

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.

GOALS	STRATEGIES	EVALUATION MEASURES (targets)
<p>Pedagogy:</p> <ul style="list-style-type: none"> Increased student engagement and achievement through changes in pedagogy. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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% <ul style="list-style-type: none"> Yr 11 from 64 to 67% Yr 12 from 67 to 70%. Decrease in SACE D/E/N grade band by 1% <ul style="list-style-type: none"> 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% <ul style="list-style-type: none"> 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% <ul style="list-style-type: none"> 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.

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GOALS	STRATEGIES	EVALUATION MEASURES
<p>Literacy:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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". 	<p>As above and also:</p> <ul style="list-style-type: none"> • 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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<p>Numeracy:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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". 	<p>As above and also:</p> <ul style="list-style-type: none"> • 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

GOALS	STRATEGIES	EVALUATION MEASURES
<p>Positive Education/Student Voice/Student Feedback:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>As above and also:</p> <ul style="list-style-type: none"> • 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

GOALS	STRATEGIES	EVALUATION MEASURES
<p>STEM:</p> <ul style="list-style-type: none"> • Increase educator confidence and understanding of what STEM is, and build teacher pedagogy and student capacity in STEM. • Broaden students' exposure and access to STEM related projects through engagement in <ul style="list-style-type: none"> • Inquiry/context-led/real world projects designed to engage their minds and imagination and deepen their level of engagement. • Learning experiences that foster the development of higher order thinking skills through processes such as problem solving, creative thinking and collaboration. 	<ul style="list-style-type: none"> • Staff participation in, and reflection on, STEM professional learning. • Staff engagement in collaborative discussions sharing knowledge, concepts, projects and documentation in a variety of forums across the school. • Conduct a STEM Audit. • 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. • Focus on Girls in STEM – Develop a program for girls from schools across the Partnership. • Develop MYP interdisciplinary units which reflect a STEM focus. 	<ul style="list-style-type: none"> • All educators feeling confident and knowledgeable to program for, and intentionally teach, STEM. • More STEM learning opportunities for students. • Data shows deeper levels of student engagement in STEM related tasks. • Improved results in a specified target group - e.g. PAT M, PAT Science, NAPLAN, school-based audits, perception data. • More students achieving mastery in mentoring others in STEM related learning. • More students participating in subjects that will lead to STEM related courses at tertiary level, including girls. • More students taking a VET pathway with a STEM focus including Electrotechnology.