

2022 ANNUAL IMPROVEMENT PLAN



“Every student welcomed, engaged, learning and achieving”

Independent Public School

| TEACHER QUALITY, LEADERSHIP & CAPACITY | | SUCCESSFUL LEARNERS | | SCHOOL PERFORMANCE | | |
|--|--|--|---|--|---|--|
| FOCUS | Target | FOCUS | Target | FOCUS | Target | |
| WELLBEING | <ul style="list-style-type: none"> Continue professional development and coaching NPDL, ESCM, ASOT, writing, Thinking Skills (Cognitive Verbs) Peers teaching peers through faculty, observational rounds and classroom profiling Whole school training in student health and wellbeing linked to adolescent psychology Promotion of staff wellbeing strategies Ongoing training in Deep Learning and Leadership skills for middle management, aspirants and administration Continue to grow aspirant program and develop 360° feedback processes Highly developed 'feedback' and 'deep learning' skills developed via array of PLCs, Student/Mentor Conferencing/Connections Use of Orange Day faculty planning to develop shared T&L | <ul style="list-style-type: none"> 100% APR for staff 100% staff involvement observational rounds 80% classroom profiling 100% staff wellbeing training 100% mandatory training Staff Attendance 95% | <ul style="list-style-type: none"> Develop through 'High Resolves' a continuous connections program to <ul style="list-style-type: none"> promote student self-awareness, build personal decision-making skills and encourage critical thinking about social change build 'growth mindset' and provide opportunities for student to set goals for their learning and achievement Monitor, intervene and support OOHC, ATSI, student attendance, retention to assure individual attainments and optimal learning pathways Enhance well-being programs and individual support to maximize learning Engage a mentoring program to raise the aspirations of students to achieve. | <ul style="list-style-type: none"> Student Attendance >93% Decrease in learning days lost due to student disciplinary absences Decrease in number of students with attendance <85%; No attendance /academic /retention gap for OOHC; ATSI or SWD students SOS Data <ul style="list-style-type: none"> 95% Students: This is a good school 100% teaching staff confident in engaging all of their students in learning; | <ul style="list-style-type: none"> Provide policies, procedures and school operations consistently around high expectations Ensure all staff are implementing school policies and procedures consistently and with fidelity through observation and "revisiting" at staff meetings on a regular basis. Maintain the delivery of support for 'at risk' students, low levels of SDA and 'best case' next steps destination for pre year 12 leavers Strengthen autonomy and innovation through School Council and NPDL levered partnerships Engage and enhance parent community involvement beyond parent group in Junior Secondary | <ul style="list-style-type: none"> School Council involvement in innovative strategic future focus Decrease SDAs Increase in student SOS data around teachers being fair and behaviour being well managed. 100% Year 12 students exit with QCE/QCIA and ATAR eligible students exiting with an ATAR of worth P&C in operation over 12 members |
| INCLUSIVITY | <ul style="list-style-type: none"> Extended learning opportunities in analysis and use of data and develop differentiation strategies and ICPs coaching process Utilise internal and external experts to collaboratively develop and integrate NPDL Continue to develop cultural awareness and globalisation through teacher engagement in iEARN, Connections, International partnerships (Bridge program, sister school, study tours) and virtual / online opportunities Employment of Teaching and Learning Coaches (Inclusion, Differentiation, Literacy and Numeracy); Develop a shared understanding of key elements of identity, inclusion and wellbeing to define our culture and create a shared language around the values and beliefs of our community. Define Success and Underachievement at SBSHS and develop and implement processes to promote success and address underachievement | <ul style="list-style-type: none"> Staff global connectivity for professional growth 100% staff engaged in PD on inclusive education Staff travel overseas Teachers undertaking collaborative teaching | <ul style="list-style-type: none"> Create an engaging, responsive and supportive environment that values learning and performance of each individual Provide opportunities to utilise NPDL as a lever to engage and challenge learners to 'Go Deeper into Thinking' Monitor, guide and intervene for success for all learnings through inclusion, differentiation and analysis of data sets (putting 'faces on the data') Provide opportunities to create global 21st Century citizens who value – Collaboration, Communication, Creativity, Critical thinking, Character, Citizenship (6Cs) Implementation of Australian Curriculum V8 and new QCE syllabuses. Use a range of measurements to assess student learning including formative and summative assessment To encourage learning experiences that cater for a diverse range of abilities increasing student engagement. | <ul style="list-style-type: none"> 92% students achieving C or better across all subjects. 60% students achieving A or B across all subjects 100% Year 12 students exit with an QCE/QCIA and ATAR eligible students exiting with an ATAR of worth | <ul style="list-style-type: none"> Triangulate data sets at macro to micro individual level Strengthen and broaden International Program through ISP, NPDL network and sister schools exchanges Maintain focus on systemic drive through cluster collaboration for New QCE Strengthen community and industry partnerships through development of industry/community/university partnerships Engage with local council and universities/TAFE to strengthen learning outcomes | <ul style="list-style-type: none"> Increase to 40% university destination Maintain 55 ISP 100% of students in a valid post school pathway Strong valued industry/education reference group operating Local Council and University Partnerships 100% of staff undertaking professional development in regard to an inclusive classroom 100% staff indicate that students with a disability are well supported 100% staff indicate that SBSHS has an inclusive culture where diversity is valued and respected |
| CONSISTENCY | <ul style="list-style-type: none"> Explicit pedagogical coaching - Literacy (Writing), Numeracy & NPDL Regular P.D. and articulation of The Sunshine Way Support for all staff in implementing policies as documented | <ul style="list-style-type: none"> 100% staff observe using writing on demand strategy 100% staff receive feedback using writing on demand strategy 100% staff implementing ECSM | <ul style="list-style-type: none"> Continue whole school strategies that challenge development of writing, reading and numeracy Writing on Demand in all classes Students use the writing process in assessment Students explicitly taught policies and procedures Students – through SCR provide feedback on policies | <ul style="list-style-type: none"> Students use explicitly taught processes in assessment – eg. writing 100% students know policies and procedures 100% students articulate the consistent learning procedures in classes across school | <ul style="list-style-type: none"> Use the inquiry cycle to investigate and act upon disparities/anomalies in performance e.g. writing outcomes; numeracy results; behaviour data Provide intentional training and applications of Sunshine Way and policies and procedures | <ul style="list-style-type: none"> 100% staff training in reading, writing and numeracy 100% staff implement Sunshine Way |

Principal: Mr Grant Williams Date: 24/02/2022

Signature:

School Council Chair: Mr Kevin Hutton Date: 24/02/2022

Signature:

Empower lifelong learners through a challenging and supportive school community