



# SITE IMPROVEMENT PLAN 2021

## GOAL 1

Increase student achievement in reading and writing.

### TARGET

An increased % of students will be retained in the higher NAPLAN bands.

### CHALLENGE OF PRACTICE

If we explicitly teach the reading and comprehension of subject specific texts, we will increase student achievement in reading.

If we teach students to identify, understand and produce cohesive sentence and paragraph structures, subject specific terminology, and discipline specific genres, we will increase achievement in writing.

### ACTIONS

- English teachers will assist students to identify personalised writing goals which students self-assess, peer assess and receive feedback about.
- English PLC to explore the learnings from the 2020 Orbis PD (reading focus) and implement a wider reading agreement in each classroom drawing on this learning.
- Each teacher to implement 'before, during and after' reading strategies with their middle school classes and share successful approaches through their learning area PLC meetings.
- Expansion of our reading ambassador group (years 8 to 10) to promote reading throughout the school. Wider reading incorporated in year 8 care group routines.
- Year 8 and 9 precise target PLC's focus on each identified student to personalise and extend their learning through monitoring work samples and PAT data to plan actions for teaching.
- Each teacher to implement a feedback cycle with students, supporting them to improve their work through self-regulated student drafting.

### SUCCESS CRITERIA

- Students will use formal academic language to construct sophisticated texts in each learning area.
- Students will apply strategies to comprehend texts used in each discipline, including multi-modal texts.
- Students will demonstrate self-regulation strategies to draft and improve the cohesion of sentence and paragraph structures to produce subject specific texts.

## GOAL 2

Increase student achievement in numeracy.

### TARGET

An increased % of students will be retained in the higher NAPLAN bands from year 7.

### CHALLENGE OF PRACTICE

If we track the achievement of our high band mathematics students using precise data, formative assessment strategies, along with supporting students to learn from their mistakes, we will increase achievement in numeracy.

### ACTIONS

- Mathematics learning area to introduce post-test reflection tasks enabling students an opportunity to address their weaknesses/ gaps in learning.
- Year 8 and 9 maths teachers will bring tests and investigations to precise target PLC meetings to identify gaps or misconceptions to address through targeted teaching.
- Each teacher to use a range of formative assessment strategies to monitor student learning and modify teaching accordingly.
- Year 8 maths to commence in 2021 with unit 1 'multiplicative thinking' using the learnings from the 2020 maths 'acceleration' pilot program.
- Teachers design and use maths investigations incorporating the four proficiencies that academically stretch all students.
- Maths Coordinator to use the PAT test questions analysis template and OARS resources to identify the required skills, knowledge, and understandings for students to overcome identified gaps in their learning.

### SUCCESS CRITERIA

- Students will be able to identify gaps in their learning through their assessments and explain what they have learnt from their mistakes.
- Students will produce quality investigations that demonstrate a rigorous understanding of mathematical and scientific concepts against the relevant achievement standard.

## GOAL 3

Increase the percentage of A and B grades.

### TARGET

60% or more of stage II students will achieve a GPA of a B- or higher

### CHALLENGE OF PRACTICE

If we apply evidence based pedagogical practices and use Dylan Wiliam's PLC model to collaborate, share, and learn as teachers, we will lift student engagement, provide appropriate levels of challenge, and increase the percentage of A to B grades.

### ACTIONS

- Teachers and PLC's will focus on pedagogies that promote active student learning by personally identifying and implementing one or more TfEL/ pedagogical elements that will expand their classroom practice.
- Early adopter teachers and PLC's will apply the use of the entrepreneurial specialist school capability wheel to develop innovative curriculum and classroom practices.
- The intercultural learning capability will be embedded in piloted courses.
- 'Snapshot' achievement tracking used to formally monitor and mentor stage II students every 5 weeks. Snapshot data to be used for extended care group mentor program.
- Year 10 students who are potential SACE high achievers identified through GPA data with students encouraged to reflect on their results and areas for improvement. Parents contacted in terms 1 and 3 via letters home.
- Whole school review of Extended Care Group (ECG) program review to develop the strands of wellbeing for learning/ learning habits, course counselling/ career education, student voice and the PLP.

### SUCCESS CRITERIA

- Students will utilise opportunities in tasks for student agency to produce high quality work in a variety of ways.
- Students will produce high quality work reflecting development of the capabilities (general capabilities, SACE and entrepreneurial capabilities).
- Student work products demonstrating excellence will be visible and celebrated in a variety of forms, including digital and multi-modal options.