Our Vision:

- Le Fevre High School is an innovative, dynamic learning community, committed to providing effective quality teaching and learning that emphasises the achievement of personal bests, excellence, well-being and respect for all.

Our Purpose:

- To provide a quality, holistic education in a contemporary and caring environment in which students are challenged to develop their knowledge, skills and values, empowering them to be successful, active citizens in the local and global society.

We Value:

- Care
- Commitment
- Co-operation
- Respect

as we achieve success together.

Our priorities:

- Relationships supporting quality learning and achievement
- Teaching and curriculum for quality learning and achievement
- Resources for quality learning and achievement.
GRADUATE PROFILE

Desired Graduate Qualities of Le Fevre High School is informed by the Learner Profile of the IBMYP

- **Inquirer:** skills to conduct inquiry and research, independence in learning
- **Knowledgeable:** explore concepts, ideas and issues that have local and global significance
- **Thinker:** show initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions
- **Communicator:** understand and express ideas and information confidently and creatively, and in more than one language. Able to collaborate with others
- **Principled:** act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Take responsibility for one’s own actions
- **Open-minded:** capacity to critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience
- **Caring:** capacity to show empathy, compassion and respect -we have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
- **Risk Taker:** ability to approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change
- **Balanced:** ability to understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live
- **Reflective:** ability to thoughtfully consider the world and our own ideas and experience - we work to understand our strengths and weaknesses in order to support our learning and personal development.
<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Key Strands</th>
<th>Focus Areas</th>
<th>Key Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships for quality learning</td>
<td>Student well-being and success</td>
<td>- Coordinated Year 8-12 Pastoral Care programs to incorporate Learner well-being/ Child protection curriculum elements&lt;br&gt;- Review year 11 and 12 practices and study zone&lt;br&gt;- SACE improvement plan&lt;br&gt;- Career strategies&lt;br&gt;- attendance</td>
<td>Student well-being is a key priority in the school.&lt;br&gt;Students are safe, feel happy and successful in their relationships and learning.&lt;br&gt;SACE results and completion improves&lt;br&gt;Anti-harassment and attendance improvement procedures&lt;br&gt;ongoing review of procedures in place.&lt;br&gt;Review of behaviour management consequences to support safe environment incorporating key elements of restorative justice principles&lt;br&gt;Review case management practices&lt;br&gt;Focus on Aboriginal perspectives and inclusivity&lt;br&gt;Chill out room is operating successfully&lt;br&gt;Safe Schools Coalition&lt;br&gt;Smith Family homework program&lt;br&gt;Student Voice&lt;br&gt;Family wellbeing students lead assembly and activities</td>
</tr>
<tr>
<td>Staff well-being and development</td>
<td>RU OK? program awareness&lt;br&gt;- Culturally inclusive practices are supported and developed&lt;br&gt;- Staff professional growth&lt;br&gt;- Fun social activities</td>
<td></td>
<td>Staff are encouraged to undertake the new Step 9 processes&lt;br&gt;Staff access quality professional development: eg. TFEL, AITSL, IBMYP, SACE, Child Protection Curriculum</td>
</tr>
<tr>
<td>Teaching and Curriculum for Quality Learning</td>
<td>Literacy/Numeracy</td>
<td>STEM Learning</td>
<td>Increased attention for professional support regarding pedagogy and approaches for our complex students</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------------------------------------------------</td>
</tr>
</tbody>
</table>
|                                              | Whole school approaches to literacy and numeracy, incorporating quantitative and qualitative data including the NAPLAN, PAT R and PAT M data and diagnostic tools | PLCs continue to focus on literacy  
- Numeracy team develops approaches for big ideas in maths in collaboration with partnership sites | Pedagogical focus on strategies across all areas incorporating SACE improvement strategies, STEM, IB/MYP approaches  
- Extension of International Mindedness through the encouragement of global perspectives and experiences and International Education programs including exchanges and Service in community programs  
- Flexible delivery and timetables investigated to support students to be engaged in learning outside of the school  
- Arts programs fastened, in Music, Performing & Visual Arts |  
- SACE Results reflect suitable pathways  
- Western Region transition research informs practice  
- Formalised partnerships further developed with partner schools re Senior Course delivery  
- Students able to participate in educational hosting and exchange visits to international friendship schools, especially in Indonesia, Lao, Cambodia, Vietnam, Mongolia etc  
- SACE Improvement plan is reviewed and enhanced  
- Strategic partnerships are further strengthened with SA businesses  
- Dance program re-established, public performances throughout the school year |
## Resources for quality learning

| Complete the 2015 Announced Capital works program | Complete rebuild of Visual Arts B Block, Languages buildings and associated grounds works by end 2016 for occupation early 2017 | Future schooling needs and potential for community partnerships have been enhanced |
| Complete the 2016 announced STEM works program | Develop our priorities STEM works and appropriate technology spaces | Students have access to up to date resources in ICT to support their learning |
| | Further develop functionality of Day Map | |

## Facilities for future schooling and digital education approaches

| Review computer labs and DER 1:1 provision of computers for students 9-12 | Upgrade webpage and moodle systems | School use of capacity is enhanced through the redevelopment of buildings and extension of others |
| Focus on sharing resources digital BYOD | | Improved student engagement in learning through the assistance of ICT and STEM capabilities |

## Sustainable practices

| Further Investment in sustainable energy and water usage | | Decrease in paper, energy and water consumption as a school community through solar and energy grant applications and implementations |
| Continue to expand paper saving practices; eg electronic faxing, electronic interview booking system, electronic newsletters, electronic daily notices, electronic lesson materials, be able to do electronic reliefs onto Daymap from home | | |
| Continue improvement of locker facilities | | |
| Audit of energy and water usage and agreed energy and water saving actions. | | |