

Improvement plan for Penola High School

2019 to 2021

School name

Penola High School

Vision statement

Through continuous improvement, Penola High School aspires to prepare students for their futures as positive, resilient and creative members of their community. We envision a safe, collaborative learning environment with innovative and responsive teaching across the curriculum.

By maintaining high expectations of ourselves and others, we aim to ensure all students and families are engaged and empowered to meet the challenges of education, work and life in a changing global environment.



nurturing individual success

PENOLA HIGH SCHOOL



Government
of South Australia
Department for Education

Plan summary

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

Goals	Targets	Challenge of practice
1. Increase student literacy, particularly academic writing and comprehension skills.	2019 - For students enrolled in Year 10, whose Year 9 NAPLAN writing achievement was 2/4 or below for cohesion and 1/4 or below for paragraphing and text structure, 10 students increase in achievement of SEA in moderated writing samples across learning areas.	If we develop a common evidence-based approach to explicitly teaching academic writing and reading comprehension strategies then we will increase student achievement in literacy in all learning areas.
	2020 - 3 students (one below, one at, one above SEA in PAT-R) in Year 8, 9 and 10 will demonstrate an increase in achievement for PAT-R and Brightpath.	
	2021- The same 3 students from Year 8 and 9 2020 and three more (one below, one at, one above SEA) in Year 8, 9 and 10 2021, will demonstrate an increase in achievement for PAT-R and Brightpath.	
2. Increase student growth in numeracy in the Middle School.	2019 - For students enrolled in Years 8 -10, an increase by 20 of students achieving 'competent, highly competent and excellent' in the numeracy capability across all subjects.	If we identify the numeracy components within each learning area's tasks and the ability of teachers to confidently teach the numeracy aspects, achievement of numeracy will improve.
	2020 - For students enrolled in Years 8 -10, an increase by 4 students in each year level achieving "competent, highly competent or excellent in the Numeracy Capability across all learning areas.	
	2021 - For students enrolled in Years 8 -10, the number of students in the high growth PAT-Maths data exceed the number of students in low growth for each year level where students are tested at the next test level each year.	

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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

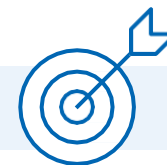
Review, Improvement and Accountability Manager

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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	1. Increase student literacy, particularly academic writing and comprehension skills.	2019	2019 - For students enrolled in Year 10, whose Year 9 NAPLAN writing achievement was below standard for cohesion, paragraphing and text structure, 6 students increase in achievement of SEA in moderated writing samples across learning areas.
		2020	2020 - 3 students (one below, one at, one above SEA in PAT-R) in Year 8, 9 and 10 will demonstrate an increase in achievement for PAT-R and Brightpath.
		2021	2021- The same 3 students from Year 8 and 9 2020 and three more (one below, one at, one above SEA) in Year 8, 9 and 10 2021, will demonstrate an increase in achievement for PAT-R and Brightpath.
Goal 2	2. Increase student growth in numeracy in the Middle School.	2019	2019 - For students enrolled in Years 8 -10, an increase by 20 of students achieving 'competent, highly competent and excellent' in the numeracy capability across all subjects.
		2020	2020 - For students enrolled in Years 8 -10, an increase by 4 students in each year level achieving "competent, highly competent or excellent in the Numeracy Capability across all learning areas.
		2021	2021 - For students enrolled in Years 8 -10, the number of students in the high growth PAT-Maths data exceed the number of students in low growth for each year level where students are tested at the next test level each year.

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	If we develop a common evidence-based approach to explicitly teaching academic writing and reading comprehension strategies then we will increase student achievement in literacy in all learning areas.
Goal 2	If we identify the numeracy components within each learning area's tasks and the ability of teachers to confidently teach the numeracy aspects, achievement of numeracy will improve.

Step 3

Plan actions for improvement



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		1. Increase student literacy, particularly academic writing and comprehension skills.		
Challenge of practice		If we develop a common evidence-based approach to explicitly teaching academic writing and reading comprehension strategies then we will increase student achievement in literacy in all learning areas.		
Actions	Timeline	Roles and responsibilities	Resources	
Plan and provide PD for staff in literacy and academic writing to develop staff capacity to provide specific feedback to move student writing forward.	Ongoing from Term 1 2019	Leadership Team to meet and plan a schedule and student free day Achieved	Literacy Guidebook - Stretch LID literacy coach Nanette Smibert - \$2000 Stepping Out Writing resource Brightpath Trial - \$2000	
Regular meeting agenda to identify and develop strategies to explicitly teach 2 text types per subject area, within a model of good teaching practice.	Bi-termly Feb-Nov 2019 2020	Strategic Directions Committee to plan meeting schedule. All staff to implement (strategies) and engage in feedback with evidence at staff meetings. Learning Sprints	SACE Exemplars AC Exemplars "Text Types A Writing Guide for Students" Townsend and Quill - copy for all staff (\$325) Lesley support us to refine Learning Sprints	
Develop common metalanguage for staff and students to use to discuss and improve academic writing.	End of Term 1 2019	Leadership Team to work with Nannette and staff at the Literacy Improvement Student Free Day. Achieved	Nanette Smibert	
Practice and provide feedback to others on strategies used to develop and assess students' writing	Ongoing 2020	Leadership Team to develop an observation schedule. All staff to engage in collection of samples and moderation.	TRT release for observations - \$3000 AITSL Classroom Observation Strategies	



Goal 1 continued		1. Increase student literacy, particularly academic writing and comprehension skills.		
Actions	Timeline	Roles and responsibilities	Resources	
Provide PD on shared and guided reading models for challenging and unfamiliar texts and <u>BDA reading</u> strategies.	2020 ongoing	All staff - develop a range of strategies, resources and models for teaching reading.	Tactical Teaching Program Source further PD on the BDA model – LET or teacher expert.	
Provide PD for staff to support the development of metacognitive activities for students	Beginning of 2021	Leadership team develop PD.	Dylan Wiliam "Embedding Formative Assessment" (feedback section on activating learners as resources for one another)	
All teachers provide practice in interpreting and inferring information from a text.	Semester 2 2020	All staff - develop a range of strategies, resources and models for teaching reading.	ACARA Learning Progression in Literacy	
Implement before during and after reading activities for a new unit of work. Peer observe and provide feedback.	2021	All staff - participate in observations and feedback Reading experts - plan and support schedule of observations	AITSL Classroom Observation Strategies TRT release for observations	
Total financial resources allocated				\$8000
Success criteria	<p>In student writing samples we will see</p> <ul style="list-style-type: none"> – Writing samples in all learning areas that accurately follow the conventions of the relevant text type. – Writing for a specific audience, using subject specific vocabulary in all learning areas. <p>Improving results in PAT-R comprehension for interpretative questions.</p> <p>In student dialogue, we will hear</p> <ul style="list-style-type: none"> – Students posing and answering inferential questions (UnT8 NLLP) (National Literacy Progression) 			



Goal 2		2. Increase student growth in numeracy in the Middle School.		
Challenge of practice		If we identify the numeracy components within each learning area's tasks and the ability of teachers to confidently teach the numeracy aspects, achievement of numeracy will improve.		
Actions	Timeline	Roles and responsibilities	Resources	
Identify students that need intervention/support and provide an intervention program	Week 1 2019. Week 1-3 Term 1 2020	Middle School Coordinator identify potential students from PAT data and confirm students with Year 8 Maths teacher(s). Learning Improvement Coordinator allocates support in SSO hours.	SSO hours Additional Quick Smart training (\$2000) PAT Data sets 2019 and 2018	
PD to develop staff understanding on numeracy components in each topic within their learning area.	Term 2 2019 Term 1 2020 (could be week 0)	Maths teachers to conduct T&D and a mapping exercise with staff. Teachers confirm mapping of their learning area and collated maps put in observable space in staffroom. Teachers to identify individual areas of need with teaching strategies.	ACARA numeracy capability continuum AC Learning Area documents Year 5 – 10 curriculum alignment resources for PHS Release time for two staff - (\$500) "Thinking Maths" training	
Curriculum Plans make explicit reference to numeracy development. All teachers share how their learning design forefronts the numeracy concepts, thinking and language in their learning area with Line manager in PD conversations.	Term 1 2020	Leadership team review curriculum planning template to include explicit reference to numeracy-based tasks. All staff adapt curriculum plans to include numeracy components. Numeracy assessment is aligned to outcomes from documented plans.	Curriculum plans	
All teachers examine how their beliefs and practices promote positive mindsets around maths and its importance in the community.	Term 3 2019 Term 2 2020	Mathematical mindsets exercise and self-reflection activities shared with staff.	Maths teachers MASA expertise Carole Dweck Jo Boaler - "Mathematical Mindsets" (\$50 for 2 copies) Mathematician's Lament - article	



Goal 2 continued		2. Increase student growth in numeracy in the Middle School.	
Actions	Timeline	Roles and responsibilities	Resources
Develop and implement strategies for teachers to develop their confidence/skills through collaborative planning, peer observations and mentors	2020	Leadership plan and develop strategies for PD delivery. Leadership team plan and schedule time for collaborative planning and observations. All staff engage in planning and peer observation.	TRT to release teachers \$3000
Collaborative moderation of numeracy based tasks to ensure valid assessment of numeracy in the reporting process	Term 4 2020	Leadership Team plan and schedule a student free day for collaborative moderation of numeracy outcomes for school reporting. Teachers attend "Thinking Maths 6 – 9 or 7 – HS for "teaching out of field".	Term 1 and term 3 report data.
Total financial resources allocated			\$5,550 (\$3000 to be spent in 2020)
Success criteria	In observations of each other's practice we will hear, see and read: <ul style="list-style-type: none"> – students using mathematical language and skill transfer across learning area boundaries. – students and teachers identifying the mathematical components of their learning – increase in teachers and students engaging in cross-curricular collaboration on related projects – increase in students selecting Senior Secondary STEM subjects. 		



Approved by principal

Name: Ngaire Benfell

Date: 10/12/2018

Approved by governing council chairperson

Name: Allan Kain

Date: 10/12/2018

Approved by education director

Name

Date