

Improvement plan for Naracoorte High School

2019 to 2021

School name

Naracoorte High School

Vision statement

To transform our learning environment by immersing all students in a rich, personal and authentic educational experience, that fosters creative and critical thinkers, empowered to embrace the challenges of their school and community.



Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
Increase the number of students meeting SEA for Reading.	4 year 9 Indigenous students who were below the band 6 in Year 7 NAPLAN reading will achieve at a band 7 or higher at Year 9 NAPLAN.	We adopt a common approach to extend expertise across all learning areas by using the During Reading instruction strategy that extends the framework for Close Reading and scaffolds students' development in strengthening and furthering skills in reading a text for evidence. As a result, this we will increase the number of indigenous students meeting compulsory SACE literacy requirements.
	5 year 10 Indigenous students will achieve an effect size greater than 0.4 for PAT-R comprehension.	
	4 Indigenous students who received a D or E grade in Year 8 English in 2018 will achieve a C grade or higher at SACE Stage 1 English in 2021.	
Increase the number of students meeting SEA for Writing.	7 students (20%) who were below band 6 in year 7 writing will achieve a C grade or higher at in a common moderated Year 8 Writing task.	If we prioritize the teaching of writing by developing metacognitive approaches including task transformation across all learning areas, students will develop self-regulated strategies to compare and contrast complex concepts and use language expertly. This will allow students to engage independently to transfer their thinking confidently into another situation or writing for purpose/genre. Through this achievement, we will increase the number of students meeting compulsory SACE literacy requirements.
	3 students who recording a "low" result in Writing at Year 7 NAPLAN will record a higher progress classification for Year 9 NAPLAN.	
	10% of students who received a D or E grade in Year 8 English in 2018 will achieve a C grade or higher at Year 10 English in 2021.	
Increase the number of students meeting SEA for Numeracy.	4 students (20%) who were below band 6 in Year 7 numeracy will achieve a grade greater than C in a common moderated Year 8 Numeracy task.	If we prioritize a common evidenced-based approach to ensuring students gain mastery of concepts of place value and an increased emphasis on the big ideas of multiplicative thinking (whilst we develop fluency and flexibility for application with the mathematical proficiencies), then we will increase student achievement in Secondary Mathematics.
	4 students (20%) who recording a "low" result in Numeracy at year 7 NAPLAN will record a higher progress classification for Year 9 NAPLAN.	
	10% students who achieved band was below PATM in Year 8 in 2018 will achieve a C grade or higher in a common moderated task at Year 10 Mathematics in 2021.	

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2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

Andrew Wells

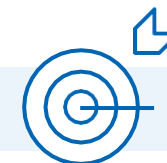
Review, Improvement and Accountability Manager

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question ‘What are our goals for improvement?’ Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase the number of students meeting SEA for Reading.	2019	4 year 9 Indigenous students who were below the band 6 in Year 7 NAPLAN reading will achieve at a band 7 or higher at Year 9 NAPLAN.
		2020	5 year 10 Indigenous students will achieve an effect size greater than 0.4 for PAT-R comprehension.
		2021	4 Indigenous students who received a D or E grade in Year 8 English in 2018 will achieve a C grade or higher at SACE Stage 1 English in 2021.
Goal 2	Increase the number of students meeting SEA for Writing.	2019	7 students (20%) who were below band 6 in year 7 writing will achieve a C grade or higher at in a common moderated Year 8 Writing task.
		2020	3 students who recording a "low" result in Writing at Year 7 NAPLAN will record a higher progress classification for Year 9 NAPLAN.
		2021	10% of students who received a D or E grade in Year 8 English in 2018 will achieve a C grade or higher at Year 10 English in 2021.
Goal 3	Increase the number of students meeting SEA for Numeracy.	2019	4 students (20%) who were below band 6 in Year 7 numeracy will achieve a grade greater than C in a common moderated Year 8 Numeracy task.
		2020	4 students (20%) who recording a "low" result in Numeracy at year 7 NAPLAN will record a higher progress classification for Year 9 NAPLAN.
		2021	10% students who achieved band was below PATM in Year 8 in 2018 will achieve a C grade or higher in a common moderated task at Year 10 Mathematics in 2021.

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice	
Goal 1	We adopt a common approach to extend expertise across all learning areas by using the during reading instruction strategy that extends the framework for close reading and scaffolds students' development in strengthening and furthering skills in reading a text for evidence. By achieving this we will increase the number of indigenous students meeting compulsory SACE literacy requirements.
Goal 2	If we prioritize the teaching of writing by developing metacognitive approaches including task transformation across all learning areas, students will develop self-regulated strategies to compare and contrast complex concepts and use language expertly. This will allow students to engage independently to transfer their thinking confidently into another situation or writing for purpose/genre. By achieving this we will increase the number of students meeting compulsory SACE literacy requirements.
Goal 3	If we prioritize a common evidenced-based approach to ensuring students gain mastery of concepts of place value and an increased emphasis on the big ideas of multiplicative thinking (whilst we develop fluency and flexibility for application with the mathematical proficiencies), then we will increase student achievement in secondary mathematics.



Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Increase the number of students meeting SEA for Reading.		
Challenge of practice		We adopt a common approach to extend expertise across all learning areas by using the during reading instruction strategy that extends the framework for close reading and scaffolds students’ development in strengthening and furthering skills in reading a text for evidence. By achieving this we will increase the number of indigenous students meeting compulsory SACE literacy requirements.		
Actions	Timeline	Roles and responsibilities	Resources	
Review current Scope and Sequence 8 – 10 focusing on quality assessment design for reading (GSM, PLT and Faculty meetings)	Weeks 7 – 9, Term 4, 2018	<ul style="list-style-type: none"> Deputy Principal and Learning Area Coordinators EAL/D & AET to review and ensure current documentation effective supports inclusive learning practices to improve Aboriginal student reading achievement 	<ul style="list-style-type: none"> Australian Curriculum ACARA literacy progression Scope and sequence documents 	
Planning for inclusion of “Close Reading in the Secondary Classroom: (improve Literacy, Reading Comprehension, and Critical-Thinking Skills)” strategy.	January - March 2019	<ul style="list-style-type: none"> AP (C/P/A), English Coordinator to Plan and facilitate professional learning Breakspear ‘Learning Sprints’ 	<ul style="list-style-type: none"> Flygare, J. (2018). <i>Close Reading in the Secondary Classroom</i>. Bloomington, Indiana: Marzano Research. \$200 allocated to books and apps to support program. Department for Education Literacy Guidebook: Maintain Momentum Close Reading 	

Step 3 continued

Plan actions for improvement



Plan and support student-free day to develop a whole school approach to data literacy in relationship to “Big Data”.	Early 2019 (in current negotiations)	<ul style="list-style-type: none"> Principal – schedule the meeting for student-free day AP (C/P/A) – supports Literacy and Writing Improvement - Brightpath Team All teachers attend 	<ul style="list-style-type: none"> Literacy and Writing Improvement - Brightpath Team PAT-R data, NAPLAN results Text Materials Close reading
Professional learning “Close Reading in the Secondary Classroom: (improve Literacy, Reading Comprehension, and Critical-Thinking Skills)”	February, March 2019	<ul style="list-style-type: none"> AP (C/P/A), English Coordinator to facilitate professional learning 	<ul style="list-style-type: none"> Flygare, J. (2018). <i>Close Reading in the Secondary Classroom</i>. Bloomington, Indiana: Marzano Research. \$200 allocated to books and apps to support program.
Incorporate Professional learning into learning areas documentation, formal assessment and classroom materials.	March/April 2019	<ul style="list-style-type: none"> Oversight AP (C/P/A) Lead by Learning Area Coordinators AET to co-design and incorporate targeted learning pedagogy and practices to improve Aboriginal student reading achievement 	<ul style="list-style-type: none"> Possible TRT budget \$2710 (5 days x \$542)
Integrate reading strategies into classroom practices and collect data on how students are progressing	April - December	<ul style="list-style-type: none"> Oversight AP (C/P/A) Learning Area Coordinators to monitor student achievement AET to monitor student achievement 	
Moderation of formal assessment	October	<ul style="list-style-type: none"> Lead by Learning Area Coordinators 8 – 10 classroom teachers 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) Literacy progression
Review of Reading program and Scope and Sequence 8 – 10 documentation	November	<ul style="list-style-type: none"> AP (C/P/A), English Coordinator to Plan and facilitate professional learning 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) Literacy progression Scope and sequence documents

Step 3 continued

Plan actions for improvement



Planning for Teaching Sprints for 2020	November – January 2020	<ul style="list-style-type: none"> AP (W/B) & English Coordinator to plan strategies across the year to allow faculties to include Sprint focus into scope and sequences. 	<ul style="list-style-type: none"> Flygare, J. (2018). <i>Close Reading in the Secondary Classroom</i>. Bloomington, Indiana: Marzano Research.
Implementation of Teaching Sprints	February - December	<ul style="list-style-type: none"> AP (W/B), English Coordinator & PLT leaders to facilitate across the year 	<ul style="list-style-type: none"> Breakspear documentation
Moderation of formal assessment	October	<ul style="list-style-type: none"> Lead by Learning Area Coordinators 8 – 10 classroom teachers 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) Literacy progression
Review of Reading program and Scope and Sequence 8 – 10 documentation	November	<ul style="list-style-type: none"> AP (C/P/A), English Coordinator to Plan and facilitate professional learning 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) Literacy progression Scope and sequence documents
Planning for Teaching Sprints for 2020	November – January 2021	<ul style="list-style-type: none"> AP (W/B) & English Coordinator to plan strategies across the year to allow faculties to include Sprint focus into scope and sequences. 	<ul style="list-style-type: none"> Flygare, J. (2018). <i>Close Reading in the Secondary Classroom</i>. Bloomington, Indiana: Marzano Research.

Literature circles <http://tiny.cc/EngLitCircles>

Close reading in the secondary classroom <http://tiny.cc/CloseReading>



<p>Goal 1 continued</p>	<p>Increase the number of students meeting SEA for Reading.</p>	
		<p>Total financial resources allocated \$5620</p>
<p>Success criteria</p>	<ul style="list-style-type: none"> • Students will be able to scan text to read the major headings, pictures, diagrams, bolded text and makes predictions about what the text is going to be about. • Students will demonstrate clarifying skills. They will look out for sections of text that are confusing and identify /discuss unknown words to expand vocabulary. • Students will develop skills to summarise text and convey in groups what they have read about in their own words. • Students will demonstrate an understanding/comprehension of general content of a text • Student are able to spot techniques that writers use to convey their ideas and feelings and to explain how the strategies work. • Students will be able to compare techniques writers use and compare and contrast the successes and failures of different writers' techniques. 	



Increase the number of students meeting SEA for Writing.

Challenge of practice

If we prioritize the teaching of writing by developing metacognitive approaches including task transformation across all learning areas, students will develop self-regulated strategies to compare and contrast complex concepts and use language expertly. This will allow students to engage independently to transfer their thinking confidently into another situation or writing for purpose/genre. By achieving this we will increase the number of students meeting compulsory SACE literacy requirements.

Actions	Timeline	Roles and responsibilities	Resources
Review current Scope and Sequence 8 – 10, focusing on quality assessment design writing (GSM, PLT and Faculty meetings)	Weeks 7 – 9, Term 4, 2018	<ul style="list-style-type: none"> Deputy Principal and Learning Area Coordinators EAL/D & AET to review and ensure current documentation effective supports inclusive learning practices to improve Aboriginal student reading achievement 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) Literacy progression Scope and sequence documents
Plan and support student-free day to develop a whole school approach to data literacy in relationship to “Big Data”.	Early 2019 (in current negotiations)	<ul style="list-style-type: none"> Principal – schedule the meeting for student-free day AP (C/P/A) – supports Literacy and Writing Improvement - Brightpath Team All teachers attend 	<ul style="list-style-type: none"> Literacy and Writing Improvement - Brightpath Team PAT-R data, NAPLAN results Text Materials
Planning mapping of curriculum assessment documentation/tasks in reference to distinctive disciplinary genre	January - March 2019	<ul style="list-style-type: none"> AP (C/P/A), Learning Area Coordinator to plan and facilitate professional learning 	<ul style="list-style-type: none"> Secondary genre maps Department for Education Literacy Guidebook: Maintain Momentum Attachment 1 and 2 Department for Education Literacy Guidebook: Maintain Momentum



Goal 2 continued		Increase the number of students meeting SEA for Writing.		
Actions	Timeline	Roles and responsibilities	Resources	
Incorporate Professional learning into learning areas documentation and classroom materials.	March/April 2019	<ul style="list-style-type: none"> • Oversight AP (C/P/A) • Lead by Learning Area Coordinators • AET and EAL/D to support development of Professional learning 	<ul style="list-style-type: none"> • Possible TRT budget \$2710 (5 days x \$542) 	
All teaching and assessment tasks are incorporated into classroom practice	April onwards	<ul style="list-style-type: none"> • Oversight AP (C/P/A) • Learning Area Coordinators to monitor • All teaching staff 	<ul style="list-style-type: none"> • Possible TRT budget \$2710 (5 days x \$542) 	
Moderation of assessment tasks	June and November 2019	<ul style="list-style-type: none"> • Oversight AP (C/P/A) • Lead by Learning Area Coordinators • All teachers 	<ul style="list-style-type: none"> • Australian Curriculum (ACARA) Literacy progression 	
Review of writing program and Scope and Sequence 8 – 10 documentation	November and December 2019	<ul style="list-style-type: none"> • Oversight AP (C/P/A) • Learning Area Coordinators • All Teachers 	<ul style="list-style-type: none"> • Australian Curriculum (ACARA) Literacy progression • Scope and sequence documents 	
Imbedding of BrightPath Writing assessment Tool timeline into whole-school Calendar	November - January 2020	<ul style="list-style-type: none"> • Oversight AP (C/P/A) • Executive Leadership Team 	<ul style="list-style-type: none"> • Literacy and Writing Improvement - Brightpath Team documentation 	

Step 3 continued

Plan actions for improvement



Completing Brightpath Program	ongoing	<ul style="list-style-type: none"> • Oversight AP (C/P/A) • English Coordinator 	<ul style="list-style-type: none"> • Literacy and Writing Improvement - Brightpath Team documentation • Possible TRT budget \$5420(10 days x \$542)
Total financial resources allocated			\$10840
Success criteria	<ul style="list-style-type: none"> • Students will be able to identify and use formal academic language where appropriate to the purpose and genre of writing • Students will demonstrate self-regulation, commitment to a process and have confidence about their writing. • Students are able to take responsibility for their own learning and demonstrate cohesion in ideas through the structure and language of their writing • Students will be able to construct visual elements to elaborate on and explain their ideas and concepts such as diagrams, life cycles, graphs, photographs 		



Increase the number of students meeting SEA for Numeracy.

Challenge of practice

If we prioritize a common evidenced-based approach to ensuring students gain mastery of concepts of place value and an increased emphasis on the big ideas of multiplicative thinking (whilst we develop fluency and flexibility for application with the mathematical proficiencies), then we will increase student achievement in secondary mathematics.

Actions	Timeline	Roles and responsibilities	Resources
Review current Scope and Sequence 8 – 10, focusing on teach sequentially (PLT and Faculty meetings)	Weeks 7 – 9, Term 4, 2018	<ul style="list-style-type: none"> Deputy Principal and Learning Area Coordinators 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) numeracy progression Scope and sequence documents
Plan and support student-free day to develop a whole school approach to data literacy in relationship to “Big Data”.	Early 2019 (in current negotiations)	<ul style="list-style-type: none"> Principal – schedule the meeting for student-free day AP (C/P/A) – supports Literacy and Writing Improvement - Brightpath Team All teachers attend 	<ul style="list-style-type: none"> Literacy and Writing Improvement - Brightpath Team PAT-M data, NAPLAN results Classroom teaching materials
Mapping of curriculum assessment documentation/tasks in reference to under-performing and under-represented cohorts and individuals and plan a whole-school response. Focus teachers on developing self-regulated learners.	January - March 2019	<ul style="list-style-type: none"> AP (C/P/A), Mathematics Learning Area Coordinator to plan and facilitate Professional Learning. Mathematics teachers 8 - 10 	<ul style="list-style-type: none"> Australian Curriculum ACARA numeracy progression Scope and sequence documents Assessment tasks Mathematics teachers’ Professional Development Plans (PDP’s)



Goal 3 continued		Increase the number of students meeting SEA for Numeracy.		
Actions	Timeline	Roles and responsibilities	Resources	
Run professional development on Math Space (online resource) to improve students' knowledge and understanding of number (multiplicative thinking).	February 2019	<ul style="list-style-type: none"> Learning Area Coordinator to plan and facilitate professional learning All 8 – 10 Mathematic teachers 	<ul style="list-style-type: none"> Mathspace 	
Mathematics teachers use Scaffolding Numeracy in the Middle Years (SNMY) to diagnose students' developmental stage to identify student support requirements	March	<ul style="list-style-type: none"> Mathematics Learning Area Coordinator All year 8 Mathematic teachers 	<ul style="list-style-type: none"> Department for Education Numeracy Guidebook: Maintain Momentum; Attachment 1 	
Professional Development/regular meeting to develop implement RMF into year 8 mathematics and ensure teaching sequence foster mathematical development.	March, ongoing	<ul style="list-style-type: none"> Mathematics Learning Area Coordinator All year 8 Mathematic teachers 	<ul style="list-style-type: none"> Dianne Siemon RMF materials Possible TRT budget \$2710 (5 days x \$542) \$200 allocated to materials and apps to support program. 	
Moderation of assessment tasks	June and November 2019	<ul style="list-style-type: none"> Oversight AP (C/P/A) Mathematics Learning Area Coordinator All teachers 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) numeracy progression 	
Run professional development on Math Space (online resource) to improve students' knowledge and understanding of number (multiplicative thinking).	November 2019	<ul style="list-style-type: none"> Learning Area Coordinator to plan and facilitate professional learning All 8 – 10 Mathematic teachers 	<ul style="list-style-type: none"> Mathspace TRT budget \$1626 (3 days x \$542) 	

Step 3 continued

Plan actions for improvement



Mathematics teachers use Scaffolding Numeracy in the Middle Years (SNMY) to diagnose students' developmental stage to identify student support requirements year 8 and 9	January	<ul style="list-style-type: none"> Mathematics Learning Area Coordinator All year 8 Mathematic teachers 	<ul style="list-style-type: none"> Department for Education Numeracy Guidebook: Maintain Momentum; Attachment 1
Professional Development/regular meeting to develop implement RMF into year 8 mathematics and ensure teaching sequence foster mathematical development	February ongoing	<ul style="list-style-type: none"> Mathematics Learning Area Coordinator All year 8 Mathematic teachers 	<ul style="list-style-type: none"> Dianne Siemon RMF materials Possible TRT budget \$2710 (3 days x \$542) \$200 allocated to materials and apps to support program.
Moderation of assessment tasks	February and November	<ul style="list-style-type: none"> Oversight AP (C/P/A) Mathematics Learning Area Coordinator All teachers 	<ul style="list-style-type: none"> SNMY diagnostic test Australian Curriculum (ACARA) numeracy progression
Review of Numeracy program and Scope and Sequence 8 – 10 documentation	November and December	<ul style="list-style-type: none"> Mathematics Learning Area Coordinator All Teachers 	<ul style="list-style-type: none"> Australian Curriculum (ACARA) numeracy progression Possible TRT budget \$1084 (2 days x \$542) Scope and sequence documents
Total financial resources allocated			\$8730
Success criteria	<ul style="list-style-type: none"> Students are able to solve and explain one-step problems involving multiplication and division with whole numbers using informal strategies and/or formal recording Students will solve and explain solutions to problems involving simple patterns, percent and proportion. Students are beginning to work more systematically with complex, open-ended problems. Students will have the capacity to generalise mathematical concepts and procedures, which can be applied to a wide variety of different situations, including ones not yet encountered 		



Approved by principal

Name: John Harris

Date: 03/04/2019

Approved by governing council chairperson

Name: Andrew Shouksmith

Date: 03/04/2019

Approved by education director

Name

Date