

# BORDERTOWN HIGH SCHOOL

## SITE IMPROVEMENT PLAN

### 2016

#### Objectives:

- **All staff understand the need for literacy to be an integral part of their teaching**
- **All staff understand the need for numeracy to be an integral part of their teaching**
- **All staff are actively involved in strategies to improve their teaching practice**

This is an agreement about what our site's priorities will be for the next year.

The agreement summarises the school's contribution to improving student learning at this site through a focus on learning targets based on DECD priorities and other areas of local significance that are critical to learners' achievements and well being.

The school will report annually on progress toward learning targets. Learning targets may be adjusted in consultation with the Governing Council. A Review Report will address the achievements of the Site Improvement Plan.

A copy of the Site Improvement Plan, aligned to the Partnership Improvement Plan, will be provided to the Educational Director enabling partnership operational activities to support sites in achieving their learning targets.

\_\_\_\_\_ Jason Rodda, Governing Council Chairperson

\_\_\_\_\_ Mick O'Connell, Principal

<p><b>Priorities:</b></p> <p>The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p><b>Targets:</b></p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p><b>Strategies:</b></p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p><b>Evaluation Measures:</b></p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
<p><b>Literacy</b></p> <p>Whole school literacy improvement</p>	<p>All Year 8 to 10 programs have been written, using TfEL, for the Australian Curriculum</p> <p>Teachers encourage students to read material from their subject - reading for purpose</p> <p>All Year 8 and 9 students participate in the Premiers Reading Challenge</p> <p>All teachers include data analysis of elements of literacy as an important component of their planning, teaching and assessment</p>	<p>All Year 8 to 10 teachers are using the Australian Curriculum. (Learn)</p> <p>Collect writing samples and analyse according to Australian Curriculum standards and SACE Performance Standards. (Learn)</p> <p>Staff identify opportunities for students to read in their subject area - reading out loud, articles to read at home, researching for assignments, orals, reading novels with voice CD (Learn)</p> <p>Year 8 and 9 English teachers organise and monitor student participation in the Premiers Reading Challenge (Lead)</p> <p>All Year 8 to 10 students participate in PAT-R testing</p> <p>Teachers participate in professional learning related to using literacy improvement measurement tools eg NAPLAN, PAT-R (Lead)</p>	<p>All Year 8 to 10 programs are written to cover the Australian Curriculum.</p> <p>More students are reading for purpose</p> <p>All Year 8 and 9 students participate in the Premiers Reading Challenge 25% of students are achieving the Premier's Reading Challenge (2015 18.38%)</p> <p>Performance Management of staff includes the use of data to improve student learning</p> <p>NAPLAN and PAT-R is being used by the English faculty to measure literacy improvement. The results for PAT-R show improvement</p> <ul style="list-style-type: none"> <li>• 10% of students are in the top two Stanines</li> </ul>

	<p>There is improvement in the Literacy components, from Year 7 to Year 9, measured by the NAPLAN</p> <p>Faculties share teaching pedagogy</p> <p>Identified students are using the Multilit program to improve their reading and spelling skills</p> <p>A Drafting Policy for student work is implemented across the school</p>	<p>Staff use data sets to improve student learning (Improve)</p> <p>Staff share best teaching practice with other staff (Connect)</p> <p>SSO's use the Multilit program to improve identified student reading and spelling. (Improve)</p> <p>Teachers will work with other teachers in their classes, with SSO support, to improve reading fluency and comprehension. (Improve)</p> <p>An agreed whole of school Drafting Policy is developed by staff (Improve)</p>	<p>Student data shows an increase to 30% in the NAPLAN results in the upper group (25% is standard for Reading. The 2015 result was 27%)</p> <p>Staff volunteer/nominated to share teaching pedagogy and student learning with other staff</p> <p>The Multilit program is implemented for identified students</p> <p>The school mean for Literacy, including Reading, Writing, Spelling and Grammar &amp; Punctuation is above that of the National average for schools of similar socioeconomic level</p> <p>Staff indicate the quality of the initial draft of student work improves</p> <ul style="list-style-type: none"> <li>• Predraft work quality better</li> <li>• Students draft their own work</li> <li>• Students develop drafting techniques</li> </ul>
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<p><b>Numeracy</b></p> <p>Whole school numeracy improvement</p>	<p>The Maths faculty develop assessment tasks to engage, intellectually stretch learners and develop resilience and growth mind sets</p> <p>There is improvement in the Numeracy component, from Year 7 to Year 9, measured by the NAPLAN</p> <p>PAT-M testing implemented to measure numeracy improvement in Years 8, 9 and 10</p>	<p>Partnership lead teachers develop assessment tasks and share their results with peers at different sites (Lead)</p> <p>Maths staff develop assessment tasks to challenge high achieving students and support the needs of students to make the task achievable (Learn)</p> <p>Year 7 and 9 NAPLAN numeracy data analysed for all Year 8 and 10 students (Improve)</p> <p>NAPLAN Analysis Tool used for Numeracy to identify misconceptions and areas of strength (Improve)</p> <p>PAT-M data analysed and provided to all staff (Improve)</p>	<p>Tasks are redesigned to promote a growth mind set</p> <p>Growth mind set resources are displayed on class walls</p> <p>Student data shows an increase to 50% in the NAPLAN results in the upper group (25% is standard for Numeracy. The 2015 result was 43%)</p> <p>PAT-M data for Year 10 students used to establish the best SACE numeracy pathway</p> <p>The results for PAT-M show improvement</p> <ul style="list-style-type: none"> <li>• 10% of students are in the top two Stanines</li> </ul>

	<p>All students understand how numeracy is used in the home and workplace</p> <p>The numeracy results of the upper end of the student cohort show improvement</p>	<p>Survey completed to gain data about numeracy used in the home and work place (Learn)</p> <p>Community guest speakers invited to speak about numeracy in their workplace (Connect)</p> <p>Meetings are held with the primary schools to develop strategies to support numeracy development (Connect)</p> <p>Employment of a Numeracy Coach to</p> <ul style="list-style-type: none"> <li>• Survey staff and students about numeracy</li> <li>• Work with 2 staff in semester 1 to observe lessons, transform assessment tasks and moderate work</li> <li>• Work across the school in semester 2 to observe lessons, transform assessment tasks and moderate work</li> <li>• Obtain appropriate resources for staff (Improve)</li> </ul>	<p>Students can articulate how numeracy is used every day in the community</p> <p>The numeracy results of the top 25% of students improve</p> <p>Staff more confident in using the numeracy associated with their subject</p> <p>Students more confident using the numeracy associated with each subject studied</p>
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<p><b>Continuous Teacher Improvement</b></p> <p>Improved staff performance and development</p>	<p>All staff are using two or more identified strategies to show improvement in their teaching practice</p> <ul style="list-style-type: none"> <li>- Peer Observation</li> <li>- Australian Standards for Teachers</li> <li>- TfEL including backward design</li> <li>- Self Reflection</li> <li>- Student Feedback</li> </ul> <p>All staff have a Performance Management Plan and regular meetings with their Line Manager</p> <p>Staff are provided with T&amp;D on using data to improve student learning</p> <p>Staff are trained in the effective use of Formative Assessment</p>	<p>Teachers identify in their PMP the improvement strategies selected and outline strategy for improvement (Learn)</p> <p>Staff gain feedback using a range of tools (including TfEL) (Connect)</p> <p>All staff establish a Performance Management Plan with their Line Manager (Lead)</p> <p>T&amp;D is provided to staff on using data from MARKiT to improve student performance (Lead)</p> <p>Academic results are analysed each term by individual staff and at Student Support Meetings to measure improvement (Learn)</p> <p>Dylan William videos are used to improve staff formative assessment skills (Learn)</p> <p>Faculties discuss formative based assessment models</p>	<p>Feedback is analysed for improvement and documented by the Line Manager</p> <p>A range of feedback is collected, collated and analysed with the Line Manager to measure improvement</p> <p>Performance Management discussions with the Line Manager are used to evaluate improvement</p> <p>Staff are using student specific data to differentiate the curriculum</p> <p>Data analysis leads to student result improvement across all grade bands</p> <p>Staff are more skilled in the use of formative assessment to improve student outcomes</p>

	<p>Motivational videos used to support staff well being</p> <p>Student Support Meetings are held for all year levels</p> <p>Surveys are being used to measure school performance</p> <p>A Self Review of the SIP is conducted to measure progress</p>	<p>TED talks used as discussion starters</p> <p>Student Support meetings are used to focus on academic results, commitment to learning and behavioural data (Connect)</p> <p>Traffic light system used in Week 5 of each term to gain a snapshot of student performance (Improve)</p> <p>The Opinion and Psychological Health Surveys are given to staff to gain feedback on school performance (Improve)</p> <p>Self Review processes are used to analyse the Site Improvement Plan (Improve)</p>	<p>Staff feel well being improves as measured through the annual staff surveys</p> <p>Student grades improve as a result of intervention strategies established at the Student Support Meetings</p> <p>Traffic Light data analysed at Staff Meetings and students at risk are identified</p> <p>Opinion and Psychological Health Survey results show improvement</p> <p>A Self Review is used to measure progress toward agreed targets</p>
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