Naracoorte High School
Site Improvement Plan 2017

Priority	Targets	Strategies
Developing Powerful Learners All staff are developing and sharing high yield practices that engage, challenge and intellectually stretch learners with a focus on task transformation /Student Voice. Agreed improvement strategies for both Numeracy and Literacy are incorporated into all teaching programs	10% improvement in the number of students exceeding PAT M & PAT Rc DECD Standard of Educational Achievement(SEA) in years 8-10 There is a 10% decline in the number of students not meeting SEA in years 8-10 There is a 5% improvement in the number of A and B grades at years 8 - 10 There is a 10% reduction in student suspensions and withdrawals as a result of improved engagement 10% improvement in student learning dispositions yrs. 8-10 10% improvement in the Student Voice audit from 2016 10% improvement in the number of students in higher NAPLAN bands in both Literacy and Numeracy Maintain 100% SACE completion rate for eligible students 5% improvement in the number of A & B grades at Stage 1 & 2 10% Improvement in the number of year 11 students achieving in mathematics for the year 5% improvement in the Literacy requirement of the SACE	Subject specific literacy (comprehension) is explicitly taught by all teachers across all learning areas supported by a literacy focus person T&D in using PAT data diagnostically to inform teacher practice Review SBM practices All teaching will focus on common agreed pedagogical strategies and practices with an emphasis on Student Voice. Assessment tasks (summative/formative) and practices are transformed as appropriate to promote problem solving, intellectual stretch and differentiation Senior and Middle School intervention strategies are reviewed and refined including "stop light", student mentoring to ensure identified students at risk are supported in real time. All staff are engaged in moderation processes within school as well as across the partnership to ensure consistency of expectations and assessment Ongoing T&D in Agreed pedagogies/Task Transformation / Student Voice The flexibilities of the SACE are further explored and utilised to meet individual needs
High Quality Teaching All staff are engaged in a professional development process that is informed by quality and readily accessible data and promotes a culture of accountability and ongoing improvement in student achievement and teacher growth.	100% of staff are effectively utilising peer and student feedback to inform their practice 100% of staff are engaged in regular self reviews of their student achievement data, which is documented and informs their professional growth and development	Student Achievement data is valid and reliable: o All learning areas have at least one clarifying/moderation session per semester o All Faculty Areas analyse student achievement data and plan for improvement through a self-review process Feedback is effectively used as a tool for improving pedagogy and this is reflected in staff PDP's and self-review Professional Learning Teams are reviewed to support a culture of ongoing improvement, collaboration and professional growth
Strengthening Community Partnerships A culture of quality service enabling greater parental and wider community engagement with the school	All staff, parents and students are engaging in the available aspects of Sentral Opportunities to further utilise community links to enhance student learning and facilitate the implementation of a community volunteering program are explored and implemented including STEM 10% increase in the number of parents who are satisfied with the school and the service it provides	The functionalities of Sentral are explored and refined to further improve communication with parents and the wider community A communications protocol outlining teacher expectations in relation to information provided to parents and students is developed and implemented School Code of Conduct and values are reviewed and refined

All Students, All of the Time, Without Exception