




2021 SCHOOL IMPROVEMENT PLAN

	Priorities	Focused Improvement Practice	Our School's Performance Indicators	Teacher Behaviour to Drive Improvement
QUALITY TEACHING AND LEARNING	<p>We are all improving our teaching and learning performance</p> 	<p>We have high expectations for learning for all students and provide support to improve engagement, achievement and wellbeing</p> <p>Integration of our @ISH school wide reading and writing framework into the delivery of all curriculum</p> <p>Teachers engage in collaborative practices and use a range of evidence, to regularly reflect on, and inform their teaching to improve student outcomes</p>	<p>All Years</p> <ul style="list-style-type: none"> Teachers engage with the APR process and interrogate data as part of the Know Your Learner process 80% of teachers engaged in the instructional coaching model Whole school moderation processes are embedded 80% of students achieve a C or above for all subjects Teachers can explicitly articulate how they engage in Quality Teaching and Learning @ISH practices Teachers use feedback from observations and intentional collaboration to improve their teaching and learning <p>Junior</p> <ul style="list-style-type: none"> 85% of students in Yr 7 & 8 improve scale scores in PAT-R Every student has improved equivalent of at least one year of learning (relative gain) <p>Senior</p> <ul style="list-style-type: none"> All students graduate with a suitable post-secondary destination and/or a QCE or QCIA 95% QTAC applicants receive an offer SATE processes are reviewed and refined to maximise opportunities for student success 	<p>All Teachers</p> <ul style="list-style-type: none"> I display learning goals/steps to success, explaining links to units I utilise a range of robust texts within units of work I utilise class data to identify the reading and writing levels of students and plan for and implement strategies I use targeted teaching strategies and include explicit differentiation as part of the unit planning process to ensure personalised support for students I utilise instructional coaching and/or beginning teacher mentoring, line management and my APR to help guide my development I explicitly teach the cognitive verb/s so that students are prepared for reading, writing and assessment I engage in effective moderation processes for all my subjects I participate in professional development opportunities to develop and apply pedagogical practices using ICTs <p>Junior</p> <ul style="list-style-type: none"> I work collaboratively with my peers to deliver learning and assessments which aligns to the Australian Curriculum and SATE I develop marking guides that align to the achievement standards I embed reading and writing strategies using the Before, During and After framework <p>Senior</p> <ul style="list-style-type: none"> I track student profiles and provide constructive student feedback around improvement I participate in QCAA processes to ensure currency for the Senior Phase of Learning
	<p>We are building a high expectations culture</p> 	<p>Our dynamic learning culture is enhanced by the embedding of our High Expectations Framework into school and classroom culture to support student productivity and student/teacher relationships</p>	<p>All Years</p> <ul style="list-style-type: none"> 85% of students achieve a Satisfactory or better for effort in all subjects 90% of students achieve a Satisfactory or better for behaviour in all subjects Increase in staff confidence in behaviour management as per the School Opinion Survey All staff awarding weekly SWITCH points Reduction in behaviour incidents across the school Implementation of whole school case management model 	<p>All Classes</p> <ul style="list-style-type: none"> I recognise and reinforce student engagement and progress through the awarding of SWITCH points and other positive reinforcements I explicitly teach expected behaviours through the use of the Universals and Zones of Behaviour I reinforce expected student behaviours by utilising consistent teacher practices [ESCM's, staff imposed consequences, parent contact] in line with our High Expectations Framework I correctly adhere to behaviour referral protocols utilising the Major/Minor Behaviour document
	<p>We are all developing a stronger community</p> 	<p>Strengthen the school/parent partnership by establishing a shared expectation about school</p> <p>Our community understands the value of regular attendance in relation to student success</p> <p>Access opportunities to develop primary and secondary school networks to enhance professional learning</p>	<p>Whole School</p> <ul style="list-style-type: none"> Increase positive rating on all items (Staff, Parent & Student) in the School Opinion Survey Maximise parent attendance at parent engagement events Partnership with ICOS group – primary school transition, sharing of events and specialist programs Direct communication with parents and carers to maximise student engagement and progress Continued promotion of all High Performance programs A minimum of 85% student attendance rate is achieved 	<p>Whole School</p> <ul style="list-style-type: none"> I contact parents when appropriate to update them on student engagement and progress I monitor class lateness and absences and follow up with school staff and parents as necessary I attend school functions where appropriate and interact with the parent community I actively seek and engage in opportunities to network with local schools to enhance curriculum development I contribute to whole school marketing by sharing positive stories with the school's marketing team