



# Priority Improvement Plan

Principal: Graham Clark

Education Director: Linda Olifent

Commencement Date November 2018

Direction(s) from the External School Review	Strategies/Actions to Address Direction	Who/How	3 Months Success indicators		6 Months Success indicators		9 Months Success indicators		12 Months Success indicators	
			Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track
1. Increase student involvement and engagement in learning through the provision of clear learning intentions, success criteria, and high-quality feedback to all learners about their progress.	<p><b>1.1</b> Develop and implement a consistent school-wide process for documenting teaching and learning plans that address the needs of all students and align to relevant curriculum frameworks (AC/SACE/VET).</p> <p><b>1.2</b> Provide a high quality targeted professional learning program for all teaching staff that addresses learning design, assessment and moderation processes.</p> <p><b>1.3</b> Develop and implement a consistent school-wide process for monitoring and tracking achievement of each student that includes identification and action of appropriate intervention strategies.</p>	<p>Leadership team and all teaching staff. Monitored by leaders through performance development processes.</p> <p>Leadership team and all teaching staff. Monitored by leaders through performance development processes.</p> <p>Leadership team and all teaching staff. Monitored by leaders through performance development processes.</p>	<p><b>1.1.1</b> Key Process Statement (KPS) developed for preparation of Teaching and Learning Plans (TLP) that includes explicit learning intentions and success criteria.</p> <p><b>1.2.1</b> Student Free Day in 2018 focuses on Learning Design and consistency in assessment task design. Agreement is made on consistent approach to assessment task design and has been trialled by all teachers during term 1, 2019.</p> <p><b>1.3.1</b> KPS developed and in place to enable all teachers to routinely monitor and report on progress for each student.</p>		<p><b>1.1.2</b> All teachers complete teaching and learning plans for each class using agreed format and submit to learning area leader for feedback by end week 2 each term/semester.</p> <p><b>1.2.2</b> All teachers use the CBHS Assessment Task design criteria and upload an overview of all assessment tasks to Daymap by the end of week 2 each term.</p> <p><b>1.3.2</b> All teachers follow the agreed KPS for recording student progress and use this information to identify effective intervention strategies.</p>		<p><b>1.1.3</b> A CBHS portfolio of learning is available electronically that includes TLPs and assessment tasks for all subjects across the school.</p> <p><b>1.2.3</b> Leaders undertake a quality assurance review of assessment task design and communication of learning intentions through PD processes with individual teachers.</p> <p><b>1.3.3</b> All Students and parents can access continuous data on learning progress via the Daymap Student and Parent Portal.</p>		<p><b>1.1.4</b> All teachers provide reports on effectiveness of each teaching and learning plan and individual students' progress at end-year performance development review meeting.</p> <p><b>1.2.4</b> Students and parents report improved satisfaction about the quality and accessibility of learning and assessment information for all subjects through the annual opinion surveys.</p> <p><b>1.3.4</b> All teachers can report on specific intervention strategies in place to support student achievement via PD process.</p>	
2. Develop and implement a continuum of learning across years 8 to 12, where required skills are taught using differentiated learning task design and authentic assessment.	<p><b>2.1</b> Identification of core skills that each student requires in order to successfully move through secondary school, including;</p> <ul style="list-style-type: none"> <li>• Subject specific skills</li> <li>• General Capabilities</li> <li>• Graduate Qualities</li> </ul> <p>that results in documentation of skills map across years 8-12 used to guide teaching and learning plan development.</p> <p><b>2.2</b> Developmental Language Disorder (DLD) project outcomes continue to be implemented and embedded across the school through supported Speech Pathology initiative.</p>	<p>Leadership team and all teaching staff. Monitored by leaders through performance development processes.</p> <p>Intervention &amp; Support leader with Speech Pathology team</p>	<p><b>2.1.1</b> Learning area meetings demonstrate planning is in place for skills mapping across year 8-12 curriculum.</p> <p><b>2.2.1</b> Speech pathology team is in place at 1.0FTE and deployed effectively to support teachers with implementation of DLD strategies.</p>		<p><b>2.1.2</b> Skills mapping across English and mathematics Years 8-12 has commenced.</p> <p><b>2.2.2</b> Each learning area identifies curriculum specific vocabulary and strategies for explicit teaching that are included in all TLPs.</p>		<p><b>2.1.3</b> Continuum of Learning 8-12 across all areas of the school is in draft form –evidence of input from all teachers exists.</p> <p><b>2.2.3</b> Evidence exists through teacher and classroom observation, and provision of assessment task exemplars across all learning areas, that DLD strategies are being practiced by all teachers.</p>		<p><b>2.1.4</b> Continuum of Learning 8-12 across all areas of the school is completed and evidence exists that skills are reflected in all teaching and learning plans.</p> <p><b>2.2.4</b> All learning and assessments tasks are designed using principles of DLD strategies to differentiate for all learners.</p>	

<p>3. Develop and implement a strategic improvement plan and ensure that all staff are skilled to contribute to its key priorities through whole-school processes and communication strategies.</p>	<p><b>3.1</b> Improve capability of all leaders to actively and effectively lead and take appropriate levels of responsibility for driving whole school improvement.</p> <p><b>3.2</b> All staff are actively involved in whole school review and strategic planning at a level relevant to their role.</p>	<p>Principal and leadership team.</p> <p>All staff</p>	<p><b>3.1.1</b> CBHS vision and values clarified and endorsed by school community and promoted visibly throughout the school.</p> <p><b>3.2.1</b> Student Free Day T4 2018 focuses on review of 2018 SIP and recognises key achievements.</p>	<p><b>3.1.2</b> All Band B1-B6 leaders can articulate their leadership role within the PIP and have developed a relevant action plan.</p> <p><b>3.2.2</b> All staff include explicit links to the PIP in their PD plan goals in 2019.</p>	<p><b>3.1.3</b> All Band B1-B6 leaders have accessed professional development/mentoring as identified through their PD plan.</p> <p><b>3.2.3</b> All staff have accessed professional development/mentoring as identified through their PD plan.</p>	<p><b>3.1.4</b> All Band B1-B6 leaders can articulate progress towards achieving the goals of their PD plan and PIP Action Plan.</p> <p><b>3.2.4</b> All staff can articulate progress towards achieving the goals of their PD plan and how that impacts the PIP.</p>	
<p>4. Develop teacher and leader capacity to use data effectively to monitor student achievement and respond at the class, cohort and whole-school levels.</p>	<p><b>4.1</b> Build whole staff confidence with analysing data and developing the appropriate actions, interventions and teaching points.</p> <p><b>4.2</b> Student opinion of the quality of feedback provided by teachers is used to influence improvement in the effectiveness of reporting procedures.</p>	<p>Leadership team and all teaching staff.</p> <p>Learning Improvement Division (Brenton Wilson) and CBHS leaders.</p>	<p><b>4.1.1</b> Professional learning on accessing, understanding and applying PAT and NAPLAN data is conducted in term 1 2019.</p> <p><b>4.2.1</b> TfEL Compass trial is in place for at least one year level of students.</p>	<p><b>4.1.2</b> A data timetable is developed to show key data collection points and review processes.</p> <p><b>4.2.2</b> All teachers have feedback on student perception of their pedagogy through the TfEL Compass.</p>	<p><b>4.1.3</b> All teachers demonstrate evidence that TLPs are developed and influenced by relevant data sets.</p> <p><b>4.2.3</b> PD is provided on how to analyse pedagogical data and develop improvement strategies at the individual class level.</p>	<p><b>4.1.4</b> Achievement data is visible throughout the school in forms including data walls, learning conversations, Daymap reports and classrooms.</p> <p>4.2.4 Performance Development conversations explicitly address each teacher's response to feedback provided through the TfEL Compass.</p>	

Legend:

KPS - Key Process Statement (a document that described the agreed process for a function within the school)

DLD - Developmental Language Disorder

TfEL - Teaching for Effective Learning (the Department for Education recognised pedagogy framework)