

Strategic Improvement Plan 2021-2025

Induna School 5756



INDUNA SCHOOL
RESPECT • RESPONSIBILITY • PARTICIPATION

School vision and context

School vision statement

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

Induna School is a school for specific purposes which has a maximum enrolment of 42 students. Currently with an Induction class and 6 classes from years 7-12; this includes 75% 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

Achieve by year: 2025

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.

Effective Classroom Practice

Achieve by year: 2025

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

Building Staff Capacity

Achieve by year: 2025

All staff engage in explicit systems for collaboration and feedback to sustain quality teaching practice, improving in the SEF element of Learning and Development from Working Towards Delivering to Excelling.

Initiatives

Effective Classroom Practice

- 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 KLAs.

Building Staff Capacity

- Targeted student goal setting processes incorporating analysis of data, expected growth, planning for success, evaluation of performance and celebration of achievement.
- Explicit teaching to develop student self-regulation skills to support their learning.

Success criteria for this strategic direction

- Teachers are skilled at explicit teaching techniques including the use of Learning Intentions and success criteria across all KLAs.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- The whole school community demonstrate 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.
- Literacy & Numeracy programs that show evidence of explicit teaching.
- Scope and Sequences have been developed collaboratively by staff, for all Key Learning Areas, across all stages.

Evaluation plan for this strategic direction

The extent to which students have strong foundations in literacy and numeracy skills and the effectiveness of evidenced based classroom practice and aspirational student learning goals will be determined through systematic analysis of the following data sources:

- Supervision meetings and staff individual evaluation in PDP's or observations.
- Student survey.
- Sentral data.
- Daybooks and Teaching and Learning Programs.
- PLP's - Student learning goals, progress and achievement.
- PLAN 2 - Progressions. Creating text and quantifying

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- numbers.
- SEF-SaS.
- Explicit teaching in Literacy & Numeracy classes -
Observations or team teaching.

Strategic Direction 2: Wellbeing

Purpose

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

Whole School Wellbeing

Achieve by year: 2025

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.

Community Connections

Achieve by year: 2025

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

Initiatives

Whole School Wellbeing

- 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.

Community Connections

- 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.

Success criteria for this strategic direction

- 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 for this strategic direction

The extent to which 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 will be determined through systematic analysis of the following data sources:

- PLPs.
- Transition Plans.
- Sentral data.
- Staff surveys to see if process implemented are working effectively.
- Observations - explicit lessons to support wellbeing.
- Incentive Scheme data collection and review.
- T&L Programs.
- PDP Process.
- Student survey.