## School Improvement Plan 2016

**Priority:** Growth in student achievement and engagement through targetted teaching and learning, evidenced through a -cycle of tracking, monitoring and responding.

<table>
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<tr>
<th>GOALS</th>
<th>STRATEGIES</th>
<th>EVALUATION MEASURES (targets)</th>
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| **Pedagogy:**<br>• Increased student engagement and achievement through changes in pedagogy. | • Use Professional Learning Teams (PLT) to transform teaching & learning.  
• Further develop the Professional Learning Team structure to focus on differentiated teaching and learning, blended learning, and Positive Education.  
• Embed the teaching of inquiry and independent learning skills across the school.  
• Use multiple data sets such as PAT tests, NAPLAN, SACE, IBMYP and EALD levels to inform practice, implement differentiation and intervention strategies.  
• Implement moderation processes across the school to ensure all programs are reviewed and strengthened in consistency, of task design and integrity of assessment.  
• Collect student feedback, including surveys at the end of each teaching cycle in order to review teaching and learning programs and assessment practices.  
• Develop IBMYP “Approaches to Learning” plans in all learning areas, showing skill development from years 8 to 10.  
• Collaboratively plan and implement interdisciplinary MYP units of work.  
• Plan and document “Service and Action” learning experiences across years 8 -to 10 as expressed in the IBMYP. | • Use longitudinal data analysis to track achievement and growth of individual students over a period of time – targets to be set based on this analysis.  
• PAT test achievement growth level to be determined.  
• Increase in MYP average GPA at each year level by 0.3.  
  Yr 8 from 5.1 to 5.4  
  Yr 9 from 4.8 to 5.2  
  Yr 10 from 4.6 to 4.9  
• Increase in SACE average GPA at each year level by 1 grade. (from B to B)  
• Increase in SACE A&B grade band by 3%  
  Yr 11 from 64 to 67%  
  Yr 12 from 67 to 70%.  
• Decrease in SACE D/E/N grade band by 1%  
  Yr 11 from 6.1 to 5.1%  
  Yr 12 from 2.5 to 1.5%  
• Increase in MYP 6&7 grade band by 3%  
  Yr 8 from 39% to 42%  
  Yr 9 from 35% to 38%  
  Yr 10 from 30% to 33%.  
• Decrease in MYP 1/2/3 grade band by 2%  
  Yr 8 from 12% to 10%.  
  Yr 9 from 15.4% to 13.4%  
  Yr 10 from 22.5% to 20.5%.  
• No Moderation movement of greater than 1 grade band. |
Priority: Growth in student achievement and engagement through targeted teaching and learning, evidenced through a cycle of tracking, monitoring and responding.

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| Literacy:  
- Strengthen the school wide understanding of literacy and teachers’ responsibility to support its development in all learning areas.  
- Strengthen the implementation of literacy strategies to improve student achievement. |  
- Develop and implement a school wide literacy improvement cycle, which identifies the foci for the year.  
- Develop individual literacy plans with students by all teachers which identify specific targets for individual student improvement.  
- Develop and implement intervention strategies and extension programs for identified students needing additional support or challenge  
- Learning area leaders develop a literacy action plan specific to the learning area which include identified and mapped text types, supported with explicit literacy scaffolds.  
- Multiple data sets such as PAT tests, NAPLAN, SACE, IBMYp and EALD levels inform practice and intervention strategies  
- Literacy Plans reflect the development of IBMYp “Approaches to Learning” |  
As above and also:  
- Stage 1 SACE Compulsory Literacy non-completion decreased by 50% (from 14 to 7).  
- Language & Literacy Level - Improvement by greater than 1 level increased by 3% from x to y.  
- Language & Literacy Level - No improvement decreased by 3% from x to y.  
- Increase in NAPLAN Literacy Bands 8-10.  
- Decrease in NAPLAN Literacy Band 4 or less.  
- Decrease in NAPLAN Literacy Band 5. |
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| Numeracy:  
  - Develop a school wide understanding of numeracy and teachers’ responsibility to support its development in all learning areas.  
  - Strengthen the implementation of numeracy strategies to improve student achievement. |  
  - Develop and implement a school wide numeracy improvement cycle, which identifies the foci for the year.  
  - Develop individual numeracy plans with students by all teachers which identify specific targets for individual student improvement.  
  - Develop and implement intervention strategies and extension programs for identified students needing additional support or challenge.  
  - Learning area leaders develop a numeracy action plan.  
  - Numeracy plans reflect the development of IBMYP “Approaches to Learning”. |  
  As above and also:  
  - Stage 1 SACE Compulsory Numeracy non-completion decreased by 50% (from 49 to 24).  
  - Increase in NAPLAN Numeracy Bands 8-10.  
  - Decrease in NAPLAN Numeracy Band 4 or less.  
  - Decrease in NAPLAN Numeracy Band 5. |
**Priority: Development of student voice and Positive Education across the school**

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| Positive Education/Student Voice/Student Feedback:  
- Develop, document and implement cohesive Positive Education practices, processes and organisational structures across the school.  
- Strengthen student voice and student feedback to foster increased engagement in classrooms and in the wider life of the school. |  
- Review current programs and implement specific aspects of Positive Education.  
- Deliver a reviewed PLP and PLG program which addresses specific aspects and attributes of Positive Education.  
- Build on understanding of graduate qualities, IB learner profile and SACE capabilities.  
- Develop community connections for students beyond the classroom, implement IBMYP the “Service as Action” program.  
- Actively encourage student voice in all school activities in a structured way.  
- Use student feedback to refine teaching and learning programs and to influence innovative pedagogy in the classroom.  
- Explore and implement a student wellbeing measurement tool, such as MDI, Flourish or others in order to measure the impact of Positive Education across the school. |  
As above and also:  
- Improved attendance rates.  
- Increased engagement and achievement in the PLP and PLG programs.  
- Evidence of understanding and use of the graduate qualities, IB learner profile and SACE capabilities in student relationships and interactions.  
- Increased participation in co-curricular programs.  
- Increased engagement with the wider community.  
- Increased Student Voice across the school.  
- The acquisition and response to Student Feedback is routinely implemented across the school.  
- Improved student wellbeing. |
Priority: Improve numbers of students actively participating in STEM-related subjects

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<td>STEM:</td>
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<td>• Increase educator confidence and understanding of what STEM is, and build teacher pedagogy and student capacity in STEM.</td>
<td>• Staff participation in, and reflection on, STEM professional learning.</td>
<td>• All educators feeling confident and knowledgeable to program for, and intentionally teach, STEM.</td>
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<td>• Broaden students’ exposure and access to STEM related projects through engagement in</td>
<td>• Staff engagement in collaborative discussions sharing knowledge, concepts, projects and documentation in a variety of forums across the school.</td>
<td>• More STEM learning opportunities for students.</td>
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<td>▪ Inquiry/context-led/real world projects designed to engage their minds and imagination and deepen their level of engagement.</td>
<td>• Conduct a STEM Audit.</td>
<td>• Data shows deeper levels of student engagement in STEM related tasks.</td>
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<td>▪ Learning experiences that foster the development of higher order thinking skills through processes such as problem solving, creative thinking and collaboration.</td>
<td>• Improve strategies around critical pathway ‘points’ in young peoples’ lives by fostering mentoring opportunities – eg NMHS offering mentor-led programs in subjects such as STEMSEL.</td>
<td>• Improved results in a specified target group - e.g. PAT M, PAT Science, NAPLAN, school-based audits, perception data.</td>
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<td>▪ Focus on Girls in STEM – Develop a program for girls from schools across the Partnership.</td>
<td>• More students achieving mastery in mentoring others in STEM related learning.</td>
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<td>▪ Develop MYP interdisciplinary units which reflect a STEM focus.</td>
<td>• More students participating in subjects that will lead to STEM related courses at tertiary level, including girls.</td>
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<td>▪ All educators feeling confident and knowledgeable to program for, and intentionally teach, STEM.</td>
<td>• More students taking a VET pathway with a STEM focus including Electrotechnology.</td>
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