+	86+



On Track for Success

Year 9 Attainment & JET Plan

Year 9 measures for attainment, achievement and improvement.

Responsible for monitoring, analysing and implements needed: Pathways and Performance Deputy Principal and Heads of Department

Internal Measure	2025	2026	2027	2028	2029
JCE	>87%	>90%	>90%	>90%	>90%

Year 7-9 Relative Performance Goals

Year 7-9 English	2026	2027	2028	2029
Relative Performance Category (% C or better)	Above	Above	Above	Above
At Expected Level (% C or better)	>95%	>95%	>95%	>95%
Above Expected (% B or better)	>70%	>70%	>70%	>70%

Year 7-9 Mathematics	2026	2027	2028	2029
Relative Performance Category (% C or better)	Above	Above	Above	Above
At Expected Level (% C or better)	>90%	>90%	>90%	>90%
Above Expected (% B or better)	>70%	>70%	>70%	>70%

Year 9	2026	2027	2028	2029	2029
Inter-Assessment (Report Card and NAPLAN) Category	Agreement	Agreement	Agreement	Agreement	>90%



On Track for Success

NAPLAN Goals

Proficiency Level – ‘Exceeding’

Year 9	2026	2027	2028	2029
Reading	>25%	>25%	>25%	>25%
Writing	>25%	>25%	>25%	>25%
Spelling	>20%	>20%	>20%	>20%
Grammar and Punctuation	>20%	>20%	>20%	>20%
Numeracy	>10%	>10%	>10%	>10%



On Track for Success

Years 7, 8, 9 Measuring Impact

Internal Measures / Subject	Student Outcomes	2025	2026	2027	2028	2029
English	As	35%	>35%	>35%	>35%	<35%
	Bs and above	75%	75%	75%	75%	<75%
Mathematics	As	42%	42%	42%	42%	<42%
	Bs and above	75%	75%	75%	<75%	<75%
Science	As	35%	35%	35%	35%	<35%
	Bs and above	80%	80%	80%	80%	<80%
Humanities	As	30%	30%	<30%	35%	<35%
	Bs and above	70%	70%	70%	70%	<70%
HPE	As	30%	>30%	35%	>35%	<35%
	Bs and above	75%	<75%	78%	78%	<78%
Languages	As	50%	50%	50%	50%	50%
	Bs and above	80%	80%	80%	80%	80%
Technologies	As	34%	34%	34%	34%	<34%
	Bs and above	75%	75%	75%	75%	<75%
The Arts	As	38%	40%	<40%	<40%	<40%
	Bs and above	80%	80%	80%	<80%	<80%



*The most valuable resource that
all teachers have is each other.*

*Without collaboration our growth is
limited to our own perspectives.*

Robert John Meehan



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