

# Strategic Improvement Plan 2021-2024

## Induna School 5756



# School vision and context

## School vision statement

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Our vision is to promote student wellbeing by providing a positive, supportive and safe learning environment that fosters healthy relationships and empowers students to make informed life choices.

## School context

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Induna School is a school for specific purposes has a maximum enrolment of 42 students, with currently Induction and 6 classes from years 7-12; this includes 82% Aboriginal students. Induna promotes Aboriginal culture and perspectives across the school community. The school works in partnership with Youth Justice and is located within the Acmena Youth Justice Centre in South Grafton.

A significant number of students have Special Education, Behavioural, Mental Health, Social and Emotional needs. All students have a Personal Learning Pathway (PLP) that aims to support them in completing a Record of School Achievement (ROSA), Higher School Certificate (HSC), Vocational Education & Training (VET), Technical and Further Studies (TAFE) or develop skills for future employment. The school has a committed executive and teaching staff focused on maximising learning outcomes which are reflective of best practice and align with the implementation of teacher accreditation and recent educational reforms. The core values of Respect, Responsibility and Participation are promoted across the whole Centre. The school receives equity funding to support students from Aboriginal and/or Torres Strait Islander and low socio-economic backgrounds. Literacy, Numeracy and Aboriginal Education are priority areas for the school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that every student has strong foundations in literacy and numeracy through evidenced based effective classroom practice and aspirational student learning goals.

## Improvement Measures

Move from Working Towards Delivering to Delivering in Effective Classroom Practice through quality teaching practices and school based routines.

Move from Delivering to Sustaining and Growing in student performance measures, so students are aware of their expected growth and supported to achieve learning progress by the whole school community.

## Initiatives

- High impact professional learning exemplified by visible learning, lesson observation processes, open PDP processes and continual reflective programming practices.
- Building staff capacity in understanding effective strategies in teaching literacy and numeracy skills to meet students individual needs across all KLA's.
- Targeted student goal setting processes incorporating analysis of data, expected growth, planning for success, evaluation of performance and celebration of successes.
- Explicit teaching to develop student self regulation skills to support their learning.

## Success criteria

- Teachers are skilled at explicit teaching techniques including the use of Learning Intentions and success criteria across all KLA's.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- Students are aware of and most are showing expected growth on internal school progress and achievement data.
- Teachers collaborate in school to share and embed good practice.

## Evaluation plan

## Strategic Direction 2: Wellbeing

### Purpose

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To embed the implementation of the whole school wellbeing framework for staff and students to foster healthy relationships, resilience and the importance of becoming successful lifelong learners

### Improvement Measures

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Move from Sustaining and Growing to Excelling in Wellbeing through a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Move from Delivering to Sustaining and growing in Learning Culture through the setting of high expectations and fostering positive partnerships between key stakeholders.

### Initiatives

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- Professional learning to support the implementation the new departmental Behaviour Strategy and the Wellbeing Framework for Excellence.
  - Ongoing involvement and professional learning through Youth Justice Incentive Scheme - EPIC.
  - Utilise Sentral as a means of tracking and analysing data across a range of areas including academic growth, engagement and student behaviour.
  - Develop a range of lessons for explicitly teaching the 5 elements of Wellbeing to foster a positive learning environment.
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- Develop systems and processes to build on collaboration between all stakeholders to inform and support continuity of learning for students to achieve their goals.
  - Professional Learning to build staff capacity to work with stakeholders to set SMART goals for students.
  - Increased focus on building staff understanding of Aboriginal Policy, cultural awareness and 8 Ways pedagogy.
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### Success criteria

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- Regular explicit lessons across the school to build positive behaviours to ensure consistent conditions for learning and whole school wellbeing.
- All staff have sound cultural understanding in order to support the wellbeing and academic success of students
- All students have an authentic, collaborative, continually evolving PLP utilised by all staff to support student goals.
- Effective systems, processes and communication that facilitate the gathering and sharing of data to support student goals and transition.

### Evaluation plan

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