## Site Improvement Plan 2017

### 1. Pedagogical Practice

#### Priorities
- Continually improving quality teaching and learning through reference to the TfEL Framework. (Harry & Julie)
- Implement pedagogical practices and improve learning design tasks so all students are stretched and can achieve in the high grade bands.
- Growth Mindset is incorporated into classroom practice through building resilience in students.
- Teachers include 21st Century and Digital Pedagogy in unit planners, assessment design and classroom practice.

#### Outcomes
- Improved use and consistency of research based pedagogical practices including TfEL framework.
- Teachers applying high intellectual challenge, pedagogy and design.
- Improved teacher knowledge and understanding of site pedagogical expectations - student voice, use of data, multiple entry points and growth mindset.
- STEAM pedagogy visible in teacher planning 7 – 12.
- Students engaged in authentic 21st Century Learning using personal devices appropriately.

#### Strategies
- Curriculum leaders to drive the teaching/learning with teachers for improved pedagogical practices.
- Pedagogical expectations and learning design are included in teacher PDP’s.
- Develop a growth mindset and common language. Eg: 3 Before Me; Learning Pit.
- STEAM PLC established and documented STEAM Strategic Plan developed.
- Effective practice plan developed for 21st Century digital learning.
- Targeted Digital Learning Workshops included in meeting structures.

#### Targets
- Every teacher includes pedagogy expectations and strategies in PDP.
- 100% of classrooms have growth mindset language displayed.
- Audit reflects STEAM pedagogy.
- MDI & TfEL Compass Student Survey will reflect improved student engagement and TfEL Compass.
- Every teacher includes the Australian Curriculum General Capabilities Cross Curriculum Priorities in unit plans.

#### Strategies
- Digitally enhancing curriculum leaders and curriculum leaders to drive the Teaching Learning with teachers for improved pedagogical practices.
- Pedagogical expectations and learning design are included in teacher PDP’s.
- Develop a growth mindset and common language. Eg: 3 Before Me; Learning Pit.
- STEAM PLC established and documented STEAM Strategic Plan developed.
- Effective practice plan developed for 21st Century digital learning.
- Targeted Digital Learning Workshops included in meeting structures.

### 2. Tracking & Monitoring: Identify and Enact Clear Intervention Processes

#### Priorities
- Intervention programs that are targeted, purposeful, measurable and time bound.
- LaN data sets are disseminated across transition points and teachers using cohort trend data.
- Processes and responses to the interrogation of individual data, achievement, attendance, behaviour, are documented and reviewed.
- Identification of LI using the Speech Pathologist and targeted intervention strategies implemented.
- ATSI Student achievement tracked and monitored.
- Track and monitor AC and SACE achievement.

#### Outcomes
- Individual student’s achievement is tracked, monitored and appropriate support structures in place.
- Existing NEPs, IEPs and ILPs 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 all students.
- Teachers use the L&N data sets to differentiate the learning.
- Students referred and interim support strategies in place.
- Multiple data sets available to all teachers.
- ATSI Students achievement improved.
- Students are submitting quality work within clear guidelines.

#### Strategies
- Feedback on intervention strategies are a regular item on LAT & House Team meeting agendas throughout 2017.
- LaN, LAT agreements are included in the LAT 2017 Action Plan.
- Student progress tracked and monitored every 5 weeks. Identify as Students at Risk/Academic Recovery Referral.
- Review attendance process and policy, and action appropriate strategies.
- Early LI identification at Primary School.
- AET tracks and monitors ATSI student achievement.
- Clear, consistent deadline strategies are implemented effectively.

#### Targets
- Identified intervention programs show student learning growth in academic achievement.
- % of students in the middle and upper growth band for NAPLAN increases from 62% and exceeds 75% in Numeracy and Literacy.
- 25% of Year 9 students achieve Band 8 or above in NAPLAN Numeracy (currently 20%).
- GPA growth at individual and cohort data.
- Increase attendance 7 – 12 from 86% - 90%.
- A decrease in the number of assessments at Seaford Secondary College; early identification focus at Primary level.
- An increase of 15% in attendance for ATSI students across 2017.
- A decrease of 10% in lateness of ATSI students across 2016.
- 4% increase in SACE completion from 86% to 90%.
# Site Improvement Plan 2017

## 1. Australian Curriculum Alignment and Literacy & Numeracy Learning Design & Moderation

### Priorities

- Unit plans, scope and sequence reflect the relevant Australian Curriculum Achievement Standard and SACE Requirements.
- Professional Learning Committee targets school strategic directions and DECD initiatives.
- All teachers participate in collaborative moderation.
- Implement a Numeracy and Literacy Improvement Cycle

### Outcomes

<table>
<thead>
<tr>
<th>Priorities</th>
<th>What we want to achieve</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>All members of the school community value the engaging and appropriate moderation.</td>
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<td></td>
<td>Students, families and staff value their connectedness to the school to provide engaging learning programs.</td>
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<td></td>
<td>All members of the school community value the perspective of others using a restorative approach.</td>
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<td></td>
<td>Safe Learning Environment</td>
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<td>Intelligences is Fluid</td>
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<td></td>
<td>High Expectations</td>
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</table>

### Strategies

- LAT meetings include learning design planning time and moderation processes.
- Targeted and timely PL workshops delivered by staff experts.
- 2 Pupil Free Days allocated for Learning design, assessment (LDA) and moderation.
- Alignment of AC standard to LDA through:
  - common assessment tasks
  - assessment rubrics & scaffolding tools
  - differentiation and student centred learning opportunities
  - moderation (validation of A-E activities)
  - learning design (Designing for Intellectual Challenge, evidence of deeper learning, two way learner feedback)
  - organising and managing portfolios
  - analysis of annotated work samples
- Develop and implement whole school numeracy and literacy plan in consultation with all staff and partnership sites.

### Targets

- All LATs have AC scope and sequence (Week 5, Term 1), AC planners and assessment tasks document (Week 5 of each term).
- 100% of staff engage in Professional Learning forums.
- 100% of teaching staff engage in collaborative moderation and audit tasks.
- 100% of teachers are confident in assigning A - E in moderation processes.
- 100% of teaching staff are included in numeracy/literacy Improvement Plan consultation.

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**Table with outcomes and strategies**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>What we expect to see in the school</th>
<th>How are we going to achieve it?</th>
<th>How we measure it</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>All teaching staff upload Unit Overviews (course outlines) assessment tasks on DayMap by Week 3 of each semester.</td>
<td>LAT meetings include learning design planning time and moderation processes.</td>
<td>3.1</td>
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<td>3.2</td>
<td>All unit plans are aligned to the Australian Curriculum, Achievement Standards, General Capabilities.</td>
<td>Targeted and timely PL workshops delivered by staff experts.</td>
<td>3.2</td>
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<tr>
<td>3.3</td>
<td>Professional Development aligned with SIP &amp; PIP.</td>
<td>2 Pupil Free Days allocated for Learning design, assessment (LDA) and moderation.</td>
<td>3.3</td>
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<td>3.4</td>
<td>Teachers have confidence to report to learners and parents accurately reflecting learning A - E applied consistently.</td>
<td>Alignment of AC standard to LDA through:</td>
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<td></td>
<td>All teaching staff participate in the collective moderation process in Weeks 5-6 every term. Build Leadership capacity through professional learning opportunities.</td>
<td>- common assessment tasks</td>
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<td></td>
<td>Assessment tasks identify capabilities e.g. literacy and numeracy and report levels of the continuum, twice per semester.</td>
<td>- assessment rubrics &amp; scaffolding tools</td>
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<td></td>
<td>Students are actively encouraged to participate in extra-curricular activities including: Sports Programs, STEAM initiative, Arts Programs, Exhibitions and Performances, International Program and Camps/Excursions with stories celebrated on website, Facebook and newsletter.</td>
<td>- differentiation and student centred learning opportunities</td>
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<td>Students are engaged in extract curricula activities. Students wearing school uniform every day.</td>
<td>- moderation (validation of A-E activities)</td>
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<td>4.1</td>
<td>Student Voice opportunities are evident in learning activities and class meetings.</td>
<td>- learning design (Designing for Intellectual Challenge, evidence of deeper learning, two way learner feedback)</td>
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<td>4.2</td>
<td>All members of the school community value the perspective of others using a restorative approach and appropriate policies.</td>
<td>- organising and managing portfolios</td>
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<td>4.3</td>
<td>Uniform Policy updated and shared with the community.</td>
<td>- analysis of annotated work samples</td>
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<td>Student Leadership (through SRC) and class discussions, student voice is representative of and responsible to student cohort and is a vehicle for change and raising awareness.</td>
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<td>Staff and students accessing and utilising appropriate EDCD and School policies including training in safe work practices and procedures and decision making.</td>
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<td>90% of students take part in at least one activity.</td>
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<td>MDI results indicate improved connectedness within school and neighbourhood.</td>
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<td>100% of students in uniform.</td>
<td>4.1</td>
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<td>100% of Care Groups hold regular class meetings.</td>
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<td></td>
<td>Attendance, Achievement and behaviour data targets are met.</td>
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<td>MDI results see an improvement from 22% in high engagement to 40%.</td>
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<td></td>
<td>100% of staff enacting safe work practices and procedures in line with DECD and school policies.</td>
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<td>Opinion and MDI surveys show improvement in communication and feedback domains.</td>
<td>4.3</td>
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