

# SITE IMPROVEMENT PLAN 2017

**SCHOOL VALUES:** Respect - Responsibility - Resilience

**SCHOOL PRIORITIES:** Relevant Curriculum - Improved Teacher Practices - Student Wellbeing

5 year Strategic Plan foci	2017 Priorities: 3-4 key areas for focus over the next 12 months, as determined from analysis of learner data & review processes.	Targets: Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.	Strategies: The major actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the targets.	Evaluation Measures: The data, evidence, processes & timelines used to monitor, measure & evaluate progress of targets and effectiveness of strategies.
Curriculum Coherence	Support all teachers to effectively teach the new curriculum	<ul style="list-style-type: none"> <li>New curriculum is taught across all pathways and levels</li> </ul>	<ul style="list-style-type: none"> <li>Support teachers to use ICT across the curriculum through upskilling of staff</li> <li>PLTs focus on curriculum, pedagogy and resources</li> <li>Teachers upskilled in STEM pedagogy trial</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff, students and families</li> <li>Time provided for teachers to give feedback and discuss new curriculum</li> <li>Curriculum changes made as necessary</li> <li>Staff attendance at ICT T&amp;D</li> <li>Learning Areas providing support via meetings and sharing for the new curriculum</li> </ul>
		<ul style="list-style-type: none"> <li>SACE Integrated Learning subject refined and Work Studies subjects trialled, implemented and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Beacon project - engage external provider to improve career awareness</li> <li>Use of technology to support Integrated Learning SACE subject</li> <li>Attendance at career Expos</li> <li>Flinders Uni visits and guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>Beacon survey to measure career awareness</li> <li>More SACE credits on exit for senior students</li> <li>Students SACE success</li> <li>Student feedback at end of Transition</li> </ul>
		<ul style="list-style-type: none"> <li>Identified students not reaching Running Record expectations are provided with reading intervention strategies</li> <li>Subject teachers more familiar with reading levels and implications for teaching</li> </ul>	<ul style="list-style-type: none"> <li>Teachers &amp; SSO provided with release time to work with identified students</li> <li>Inspire mentors working with identified students and training and support provided</li> <li>T&amp;D and resource development</li> <li>Appropriate Guided Readers purchased to ensure adequate reading resources are available</li> </ul>	<ul style="list-style-type: none"> <li>More than 70% of students not meeting expected Running Record levels are provided with reading support</li> <li>Increase in reading resources available for teachers and students</li> <li>Subject teachers using reading data to develop resources and plan for teaching</li> <li>EALD teachers using common language and approach to teaching phonics/phonemic awareness and student knowledge and skills increased</li> </ul>
		<ul style="list-style-type: none"> <li>Numeracy/Maths pedagogy focus</li> <li>Primary methodologies for Foundation and Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>Work with Flinders Uni Science 21 project officer</li> <li>Involvement in the DECD "thinking Maths" project</li> <li>Appropriate primary Maths pedagogy and strategies for ASSoE identified</li> </ul>	<ul style="list-style-type: none"> <li>Staff and student feedback</li> <li>Appropriate Maths pedagogies shared and trialled</li> <li>"Thinking Maths" project report</li> </ul>

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<b>Embedding Sustainable Improvement</b>	Enhance teaching and learning through the use of 21 <sup>st</sup> Century Pedagogies and Technologies	<ul style="list-style-type: none"> <li>Whole school improvement in student learning across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>PLTs focus on Teaching and Learning</li> <li>All teachers are working collaboratively &amp; sharing teaching strategies</li> <li>Investigate moderation with other schools/sites (eg. TSC, IELC)</li> </ul>	<ul style="list-style-type: none"> <li>PLT feedback is positive</li> <li>Improved student learning is evident in data, including end of transition data sets</li> <li>All Step 9 teachers are involved in peer observation or mentoring or lead a PLT</li> </ul>
		<ul style="list-style-type: none"> <li>Student learning monitored and improved through targeted differentiation and intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Better support and differentiation to meet needs of all students through targeted professional development, differentiated T&amp;L Plans, intervention programs &amp; professional collaboration opportunities</li> <li>School data platform <i>WeDoData</i> refined and teachers interpreting data to identify students at risk</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are using differentiated teaching and learning plans to analyse Individual and class data to differentiate programs and improve teaching practice</li> </ul>
		<ul style="list-style-type: none"> <li>ICT skills being taught effectively across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>ICT continuum reviewed and added to <i>WeDoData</i></li> <li>Focus on ICT in all subjects - ICT skills identified for each subject</li> <li>On going and targeted T&amp;D for staff</li> </ul>	<ul style="list-style-type: none"> <li>Teacher feedback on the ICT continuum</li> <li>Range of T&amp;D offered and more than 80% of staff attend a T&amp;D session</li> <li>Student ICT learning is measured on continuum and shows progress for 80% of students</li> </ul>
		<ul style="list-style-type: none"> <li>Teachers enabled and confident to use a range of pedagogies and technologies</li> </ul>	<ul style="list-style-type: none"> <li>G Suit for Education (GSFE) available to all teachers and students</li> <li>Chrome books used in classes and students involved in trial to take them home</li> <li>Video production by teachers and students</li> <li>A range of T&amp;D offered to teachers throughout the year</li> <li>New teacher laptops are purchased and rolled out</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of classes involved in and sharing effective teaching strategies</li> <li>Student engagement and intellectual challenge is improved as indicated in staff and student surveys</li> <li>Teachers trialling and sharing a range of strategies</li> <li>Peer observations and collaboration/team teaching</li> <li>Student feedback (via PDPs)</li> <li>Teacher participation and attendance at T&amp;D sessions offered after hours</li> </ul>

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Building Sustainable Partnerships	Improve staff and student wellbeing and engagement through strengthening of partnerships	<ul style="list-style-type: none"> <li>Assessment rubrics and new report format is trialled</li> </ul>	<ul style="list-style-type: none"> <li>Student wellbeing is a focus across the curriculum and “Tree of Life” implemented in curriculum to focus on student wellbeing</li> <li>Teachers report on student wellbeing</li> <li>Learning Area training on assessment and rubrics</li> <li>Parent/teacher interviews and report format reviewed</li> </ul>	<ul style="list-style-type: none"> <li>New report format implemented and reviewed</li> <li>Teacher and student feedback</li> </ul>
		<ul style="list-style-type: none"> <li>Improve attendance rate to 93%</li> </ul>	<ul style="list-style-type: none"> <li>BSSO support to liaise with families and improve communication re: appointments</li> <li>Bus to and from Northern suburbs continues</li> <li>Ensure processes are in place for teachers</li> <li>Continue to work with Light City buses</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in lateness and unexplained attendance</li> <li>Teachers aware and using school processes for following up attendance concerns</li> </ul>
		<ul style="list-style-type: none"> <li>All students with Special Needs (NEP and ILP) are provided with targeted support</li> </ul>	<ul style="list-style-type: none"> <li>Focus on differentiated curriculum and a range of appropriate pedagogies</li> <li>Appoint Special Needs Coordinator</li> <li>SSOs trained in MultiLit program</li> <li>Teachers are supported to write NEPs and ILPs and modify reporting outcomes</li> <li>Inspire mentors and other volunteers access relevant T&amp;D and provide support for identified students</li> </ul>	<ul style="list-style-type: none"> <li>All NEP students are allocated SSO hours and receive support</li> <li>Appropriate NEPs and ILPs reporting outcomes are documented on DayMap and <i>WeDoData</i></li> <li>Identified students involved in MultiLit program regularly</li> <li>Regular feedback is provided to students, teachers and parents/caregivers on special needs student progress at meeting, via reports and by phone</li> </ul>
		<ul style="list-style-type: none"> <li>Increase support for students at risk</li> </ul>	<ul style="list-style-type: none"> <li>Increased counsellor time to counsel students and to work with challenging students</li> <li>Increased BSSO hours</li> <li>Access to a wider range of programs and services eg. STTARS (trauma counselling)</li> <li>Student support worker employed</li> <li>Case management meetings</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with appropriate counselling and support in classes</li> <li>A range of strategies and programs trialled</li> <li>Students “at risk” are case managed and strategies implemented</li> </ul>
		<ul style="list-style-type: none"> <li>All students transition into schools/pathways</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Caregiver evenings continue each term</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents/caregivers and students</li> </ul>

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		appropriate to their needs	<ul style="list-style-type: none"> <li>Maintain regular contact with schools and current students and parents</li> <li>Primary visits and transition day</li> </ul>	<ul style="list-style-type: none"> <li>Increase responses to graduate surveys from students indicate satisfaction</li> <li>Feedback from teachers in other schools</li> <li>Feedback from teachers and students</li> </ul>
		<ul style="list-style-type: none"> <li>Empower staff to contribute to their general wellbeing and that of their colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Forums for sharing and wellbeing activities within the school and externally</li> <li>Regular communication and support via line managers and leadership</li> <li>Positive staff voice at meetings</li> <li>Staff matters/staff wellbeing programs investigated and trialled</li> </ul>	<ul style="list-style-type: none"> <li>Positive staff surveys</li> <li>Regular meetings (formal and informal) and documentation on PDPs</li> <li>Staff involved in wellbeing activities</li> </ul>
		<ul style="list-style-type: none"> <li>Equip teachers with the skills to use Restorative Justice (RJ) practices and strategies to effectively manage classroom behaviour and challenging students</li> </ul>	<ul style="list-style-type: none"> <li>Appoint Student Behaviour Education (SBE) Coordinator to improve and coordinate SBE across the school</li> <li>Restorative Justice Leadership and staff training and implementation</li> <li>On going SBE training for all teachers</li> <li>Students involved in RJ workshops and leadership in SRC</li> <li>Positive behaviour education programs investigated and trialled</li> </ul>	<ul style="list-style-type: none"> <li>A RJ model developed for ASSoE</li> <li>All staff involved in RJ and SBE training</li> <li>Feedback from staff and students</li> <li>Behaviour data is collected and analysed</li> <li>A range of SBE support strategies and programs trialled</li> <li>T&amp;D for all teachers re SBE processes</li> </ul>
		<ul style="list-style-type: none"> <li>Successful CIS preparatory visit</li> </ul>	<ul style="list-style-type: none"> <li>All members of school community involved in preparatory visit</li> </ul>	<ul style="list-style-type: none"> <li>Reports completed and self-study commences</li> </ul>