



School Development Plan Island School 2020/21

Vision *“A diverse community where all learners thrive”*

Mission *“To inspire curious minds and nurture healthy, resilient global citizens who strive to create a better world and be the best that they can be.”*

We do this by creating passionate learning environments that focus on the development and growth of every single student. Our exceptional teachers are activators of learning who work with the students to ensure a personalised approach to learning.

Values The Island School Community...

Pursues Excellence...

- Through our passion for teaching,
- Through our passion for learning,
- Through our determination to be the best we can be,
- Through our resilience in the face of challenge.

Embraces Responsibility...

- For our learning and teaching,
- For our words and behaviour,
- For our leadership,
- For our local and global community.

Celebrates Individuality...

- By recognising a variety of approaches to learning,
- By recognising a variety of approaches to teaching,
- By respecting our diversity,
- By valuing empathy.

Strategic Pillars

Student Learning & Achievement

Professional Learning Community

Island School Culture

Community Engagement

Redevelopment

School Development Plan 2020-21

Area: Student Learning and Achievement

To establish personalised learning pathways that lead to exceptional student achievement

Priority	Key Players	When	Action
<ul style="list-style-type: none"> Ensure the learner attributes of leavers match the Island School vision and values 	Thrive	By May 21	<ul style="list-style-type: none"> Thrive Programme to be aligned to DL competency development across the whole school. This will include incorporating aspects of the Bridge Programme into the Senior Phase
	Deep Learning Middle Phase	By June 21	<ul style="list-style-type: none"> Embed Deep Learning within all aspects of the Futures Curriculum across Years 9-11
	Deep Learning Paul Cooper Cameron Otto	June 21	<ul style="list-style-type: none"> Continuum of learning with integrated Deep Learning competencies established with Service Learning and Personal Projects
<ul style="list-style-type: none"> Ensure the school curriculum develops personalised learning pathways that allow all students to flourish. 	G&A	By Jan 21	<ul style="list-style-type: none"> Review of the pedagogical approach to the Thrive program through Deep Learning Design Models
	Deep Learning	By Jan 21	<ul style="list-style-type: none"> Learning Design Models integrated into all non accredited courses as well as other IS experiences such as Quest Week and ECA's
<ul style="list-style-type: none"> Ensure students, teachers and parents are able to effectively evaluate student progress in a way that informs future growth and direction. 	G&A IT	By June 21	<ul style="list-style-type: none"> Establish system of data use and mapping to allow all students, parents and teachers to measure and reflect on progress in all aspects of school life.
	Curriculum Group	By Sep 20	<ul style="list-style-type: none"> Evidencer expansion into Year 13 (completes wholeschool coverage)

	Middle Phase	By June 21	<ul style="list-style-type: none"> Development of the Viva process to include Years 9,10 and 11 to reflect on learning and competency development
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Expected Outcomes

- All communications (including website) updated to include Vision, Deep Learning, Positive Education by Jan 2021
- Deep Learning moderation Design Cycle in operation for Non Accredited Courses
- Evidencer to cover Year 13 from Aug 2019
- Evidencer to include 6 C progression reflections by June 2021
- Viva Process in place across the Island Futures Middle School Phase for all students.
- Review of the pedagogical approaches used in the Thrive program using Learning Design Models by June 2021
- Learning Continuum Plan completed for Service Learning and Personal Projects with embedded competency reflection.

Area: Professional Learning Community

To develop a professional learning community that leads to exceptional teaching

Priority	Key Players	When	Action
<ul style="list-style-type: none"> Ensure effective pedagogy for excellent teaching and learning 	GBM/CL	Nov 2020	<ul style="list-style-type: none"> Teaching and Learning Framework completed
	CL, GBM, PLC	Ongoing	<ul style="list-style-type: none"> Develop knowledge and understanding of the Adaptive Schools model and strategies for collaboration. PLC group to collaborate with CL to improve collaborative practices within faculty areas. Ensure teaching and learning is supported by evidence based research.
<ul style="list-style-type: none"> All staff to be well trained in their field of responsibility 	GBM, CL, PLC	Ongoing	<ul style="list-style-type: none"> To ensure CPD meets the needs of the school - mapping? Ensure teacher's CPD is aligned with the school priorities and is impactful To measure the impact of CPD
<ul style="list-style-type: none"> Effective and supported professional development 	GBM,PAB	Ongoing	<ul style="list-style-type: none"> Review the PRD Process to directly influence outcomes Connect CPD and PRD more effectively

Expected outcomes

Collaboration between the the PLC group and the CL group.

CL: An agreed Island School Teaching Framework completed and shared by CPD Day November 2020.

CL/SLT: Implement practices of the Adaptive Schools Program in collaborative work in CPT and Curriculum Leaders' work as of August 2020.

PLC: Analyse the results of the teaching and learning evaluation model (Alexy's survey) and to support CL in identifying how to implement effective change.

PLC: To investigate and communicate to school leaders the most effective teaching and learning strategies.

PLC: To investigate and communicate to leaders of collaborative work, the most effective collaborative practices.

PLC: Research pedagogy that improves outcomes for students and teachers.

Area: Island School Culture

To ensure our core values are embedded in the culture of 'two campuses, one Island School'

Priority	Key Players	When	Action
<ul style="list-style-type: none"> Broaden and deepen understandings of the Island School vision and values with all stakeholders 	Comms SLT	Jan 21	<ul style="list-style-type: none"> Update of School Communications to reflect vision and values
<ul style="list-style-type: none"> Ensure a sense of identity and optimise wellbeing for all at phase, campus and whole school levels 	G&A	Jan 21	<ul style="list-style-type: none"> Wellbeing Framework completed
	G&A Thrive	From Aug 20	<ul style="list-style-type: none"> Positive Education practices to be embedded into the Thrive programme
<ul style="list-style-type: none"> Establish a culture of inclusion that engages with all students as individuals 	Thrive	From Aug 20 by Jun 21	<ul style="list-style-type: none"> RSE Curriculum to be embedded within the Thrive Programme
	G&A	Sep 20	<ul style="list-style-type: none"> Monthly Wellbeing programme developed for all students to access with dedicated activities to suit all students.
	G&A	Apr 21	<ul style="list-style-type: none"> Revised model for transition into and through the school

	SLT, G&A, Curriculum Leaders	June 21 June 21	<ul style="list-style-type: none"> ● Review Diversity, Equality and Inclusion provision from different stakeholder perspectives and implement developments ● Reinforce existing culture to 'Celebrate Individuality'
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Expected outcomes

School written communications to be updated and consistent across all mediums by Jan 21.

Guidance Framework to be completed by May 2021.

Senior Phase Thrive program to be written and delivered to incorporate Bridge and Learner Competencies - completed by Jun 21.

Positive Education practices to be integrated into the Thrive programme - Included in CPT and planning for Thrive.

RSE Curriculum embedded by June 21.

Programme for Transition to and within IS reviewed and revised model ready for Jan 21.

Area: Community Engagement

To strengthen community engagement and build meaningful and innovative partnerships

Priority	Key Players	When	Action
<ul style="list-style-type: none"> ● <i>Strengthen engagement with the local community</i> 	Deep Learning SLT Continuum Coordinators	June 21 Sep 20	<ul style="list-style-type: none"> ● Deep Learning Design Models applied to select ECA and Academy outreach work ● Establish the roles of the two Learning Continuum Coordinators; Service Learning Coordinator and Personal Project & Partnership coordinator.
<ul style="list-style-type: none"> ● <i>Strengthen engagement and communication with the parent body</i> 	SLT Comms	Dec 20	<ul style="list-style-type: none"> ● Communication Plan to provide consistency and effective coverage to parents
	G&A	June 21	<ul style="list-style-type: none"> ● Develop the Thrive program for parents
<ul style="list-style-type: none"> ● <i>Grow the Island School Strategic Alliance</i> 	Senior Phase Alliance	March 21 March 21	<ul style="list-style-type: none"> ● ESF Connect Alumni Platform integrated to the Thrive/Bridge Programme ● Bridge connections with external bodies and alumni network to be developed within the Thrive/Bridge Programme

Expected Outcomes

Academy and ECA's pilots for Deep Learning Design Models completed by Mar 21
 Parent workshop and resources in place to support the Thrive sessions - ongoing but full programme developed by June 21
 Learning Continuum Coordinator roles to be established with clarity of role defined
 Communication plan to be complete by Dec 20 and fully implemented by Jun 21
 ESF Connect to be introduced with 100% enrollment for all Levers by April 21

Area: Redevelopment

To strengthen community engagement and build meaningful and innovative partnerships

Priority	Key Players	When	Action
<ul style="list-style-type: none"> ● <i>Create innovative learning spaces where design matches educational design thinking</i> 	Recant Group SLT	Dec 20	<ul style="list-style-type: none"> ● Revisit school design for key areas that need to be complete, eg Senior Learning Complex, Library and Wellbeing Centre ● Use education brief to evaluate how the current design meets the school needs
<ul style="list-style-type: none"> ● <i>Ensure Island School maintains and develops positive relationships with the Borrett Rd community</i> 	Alliance	Ongoing	<ul style="list-style-type: none"> ● Developing the Alliance programme to ensure it includes links to the Borrett Road Community ● Town Hall meetings to continue on a needs basis
<ul style="list-style-type: none"> ● <i>Ensure that IS is optimally positioned to return to Borrett Rd</i> 	Recant Group Curriculum Leaders	Dec 20	<ul style="list-style-type: none"> ● Finalise classroom design to prepare for purchase orders ● Complete the Process and Final Education Brief to identify the key strategic issues to position the school towards 2030

Expected Outcomes

Design plans completed for Learning Complex, Library and Wellbeing Centre by June 20.
 Classroom design confirmed leading to an itinerary of required purchases by June 20.
 Educational Brief draft to be released for consultation in Autumn term leading to a final brief between July and October 2021.
 Workforce Plan for 2022 to be released in line with the Education Brief.