

2020 SCHOOL IMPROVEMENT PLAN

	GOAL 1: LITERACY	GOAL 2: NUMERACY	GOAL 3: PEDAGOGY
GOALS	Increase student use of academic vocabulary and achievement in the writing	Increase student achievement in Mathematics	Increase student achievement through engagement
CHALLENGE OF PRACTICE	If we focus on a whole school approach to the teaching of academic vocabulary/ meta language across all learning areas, we will increase student achievement in writing.	If we deepen student understanding, build student confidence and skill mastery in number and algebra, through a middle school approach to planning, pedagogy and assessment to these concepts, then we will increase student achievement in Mathematics.	If we implement school-school agreed pedagogical practices, then we will increase student achievement through engagement.
TARGETS	5% increase of 2020 year 9 students achieve SEA in NAPLAN writing (Band 7). 10% of year 10 2020 students who achieved a D or E grade in English in year 9 2019 receive a C or higher in the final 2020 reporting cycle	NAPLAN and PAT data show a 5% improvement in number and algebra questions in 2020. 25% of year 9 students achieve Band 8 or above in NAPLAN numeracy	70% (actual 65%) of students when asked can answer 3 questions: What am I learning? Why am I learning this? How will I know when I've got there? AC & SACE data will experience a positive shift towards the higher A-E bands at each year level.
ACTION PLAN STRATEGIES	<ul style="list-style-type: none"> Establish a Literacy Professional Learning team for teachers and leaders Deliver quality assured professional learning for all staff on Academic Vocabulary, Genre writing across all LATs and targeted differentiation strategies 7-12 Provide data literacy support through targeted PAT R PD for all leaders and teachers Improve formative assessment task design to include glossaries and scaffolding of written genres Measure the impact of the Academic Vocabulary strategies, Student surveys and individual student GPA for growth. 	<ul style="list-style-type: none"> Establish a Numeracy PLC for teachers and leaders Deliver quality assured professional learning for maths teachers: <ul style="list-style-type: none"> Upskilling teacher's knowledge and confidence in responding to student's developmental stages within number sense to develop building blocks to access more abstract mathematical concepts Administration and interpretation of 'Booker' screening test to measure growth. Upskill teachers in the use of PAT M data and available resources to plan and differentiate learning activities Objectives and strategies for teachers using Maths Space LAT leaders are supported to identify the numeracy demands within their areas. Numeracy PLC and maths teachers support LATs develop strategies to support student with numeracy demands within the subject areas. 	<ul style="list-style-type: none"> Continue to develop Learning Goals, Proficiency Scales and celebrating success pedagogical practices that support the planning and learning for all students including teacher observations: All teachers: <ul style="list-style-type: none"> Use learning goals Use formative feedback (eg Proficiency scales) Track and monitor Celebrate success Establish regular review of agreed pedagogical practice through teacher and student feedback.
SUCCESS CRITERIA	Students demonstrate the effective use of academic vocabulary (including subject specific meta language and glossaries) and genre structures in their responses and engagement with innovative and purposeful writing tasks in all learning areas.	Students will show demonstrable improvement in NAPLAN Numeracy and PAT-M results. Maths grade data will experience a positive shift towards the higher A- E grade bands. The average mathematics GPA for middle school students will improve from 3.4 to 3.7. We should also see an increase in enrolment in higher level mathematical subjects for this cohort in 2022.	Students are able to articulate their learning with their teachers and peers and receive quality feedback, as part of the systemic, ongoing assessment process. Students experience quality learning strategies for engagement in classes, as evidenced by student surveys, teacher surveys, proficiency scales, unit planners, lesson observation and improved student achievement in both SACE and AC.