

# Site Improvement Plan 2018



## 1. Improve A-E grades in all Learning Areas in year 8-12

## 2. Increase % of students meeting SEA for Reading

DECD Standard of Educational Achievement - All children and young people progress and achieve at or above their year appropriate level

Achievement of "C" or above in all SACE subjects

Achievement at 'C' or above in each of the Australian Curriculum learning areas/subjects.

NAPLAN Proficiency Year 9: Band 7 or above

PAT-R Comprehension scale score

PATMaths scale score

Year 8: 121 or above

Year 8: 122 or above

Year 9: 126 or above

Year 9: 123 or above

Year 10: 131 or above

Year 10: 127 or above

STRATEGIC PRIORITIES	STRATEGIC ACTIONS	TARGETS	RESOURCING
<p><b>Expectation A: Track and monitor every learner's growth</b></p> <p><i>Track, monitor and respond to every learner's growth in numeracy and literacy achievement and engagement at least four times a year. This includes:</i></p> <p><i>a. embedded systems at class, cohort and site level</i></p> <p><i>b. processes for regular discussion with and between teachers on individual learner growth</i></p> <p><i>c. demonstrating how the analysis of the tracking and monitoring informs action at class, cohort and site level.</i></p>	<p><b>A.1 teaching staff participate in collaborative moderation process</b></p> <p><b>A.2 staff access and use relevant student achievement data to differentiate learning and assessment pathways and intervention support</b></p> <p><b>A.3 staff to work collaboratively with peers to analyse data and evaluate their own pedagogies</b></p> <p><b>A.4 ongoing feedback for learning improvement is provided to students and families</b></p>	<p>100% teaching staff participate in collaborative moderation both within site and across sites</p> <p>Parents indicate a positive response to data made available and discussed at 3 way interviews (evidenced by poll), student feedback about engagement</p> <p>Regular Year Level, Learning Area and Leaders meetings with learner growth as an agenda item</p> <p>DAYMAP results updated at least 5 weekly, 100% staff upload tasks onto DAYMAP, 100% staff providing DAYMAP written feedback</p>	<p><i>Secondary Alliance Student free day, Learning Area Meetings</i></p> <p><i>Traffic lights reviewed in Year Level Meetings</i></p>
<p><b>Expectation B: Have a numeracy and literacy improvement cycle</b></p> <p><i>a. Strategic planning, target setting and resourcing that reflects a small number of numeracy and literacy priorities that are most significant to gaining higher achievement.</i></p> <p><i>b. Incorporate learner and community feedback about learning and teaching practice.</i></p> <p><i>c. Identify and enact outstanding practices from within the site, partnership and elsewhere and adopt these practices as a whole site.</i></p> <p><i>d. A direct connection between the site's achievement and engagement data, its priorities, targets, and the high gain strategies it is using to achieve its targets.</i></p>	<p><b>B.1 Staff seek feedback from students on learning and teaching practice</b></p> <p><b>B.2 Staff both identify and adopt outstanding practices and share their outstanding practice with others</b></p> <p><b>B.3 staff are on a continuous progression of professional learning and growth</b></p>	<p>Impact of Learner feedback on teaching and learning programs identified in PD reviews</p> <p>100% teaching staff engage in lesson observation as part of their professional learning, 100% staff visit another site on targeted Professional Learning purpose, 50% engaged in cross site learning in 2018</p> <p>line managers adhere to and value process and timelines and provide feedback each term (written feedback 2x per annum), all staff positively engage in their own professional development (using NPSFT and TfEL)</p> <p>10% staff certified HAT/Lead by end of 2018 (4 staff)</p>	<p><i>Use of Partnership (PLCs, Spotlight sessions), 7/8 Teacher Connect, SFD to visit other sites</i></p> <p><i>Week 5 no meeting week</i></p> <p>staff are supported in the HAT and Lead teacher certification process</p>
<p><b>Expectation C: Enact changes in pedagogical practice</b></p> <p><i>Implement at least two pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mindsets and improve numeracy and literacy achievement.</i></p>	<p><b>C.1 Transforming the task</b></p> <p><b>C.2 Literacy and Numeracy skills explicitly taught in all learning areas</b></p> <p><b>C.3 Contemporary Pedagogy in all classrooms</b></p> <p><b>C.4 Develop whole school understandings and agreements in Literacy and Numeracy learning</b></p> <p><b>C.5 Teachers to embed Growth Mindsets in classrooms</b></p> <p><b>C.6 Berry Street Education Model</b></p>	<p>100% staff contributing to the review and development of Tasks designed where students do the thinking</p> <p>100% of LA's explicitly teaching Reading strategies in context by end of 2018, 100% teaching staff have Evidence of explicit Literacy and Numeracy continuum in curriculum documentation, PDPs, Classroom observations</p> <p>Understandings and agreements developed by the end of 2018</p> <p>100% classes have growth mindset evident (language used by teacher/students, displays)</p> <p>Implement classroom strategies and a whole school approach to engaging students with complex needs and successfully improving all students' self-regulation, growth and academic achievement.</p>	<p><i>PL time in Learning Areas to collaborate and share successes and progress</i></p> <p><i>PL (with support from on site experts and the Secondary Improvement Directorate), year 8 teacher release project - using 3x3 process</i></p> <p><i>IT infrastructure upgrade, STEMworks developments</i></p> <p><i>Staff Meetings, PL, Literacy and Numeracy Coordinators</i></p> <p><i>All Mathematics teachers to complete Stanford University, Mathematical Mindsets course by Jo Boaler</i></p> <p><i>DECD training program</i></p>
<p><b>Expectation D: Identify and enact clear intervention processes</b></p> <p><i>Have processes to identify and enact responsive and differentiated "intervention" processes that are targeted, purposeful and time limited.</i></p>	<p><b>D.1 NEPs, ILPs and IEPs are updated with SMART targets and published for all subject teachers to access and adjust their teaching and learning programs accordingly to meet the needs of students</b></p> <p><b>D.2 Implement Intervention programs for Wave 2 &amp; 3</b></p>	<p>100% of student plans developed and available by end of term 1, 100% teachers are constantly intervening to support and challenge learners</p> <p>Quicksmart training completed and implemented by end of term 2</p> <p>Reading Program(s) identified and planned by end of term 2</p> <p>Flexispace and FLC developed as inclusion centres (learning, and wellbeing for learning)</p>	<p><i>Teachers supported to have an active role in the development of plans</i></p> <p><i>Training, Flexispace</i></p>

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