

Bordertown High School

Site Improvement Plan – 2018 – New Final Draft



Key Outcome: Improved student learning and achievement that results from improved pedagogy

Priority	Targets	Strategies
<p>Academic achievement and engagement across the school is improved.</p> <p>School Review Recommendation 1: Teachers knowing the capacity of their students and providing for all to be stretched, passionate and powerful learners.</p> <p>School Review Recommendation 3: Providing a structure for school leaders that builds their capacity to lead improvement and accountability, that is informed by data</p>	<p>SACE Achievement</p> <ul style="list-style-type: none"> The percentage of A- and above for each subject at stage 2 is equal or above the subject's state percentage. (2017 – across the school A- down 2.5%, As down 6% and A+ down 3%, compared to the state average). The percentage of D+ and below is equal to or below that subject's state percentage. (2017 – across the school each grade was only slightly above the state average). <p>Responsibility: SACE Teachers Leader: SACE Coordinator</p> <p>8-10 Achievement</p> <ul style="list-style-type: none"> No more than 20% of students obtain either D or E grades in a subject (currently 30%) and that there is an achievement progression towards an increased number of A and B grades. <p>Responsibility: All teaching staff Leader: Faculty Coordinators</p> <p>NAPLAN – Literacy and Numeracy</p> <ul style="list-style-type: none"> Decrease by 10% the number of students who are below the minimum standard in reading. Increase the number of students in band 7-10 in the Numeracy bands All students achieve the DECD standard in NAPLAN of at least one level above the National Minimum Standard <p>Responsibility: All teaching staff Leader: NAPLAN Coordinator</p> <p>STEM</p> <ul style="list-style-type: none"> STEM building project is completed, furnished, and resourced, based on best practice advice. Develop PD around skilling staff to use STEM focussed pedagogy. STEM pedagogies are implemented across the 4 subject areas Develop a register of STEM learning year 8 students bring from feeder primary schools. Create industry Connections are that showcase real life applications of STEM. <p>Responsibility: STEM Team</p>	<p>Each learning area analyses the data and develops a plan to improve achievement by identifying specific needs based on the data.</p> <ul style="list-style-type: none"> Staff attend or engage in online subject clarification activities to develop clear understandings of high grade band student work. Use traffic light surveys to flag interventions particularly with C, C- grade students. Formalise intervention strategies through developing policy and processes. Provide regular formative feedback to students based on Dylan Wiliam practices. Use LDAM processes to develop tasks and procedures to apply consistent understanding about achievement Attend partnership PD to developing enhanced pedagogy to improve reading. Staff receive training to develop pedagogical shift to more STEM focussed classroom learning activities. Staff gather regular feedback focussed on pedagogy effectiveness from both students and colleagues. Use data from the <i>Education Dashboard</i> and other data cycles to monitor and track student outcomes. Staff receive training on cultural considerations in integrating EALD students into classrooms <ul style="list-style-type: none"> All staff issued with tablets and an iPad training Student Free Day organised to use devices to enhance student creativity. PD on critical thinking is offered to staff Create a STEM Team to overview the initiative across the school. Share staff success stories on the impact of pedagogical change.
<p>A rigorous, respectful and productive learning environment is developed.</p> <p>School Review Recommendation 2: Leaders encouraging teachers and teachers encouraging students to be innovative and creative, so that all students are challenged and engaged in their learning</p>	<p>Attendance Attendance across the whole school is 94% or better with unexplained absences no more than 1%. Responsibility: Year Level Coordinators</p> <p>Students become more independent learners and</p> <ul style="list-style-type: none"> Consistently complete homework. Submit work on time. Increasingly strengthen their views on the relevance of school to their futures. <p>Responsibility: All teaching staff</p> <p>Respectful relationships Students, staff and parent opinion surveys show a rating of 4 or better in each of the survey questions.</p>	<ul style="list-style-type: none"> Use the LMS (Sentral) to provide feedback about student attendance. Use Sentral to record student discipline and work not completed notes. <ul style="list-style-type: none"> Explore with staff the development of growth mindsets in students based on myTERN language Use the study skills hints in student diaries Home group teachers use <i>The Learning Curve</i> diary companion to support mindset growth Build Growth Coaching into middle manager's PD. <ul style="list-style-type: none"> Increase communication with parents as part of an early intervention strategy Staff complete code of ethics training and become familiar with protective practices. Staff meetings become a venue for reminders