



Strategic Plan 2020-2022

Mission Statement

To cultivate confident, active and successful learners with transferable critical and creative thinking skills, with access to authentic and challenging learning opportunities.



We do this by:

- having a differentiated approach
- advocating for students
- nurturing critical thinking, creativity and passion
- challenging students
- providing PL to schools



Our approach is based on:

- evidence based research
- academic rigour
- flexibility
- strong partnerships



We create a positive culture by:

- contributing openly and honestly
- actively listening, thinking and reflecting
- being understanding and respectful
- creating a non-judgmental, safe space
- providing opportunities for everyone to interact



The PEAC Team is committed to:

- clear, consistent communication
- professionalism at all times
- respectful behaviour
- strong leadership
- collaboration

Priority 1: Provide every student with a pathway to a successful future

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
High quality development and learning experiences for students in their first years of school	<p>Early Years Extension Program – opportunities for top end students in the Early Years PL provision – GIFT Network, Network EYE PL</p> <p>Support schools with catering for exceptional students</p> <p>Make classroom teachers aware of students in their class</p> <p>New initiative: providing to schools the number of students in top 10% of PEAC results</p> <p>PL PEAC staff</p>	<p>Maintain the program</p> <p>Review EYE parent survey – analyse data and update survey</p> <p>Strengthen partnerships with schools/ networks by delivering a focused professional learning series</p> <p>Provide online Professional Learning for teachers to access</p>	<p>Support learners to make the best start with access to high quality, evidence-based learning opportunities in the early years</p> <p>Prioritise students identified at risk of not achieving their potential and implement approaches to actively engage them</p>
Development of 'New Work Capabilities'. Collaboration, critical and creative thinking, innovation and entrepreneurship	<p>PEAC Courses explicitly teach and develop "New Work Capabilities"</p> <p>Moderation tasks</p> <p>New course development</p> <p>Audits to focus on rigour – peer review them</p>	<p>Allocate time for moderation tasks (staff goal)</p> <p>Allocate time for ROCA moderation (staff goal)</p> <p>Review entire rubric, potentially submit to SCSA</p> <p>Masterclass on assessing Critical and Creative thinking</p> <p>PL provision – new PL series</p>	<p>Planning for and embedding contemporary and emerging work capabilities</p> <p>Prioritise students identified at risk of not achieving their potential and implement approaches to actively engage them</p>
Supporting staff to deliver STEM Skills across the Curriculum	<p>STEM Skills and Critical; and Creative thinking skills embedded in PEAC courses with integrated approach</p> <p>Specialist STEM Courses</p>	<p>Continue to build on STEM skills, computational thinking and integration</p> <p>Alignment with schools</p> <p>Point of difference from schools</p> <p>External and internal STEM PL</p>	<p>Engage all students in STEM</p>

Priority 1: Provide every student with a pathway to a successful future

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
Promotion of resilience, personal and social capabilities and sense of connection and belonging	Habits of Mind Growth Mindset Explicit teaching of Personal and Social Capabilities Attend to social and emotional needs of students and share current research Connection and belonging – provide a platform for students to meet like-minded peers.	Badges to promote a sense of belonging and pride in the PEAC students Parent questionnaire- tell me about your child Increased focus on student wellbeing	Identify the needs of individual students to develop evidence-based approaches to support them to succeed.
Increased focus on creating culturally responsive classrooms	Some courses allow for indigenous integration and Aboriginal Elders to contribute to sessions Increase focus on Asian and Indian culture	Identify indigenous students Add to Student Information Form (SIF) Add to Watchlist Access external provider to enrich curriculum – develop a list	Identify the needs of individual students to develop evidence-based approaches to support them to succeed.

Priority 2: Strengthen support for teaching and learning excellence in every classroom

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
Staff are valued, treated with respect, trusted and have opportunities to collaborate and grow their professional capabilities	Internal Professional Learning Respecting and sharing areas of interest and strength	Professional trust - developing a sense of trust through collaboration. Staff will be provided with regular opportunities to observe, demonstrate, support and collaborate (staff goal) Increased external Professional Learning E.g. Joel Birch – Professional Learning through play	Embed professional collaboration to strengthen teaching, learning and leadership
Leaders who are student centred and who establish goals and high expectations	Performance management Goal setting for 2021	Developing a new performance management process that focusses on staff development.	Embed professional collaboration to strengthen teaching, learning and leadership
Support mainstream school staff to deal with challenges faced in their school context	School-based specific Professional Learning PL based on Survey Feedback	Professional Learning Series based on common challenges/requests New initiative – staff visit schools to watch best practise and keep in touch with regular classroom teacher work	Embed professional collaboration to strengthen teaching, learning and leadership
Align PEAC with central, regional and statewide services and with the teaching and learning work of schools		Investigate with NMIRO regarding how this can be implemented	

Priority 3: Build the capacity of principals, teachers and allied professionals

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
Lead teaching to deliver the most impactful practice	Planned a series of PL events as a team	New Performance Management process	
Clear expectations of PEAC teachers	PEAC staff responsibilities document	Mentor new staff, provide them with a detailed introduction to PEAC procedures	
Build a culture that supports professional growth of teachers	Staff Professional Learning and discussions. Sharing of research and articles. Planned a series of PL events as a team	Equitable access to Professional Learning opportunities, based on needs (staff goal) Developing a new performance management process that focusses on staff development. Moderation aligned with the course rubric. Building a shared understanding (rubric, ROCA, teaching practices) Continue to build on staff reading resource list	Maintain the health and wellbeing of staff and implement a health and wellbeing strategy to support all employees
Provide specialist support to ensure that all teachers have the capability to deliver evidence- based practices in classrooms	We are specialists and provide support to teachers Planned a series of PL events as a team Ensure our best practise is up to date Gifted WA membership and opportunities	Use new moderation model for PEAC Professional Learning	

PRIORITY 4: Support increased school autonomy within a connected and unified public school system

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
Staff feel a sense of belonging to the public school system	PEAC does not 'feel a sense of belonging' to the system We encourage schools to feel connected to us through offering PL and assistance	Acquiring a school code Program security Permanency	
Staff engaged in delivering a great education to every child enrolled in PEAC	Common pursuit of delivering a quality program	Staff will be provided with regular opportunities to observe, demonstrate, support and collaborate (staff goal)	Leverage the expertise of our professionals to build excellence across the system
PEAC self assessment of program		Tara to look into school review process. Conduct a self-audit/review that aligns with the school review process Purchased from Prufrock Press: Gifted Program Evaluation NAGC 2019 - read and review	Enable greater decision-making at the local level while strengthening our collective process
PEAC stakeholder review	End 2018 Survey	Continue to make connections with data	Support schools to embed strong governance

Priority 5: Partner with families, communities and agencies to support the educational engagement of every student

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
Engagement with families and students	Parent surveys Families involved in course expo and feedback sessions Student Information Form (SIF) KW Charts Dedicated parent emails with course outline and updates Parents invited to student exhibitions	Student awareness/interest surveys to parents	Harness the support and expertise of families as critical partners in students' learning
Working with specialist support services and government agencies	Connections with Statewide Services Connections with psychologists	Investigate different ways in which we might partner with SWS and Psychologists	Strengthen partnerships with agencies and other providers to assist students with complex needs

Priority 6: Use evidence to drive decision-making

Target from 'Building on Strength'	Current Practice	Further Action Required	Links to Focus 2020
Using data to understand challenges and assess impact for future direction	2018 Survey data Student voice data	Analyse and respond to geographical data. Testing gender split Testing age Attendance data at PEAC courses – absentee level in courses	Use data including student voice to examine the impact of teaching
Collective responsibility for student progress	Watchlist Contacting schools and PEAC coordinators	Collegiate approach Refine moderation Moderation as a mean of aligning teaching practices and developing a common understanding.	Use data and evidence to ensure decisions are made in the best interest of children and their outcomes
Evaluate the impact of PEAC	2018 Survey data Student voice data	Overview of ROCA Progression "Where are they now" anecdotal evidence Moderation tasks	Use data and evidence to ensure decisions are made in the best interest of children and their outcomes
Addressing staff concerns	New initiative - Monday morning check-in survey	Address concerns as they arise Monitor, track and action 2021 goals	