Internal Review – Teaching Staff Response
19th August 2013

SCHOOL IMPROVEMENT

What We Do Well

- Staff engagement – maximise learning outcomes for all students
- School has a well re-scheduled strategic renewal plan
- Task forces are a review source
- System of review and challenges
- Data collection
- Goal setting
- Relevance to our clientele and ethos
- Transparent
- Staff roles are clear and defined
- Partnerships with Beacon, Rosies, Japanese students, Jason Coleman
- Parent feedback
- Improvement with sport and drama
- Planning and reporting
- Communications to and from parents
- Special nights and information for parents
- Inclusive education
- Identifying issues
- Voc Ed
- Cultural programs e.g. Soiree/Musical
- Support for non-sporting/academic students
- Graffiti removal
- Parents/staff/students involved in review. Their feedback is valued
- Feedback feeds the goals
- Parent commitment and support of renewal is improving
- Proactive approach to school policies eg; uniform policy
What We Can Do Better

- Strategic data could perhaps be considered in improvement process
- Strategic conversations could be better informed by the data
- Use data to identify strategies to improve student performance particularly in middle years
- Physical resource developed for specific subjects
- Respect for physical environment
- Classroom size/equipment
- Prep for relief teachers and induction process
- Action from taskforces
- Improvement in areas such as chess and academic
- Staff to be given direction from leadership on some issues of improvement
- Getting parent ownership and attendance and engagement (also in student activities)
- Staff meetings that finish on time
- Competitive sport vs. other schools Term 1 / summer/winter
- Academic excellence – literacy and numeracy
- Recreational sport for non-sportspeople
- Better programs on non-sport days. Possible timetable subject swap on fishing etc.
- Creative ways of involving students
- Improve process of budgeting