

SITE IMPROVEMENT PLAN

2015 - 2017

Vision

An engaging, stimulating, success oriented learning environment where all students feel safe, happy, supported and challenged to achieve to the best of their ability.

Values

We embrace the values developed by the Whyalla High School community and enact them in everything we do:

- respect
- inclusion
- relationships
- learning achievement.

Our Priorities

High quality teaching and learning

Improve literacy and numeracy achievement for all students through high quality teaching for powerful learning.

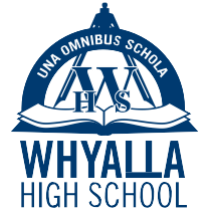
Improve student wellbeing for learning

Ensure positive student wellbeing and connectedness to personalised and rigorous learning.

Improve conditions for learning

Develop safe conditions for learning in an environment that inspires engagement, opportunity, participation, success and celebration.

High quality teaching and learning



We will:

- raise literacy & numeracy achievement for all students and reduce the gap between our highest and lowest achievers
- build teacher and leader capability and continue to improve teaching quality
- maximise learning achievement and pathway opportunities for every child.

What success looks like

- increase number of students in the upper growth band in NAPLAN reading from 34% to 40%.
- Increase number of students in the upper growth band in NAPLAN numeracy from 27% to 35%.
- increase number of students at or above DECD Achievement Standard in reading from 70% to 80% - PAT-Rc
- increase number of students at or above DECD Achievement Standard in numeracy from 50% to 70% - PAT-M
- students are given opportunity to engage in STEM* programmes within and beyond school curriculum
- all teachers can demonstrate improvement against National Professional Standards for Teachers in Standards 3, 4 and 5.

Key actions

- all teaching and learning programmes identify differentiation strategies that stretch individual learners based on data and student feedback
- learning plans identify explicit literacy teaching and expectations for students to engage at an appropriate level
- numeracy focus is identified in all learning plans
- numeracy teaching professional learning provided through school and Partnership programmes
- Numeracy Coach works with 4 - 6 teachers to build numeracy teaching capability (2015 only)
- strengthened transition programme to support literacy and numeracy growth across year 7-8.
- all teachers maintain a folio of evidence aligned to NPST through performance development processes.

*STEM: Science, Technology, Engineering and Mathematics



Improve student wellbeing for learning

We will:

- develop and support young people to engage positively in learning programmes that target personalised needs
- build teacher capability to monitor, promote and improve wellbeing for the young people we work with.

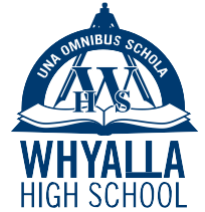
What success looks like

- students are happy, healthy learners and have access to support structures within the school as needed
- teachers can respond to mental health issues confidently and effectively
- classrooms and Care Group programmes reflect strong engagement with wellbeing programmes
- student leaders are active in promoting wellbeing
- MindMatters curriculum is embedded in school practice
- student opinion data shows students feel safe and are happy at school
- student wellbeing data shows students have access to and are confident users of support structures across the school.

Key actions

- all staff complete MindMatters training modules as agreed
- All Care Group teachers submit a learning programme each term that describes wellbeing programmes
- MindMatters student leaders appointed and work in partnership with Student Counsellor
- student behaviour response follows a restorative process in the first instance
- alternative programmes developed for students requiring a differentiated programme
- use The Learning Curve and other wellbeing programmes to develop a well-rounded care group program for students
- students are given regular written and verbal feedback and feed forward.

Improve conditions for learning



We will:

- create safe conditions for rigorous learning where every child experiences intellectual stretch
- develop and maintain learning spaces to a high standard that meet the needs of 21st century learners

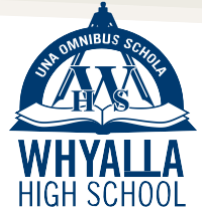
What success looks like

- all classrooms and workshops are high quality learning spaces measured against agreed school standards
- student attendance rate increases from 80% towards 93%
- all students understand and follow the Positive Behaviour for Learning protocol
- positive, regular open communication occurs with families frequently
- students are engaged in learning and stretched intellectually in all subjects based on their own current level
- students and teachers have access to and use current technologies that support student learning.

Key actions

- classroom audits conducted term 1 and 3 with results shared to stimulate growth
- commence relocation of art spaces, science laboratory review and complete additional classroom refurbishment
- all classrooms display PBL protocols and teachers enforce consistency
- teachers routinely contact parents of students they work with to share positive stories
- ASETO* builds relationships with Aboriginal families through frequent communication and meeting opportunities
- non-attendance followed up in line with attendance Key Process
- increase access to information technology as identified for individual learning areas.

*ASETO: Aboriginal Secondary Education Transition Officer



Key Reporting Data

High quality teaching and learning

- NAPLAN [Year 9 - May]
- PAT-Mathematics [year 8 February & September, year 9-10 September]
- PAT - Reading Comprehension [Year 8-10 February & September]
- PAT Spelling [Year 8-10 February and September]
- PAT Grammar and Punctuation [Year 8-10 February and September]
- BURT Reading Age [Year 8-10 February]
- Australian Curriculum grades [Year 8-10 June and December]
- NEP personalised goals and targets [review once per term]
- Literacy Levels [English as an Additional Language or Dialect (EALD) students]
- National Professional Standards for Teachers
- DECD Observation tool

Improve student wellbeing for learning

- Student Opinion Survey [Year 8-10 October]
- MindMatters wellbeing survey
- Student Counsellor contacts data [20 day samples each term]
- Care Group student report [Year 8-10 terms 2 and 4]

Improve conditions for learning

- Attendance Data
 - Whyalla High School Classroom Audit tool [Terms 1 and 4]
 - Parent/family contacts including attendance at interviews
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