

2022 EXPLICIT IMPROVEMENT AGENDA



“High performance and success through an inclusive and individual approach”

Independent Public School

In 2022, we will ensure “Quality In All We Do” with three key explicit improvement agenda items.

Wellbeing	Inclusivity	Consistency
<p>through:</p> <ul style="list-style-type: none"> nurturing the wellbeing of all of our school community members, ensuring they are safe, valued and respected; partnering with families to play an active role in their child’s learning and development; building resilience to reduce the impact of vulnerability; working with staff to establish work-life balance that builds success and enjoyment in the workplace; regularly reviewing attendance rates and student disciplinary absences to shed light on where there is need for intervention or improvement. 	<p>through:</p> <ul style="list-style-type: none"> leadership; curriculum, pedagogy, collaboration and team planning, partnerships (local to global); and providing a safe supportive and collaborative environment; providing all students with equitable access to curriculum and assessment; empowering every student to engage in learning and achieve growth each year; building resilience to reduce the impact of vulnerability. employment of Teaching and Learning Coaches (Literacy, Numeracy and Differentiation); in-class coaching that builds capability in staff to deliver a differentiated curriculum, meeting the needs of students; PD on trauma and gender diverse students and neurodiversity. 	<p>through:</p> <ul style="list-style-type: none"> explicitly articulating expectations, policies and procedures explicitly teaching expectations policies and procedures; communicating with parents the expectations, policies and procedures supporting each other to maintain the documented teaching, learning and behaviour expectations Consistent 22 policy being enacted

We will improve outcomes by ensuring every student is welcomed, engaged, learning and achieving.

<ul style="list-style-type: none"> Decrease in learning days lost due to student disciplinary absences; Decrease in number of students with attendance <85%; Improvement in School Opinion Survey results: <p>Students:</p> <ul style="list-style-type: none"> I feel safe at my school Teachers at my school treat students fairly I feel accepted by other students at my school My teachers are interested in my wellbeing <p>Parents:</p> <ul style="list-style-type: none"> I can talk to my child’s teacher about my concerns Teachers at this school treat students fairly Teachers at this school are interested in my child’s wellbeing This school encourages me to participate in school activities <p>Staff:</p> <ul style="list-style-type: none"> My school’s culture supports people to achieve a good work-life balance I have access to relevant professional development There is good communication between staff at my school The wellbeing of employees is a priority for my school I am supported to manage with the pressures of my workload 	<ul style="list-style-type: none"> 100% of staff undertaking professional development in regard to an inclusive classroom; 100% of teachers offering differentiated learning experiences 100% of staff work with a coach and can identify practice improvement 90% students achieving C or better across all subjects; 58% students achieving A or B across all subjects; 100% of teaching staff confident in their knowledge of evidence-based teaching and learning practices; 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 Significant improvement (>10%) in School Culture sub-section of School Opinion Survey – in all three survey groups. In particular <ul style="list-style-type: none"> My school encourages students to respect one another I can talk to my teachers about my concerns. I feel accepted by other students at my school. My school treats students equally, regardless of gender 	<ul style="list-style-type: none"> 100% of students welcomed into our classes through the established documented routines 100% of teachers use activating thinking in lessons 100% of teachers use writing on demand in all classes; Maintaining ESCM strategies in 100% of classes 100% of teaching staff involved in collegial engagement (eg instructional rounds and observational rounds, with written feedback); 100% of teaching staff engaged in QA processes for assessment 100% of students and staff understand and follow the expectations of ICT (including mobile phones) usage. 100% of staff feel supported in implementing the documented school policies and procedures ensuring consistency of implementation. Significant improvement (>10%) in fairness/clarity of rules sub-section of school opinion survey
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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