

2022-2024 SCHOOL IMPROVEMENT PLAN

	GOAL 1: Improve student achievement in reading	GOAL 2: Improve student achievement in Mathematics	GOAL 3: Increase student achievement in SACE
ESR Directions	<p>Direction 1: Strengthen the role of leaders and the range of strategies in monitoring the consistency and quality of the implementation of agreed pedagogies.</p> <p>Direction 2: Involve teachers in monitoring the impact of agreed strategies more closely by structuring collaborative data-led classroom research.</p> <p>Direction 3: Extend all learners, including high achievers, through intentional learning design and differentiated teaching.</p>		
CHALLENGE OF PRACTICE	If we focus on a whole school approach to the teaching of reading comprehension strategies through a Before During and After (BDA) process across all learning areas, we will increase student achievement in reading.	If we have a consistent approach to planning and teaching across all strands in Mathematics, we will improve student achievement.	If we implement school wide (7-12) data informed and inclusive assessment practices consistently, students will demonstrate improved achievement in SACE.
TARGETS (How we measure it?)	<p>70% of Year 7 students (96 out of 136 students) will achieve SEA in NAPLAN reading.</p> <p>13% of Year 7 students (15 out of 136 students) will achieve HB in NAPLAN reading.</p> <p>64% of Year 9 students (89 out of 140 students) will achieve SEA in NAPLAN reading.</p> <p>10% of Year 9 students (14 out of 140 students) will achieve HB in NAPLAN reading.</p>	<p>63% of Year 7 students (86 out of 136 students) will achieve SEA in NAPLAN numeracy.</p> <p>10% of Year 7 students (11 out of 136 students) will achieve HB in NAPLAN numeracy.</p> <p>61 % of Year 9 students (85 out of 140 students) will achieve SEA in NAPLAN numeracy.</p> <p>6% of Year 9 students (9 out of 140 students) will achieve HB in NAPLAN numeracy.</p>	<p>60% (58 out of 97 year 12 students) of students achieve a B- or higher grades across all SACE Stage 2 subjects including research project</p> <p>100% SACE completion in 2022</p>
ACTION FOR IMPROVEMENT (How are we going to achieve it?)	<p>A whole school agreement around the implementation of reading comprehension strategies in each learning area team (LAT).</p> <p>Literacy leader continues to build teacher capacity around the skills, knowledge and understanding of the explicit teaching of reading comprehension strategies.</p> <p>Teachers will document embedded explicit reading comprehension strategies within the unit planners</p> <p>All teachers to use learning sprints to improve student achievement in reading comprehension.</p> <p>Teachers engaged in Literacy School Improvement Team will share best practice on improving student achievement in reading within Learning areas</p> <p>Leaders will ensure the delivery of quality assured professional learning for all staff on the Before, During and After (BDA) reading processes across all LAT s and targeted differentiation strategies 7-12.</p> <ul style="list-style-type: none"> provide data literacy support through targeted PAT R PD for all leaders and teachers to review student achievement data to identify comprehension skills for improvement (Shift Gear page 4) use classroom observation to provide feedback to teachers strengthen comprehension skills using reciprocal teaching (Shift Gear page 5-6) strengthen the design of before, during and after reading activities (Shift Gear page 6-7) close reading as a during reading strategy (Shift Gear page 7) <p>Improve unit planners and task design to document the link between curriculum, resources and scaffolding using the BDA process, eg glossaries, accessible texts</p> <p>All teachers and learning support staff will include a Literacy goal in their PDP.</p>	<p>Mathematics teachers use both NAPLAN and PAT-M data to target differentiated explicit teaching for all students in Years 7-11. This includes teachers identifying areas for improvement. (Shift gear numeracy guidebook-actions for secondary teachers p8&9)</p> <p>All teachers identify and document in unit planners the numeracy demands within their learning areas. (Build foundations numeracy guidebook actions for secondary teachers p1 and 10)</p> <p>Teachers engaged in Numeracy School Improvement Team will share best practice on improving student achievement in numeracy within Learning areas</p> <p>All teachers model mathematical language relevant to the learning areas (Shift gear numeracy guidebook-actions for secondary teachers p11)</p> <p>All maths teachers consistently use Learning Area agreed formative and summative assessment to drive differentiation. (Build foundations numeracy guidebook-actions for secondary teachers p 5)</p> <ul style="list-style-type: none"> key agreed formative tasks for every strand in each unit in Mathematics to be part of the AC Planner and within the course outline Form Year level teams to ensure quality and consistency of assessment against AC achievement standards within LAT through scheduled LAT moderation sessions throughout the year. Improved unit planners and task design to document links between curriculum, resources and common assessment. <p>All teachers and learning support staff will include a Numeracy goal in their PDP.</p>	<p>LATs map where key assessment genres are developed through years 7-10 towards the SACE (Shift gear literacy guidebook-actions for secondary teachers p8)</p> <p>Leaders work with all teachers (years 7-12) to connect written and spoken language.</p> <p>Teachers will support students understand that academic written language has more formality and distance than spoken. (Stretch literacy guidebook-actions for secondary teachers p8)</p> <p>All teachers (years 7-12) build listening, speaking and interaction skills across learning areas (Stretch literacy guidebook-actions for secondary teachers p2)</p> <p>LATs review assessment task design and writing instruction to provide diverse opportunities for student achievement. (Maintain momentum literacy guidebook-actions for secondary teachers p7)</p> <p>All teachers (years 7-12) implement relevant adjustments for students based on data and adjust learning and assessment programs accordingly</p> <p>Teachers engaged in SACE School Improvement Team will share best practice on improving student achievement through improved quality of writing and spoken language within Learning areas</p> <p>All teachers and learning support staff will include a SACE improvement goal in their PDP.</p>
SUCCESS CRITERIA	Students demonstrate the effective use of a wide range of reading comprehension strategies and skills in their increasingly critical and analytical responses to class work and mandated reading assessments (NAPLAN and formatively PAT-R).	All students will demonstrate understanding in Mathematics having greater capacity to use reasoning and problem solving in number and algebra and apply them in learning areas including using measurement skills and analysing data.	Students will demonstrate improved achievement in SACE, through improved quality of writing and spoken language