



Explicit Improvement Agenda



Our EIA is to strengthen the sense of engagement, learning and belonging at @ISHS to improve student attendance and outcomes

Vision

To strengthen the sense of belonging within the school, resulting in an increase in social and emotional wellbeing and a positive engagement to learning for all students.

We will drive this through our high expectations framework using data informed practices and consistency of language and processes throughout the school.

We will focus on three areas: quality teaching, culture of learning and a dynamic curriculum.



Our Beliefs

We believe in creating a sense of belonging through positive relationships with our students, staff and community.

We believe in personal growth and developing students and staff to be their best selves.

We believe in inspiring our students to actively choose their best and brightest future.

Values
Respect

Responsibility

Quality teaching

Priorities

A culture of learning

Priority: Culture of high performance through use of research informed high-yield strategies

Strategy: Build staff capacity to engage students in their learning

Actions:

- Review and build schools approach to professional learning:
 - Staff and faculty meetings
 - Twilight meetings
 - Professional development calendar (champions?)
- Enhance capability and confidence of staff to embed consistent, researched based practices to create welcoming and engaging classrooms:
 - Learning goals & success criteria
 - Explicit Instruction
- Develop a consistent approach to walk throughs to understand current classroom practices and learning behaviours

Outcomes

- A – C year 7 – 9 core subjects > 70%
- A – B year 7 – 9 core subject areas >30%
- >50% EPA/BPA score above 4
- Whole school PD plan developed and implemented
- 100% Leadership Group engaged in walk throughs, tied to LG meeting agenda

Priority: Develop and support student belonging and engagement as a strong foundation for learning outcomes

Strategy: Enact school identified elements (welcoming, present, known) of the “Belonging Framework” to promote engagement

Actions:

- Align CSI and line 7; review roles and responsibilities of CSI teachers to embed tracking and belonging (known)
- Support staff to implement processes to know their students, including cultural and disaggregate groups (known)
- Develop and implement an attendance improvement strategy (present) to maximise learning days for all students
- Support students to develop their “learning behaviours” to improve engagement

Targets 2025

Outcomes

- 100% of staff engaged in PD (Belonging, Engagement, Cultural awareness, TrackED)
- 80% staff embedding belonging strategies (known, welcome, present)
- 80% attendance
- 100% students engage with TrackED profiles
- A – C year 7 – 9 core subjects > 70%
- A – B year 7 – 9 core subject areas >30%