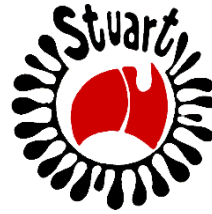


STUART HIGH SCHOOL SITE IMPROVEMENT PLAN



MISSION:

We will work together in a safe, caring and enjoyable environment to achieve successful educational outcomes for ALL students.

VALUES:

Caring, Respect, Enjoyment,
Working Together, Safety =
Success (CREWS)

BELIEFS about LEARNING:

- learning is enhanced when the curriculum is differentiated, providing multiple entry points and a variety of learning options, to meet the individual needs of students
- students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, relevant to their life experiences, connected to their world beyond school and prepares them for post-secondary pathways. ICT, as a tool for creating, is an integral part of this learning process
- learning is enhanced when students are provided with a variety of processes that actively engage them in deep creative thinking, skills development and problem solving
- learning is strengthened when students form positive relationships with peers, staff and families

CURRICULUM and PEDAGOGIES for ENGAGEMENT

Our commonly agreed school values and beliefs about learning revitalise curriculum and pedagogy across the school...

Through all staff working collaboratively (using TFeL and the Australian Curriculum) to:

- develop units of work/tasks differentiated to meet the range of student needs/skills
- implement individual learning plans through differentiated tasks and assessment approaches
- moderate differentiated units/tasks to monitor standards and achieve consistency of judgement and share strategies to effectively support all learners

BEHAVIOUR LEARNING and ATTENDANCE

Our coherent and consistent implementation of student behaviour education across the whole school, and effective monitoring of student attendance daily and from lesson to lesson, supports learner achievement and satisfaction.

Through all staff, students and parents working collaboratively to:

- implement agreed policy, processes and practices in regard to developing positive behaviour and attendance.

LITERACY

Our whole school approach delivers improved skill development and achievement in writing, reading comprehension

Through all staff working collaboratively to implement:

- a whole school literacy agreement displayed in every class
- scope and sequence of writing and reading skills (within appropriate text types for specific subject areas) and explicitly teach and model these skills in units of work/tasks differentiated to meet the range of student needs
- diagnostic testing for individual/self learning

NUMERACY

Our whole school approach delivers improved skill development and achievement in number

- develop and explore whole school numeracy agreements and processes
- diagnostic testing for individual/self learning

<p>Priorities:</p> <p>The <i>two or three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p>Targets:</p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate according to the priorities</p>	<p>Strategies:</p> <p>The major actions that staff – teachers, SSOs and leaders – commit to so that learners are supported at the classroom level to achieve the targets</p>	<p>Evaluation Measures:</p> <p>The data, evidence, processes and timelines are to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or the effectiveness of strategies</p>
<p>To improve student attendance to enable SHS students to maximise learning opportunities.</p>	<p>All staff working to reduce <u>unauthorised non-attendance</u> by using the Attendance Plan</p>	<ul style="list-style-type: none"> • Review SHS Attendance Plan • Implement a visual display of data term by term using ECD referral processes 	<ul style="list-style-type: none"> • All staff analysing Care Group and whole school data. • All Care Group teachers meet with the Attendance Officer.
<p>Improve individual Literacy & Numeracy levels for all students.</p>	<p>All students/staff adhering to Literacy & Numeracy Agreement so that by the end of 2014 <u>all</u> students show growth in Literacy & Numeracy.</p>	<ul style="list-style-type: none"> • Higher order activities in place for Wave 1 students • Ongoing staff T&D in EALD, Literacy Assessment, Literacy & Numeracy Teaching, so staff are able to improve student literacy levels. • All students are tested against PAT-R and PAT-M • SSO's trained in Multi-Lit and Probe to support intervention of Wave 2 and 3 students • Develop LAP, increasing voluntary community participation 	<ul style="list-style-type: none"> • All staff following SHS "Literacy/Numeracy agreement" • Feedback to all staff around literacy & numeracy teaching, including in-class observation • All assessment plans clearly identify literacy & numeracy tasks • All staff documenting T&D and linking to site priorities
<p>Improve student well-being and resilience capacities, so they focus on individual academic improvement.</p>	<p>Increase student engagement by the end of 2014.</p>	<p>Review/reinforce Rational Emotive Behaviour Education (REBE) Plan and Mind Matters Framework through Pastoral Care Programs.</p>	<ul style="list-style-type: none"> • All staff and students articulating REBE philosophy and language • Improved attendance & engagement • Improved staff psychological health • Reduced send homes, suspensions and exclusions