

Improvement plan for Clare High School

2019 to 2021

School name

Clare High School

Vision statement

Clare High School is a learning community that inspires, supports and challenges every young person to engage in achieving success, fostering education, social development and wellbeing.



Plan summary

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

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in Writing.	<p>Increase student understanding of text types and writing genres. Develop student use of subject specific vocabulary and terminology in both written and oral forms.</p> <p>Improve student results in Writing: 90% of students to achieve at or above the national standard in Years 7 and 9 NAPLAN Writing. CHS school average for writing: Year 9 proficiency band 7. Year 7 proficiency band 6.</p> <p>Improve student results in Reading: 90% of students will achieve at or above the national standard in Years 7 to 9 NAPLAN Reading. CHS school average for Reading: Year 9 proficiency band 8. Year 7 proficiency band 7.</p>	If we implement our whole school literacy agreement, with a focus on embedding literacy improvement strategies across the curriculum, we will increase the number of students achieving SEA and HB in NAPLAN.	
Increase student achievement in Numeracy, particularly in retaining students in the High Bands.	<p>Increase student exposure to numeracy in all learning areas. All learning areas to identify where numeracy can be explicit incorporated, teachers to progressively implement. Numeracy components identified on all learning area assessment/unit plans.</p> <p>Increase the performance of students in Number and Algebra (NA) in NAPLAN tests. Achieve 50% or greater NA questions at higher than national standard in NAPLAN.</p> <p>Increase the number of students remaining in the higher band of achievement in NAPLAN from Year 7 to Year 9. In Year 7, increase from 20% to 25% In Year 9, increase from 10% to 20%</p>	If Maths teachers use a consistent approach to improving the explicit teaching of Mathematics (fundamental number sense and algebra) and all staff use subject-specific numeracy in their learning areas we will increase the student achievement in the High Bands in Numeracy.	
	<p>CHS SACE Quality Assurance checklist procedure implementation - 100% completion by Stage 1 & 2 Teachers. This checklist becomes an integral component of Line Management practices from 2019 onwards.</p> <p>Elective and Follow-on Core Subject offerings Review. 100% SACE Completion.</p> <p>100% SACE Completion. Increase High Band Grades to State Average, increase Merits achieved, increase number of students achieving ATAR in 90's,</p>	To know one's SACE responsibilities & greater familiarisation and interaction with the SACE Website. A review of whole-school subject pathway offerings is undertaken in line with AC, STEM and departmental directives. Invoking flexibility within SACE to provide students with greater completion options (Community B; Integrated Learning.	

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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:

Shelley McInerney

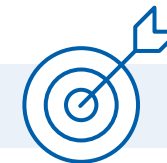
Review, Improvement and Accountability

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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	Increase student achievement in Writing.	2019	Increase student understanding of text types and writing genres. Develop student use of subject specific vocabulary and terminology in both written and oral forms.
		2020	Improve student results in Writing: 90% of students to achieve at or above the national standard in Years 7 and 9 NAPLAN Writing. CHS school average for writing: Year 9 proficiency band 7. Year 7 proficiency band 6.
		2021	Improve student results in Reading: 90% of students will achieve at or above the national standard in Years 7 to 9 NAPLAN Reading. CHS school average for Reading: Year 9 proficiency band 8. Year 7 proficiency band 7.
Goal 2	Increase student achievement in Numeracy, particularly in retaining students in the High Bands.	2019	Increase student exposure to numeracy in all learning areas. All learning areas to identify where numeracy can be explicit incorporated, teachers to progressively implement. Numeracy components identified on all learning area assessment/unit plans.
		2020	Increase the performance of students in Number and Algebra (NA) in NAPLAN tests. Achieve 50% or greater NA questions at higher than national standard in NAPLAN.
		2021	Increase the number of students remaining in the higher band of achievement in NAPLAN from Year 7 to Year 9. In Year 7, increase from 20% to 25% In Year 9, increase from 10% to 20%
Goal 3		2019	CHS SACE Quality Assurance checklist procedure implementation - 100% completion by Stage 1 & 2 Teachers. This checklist becomes an integral component of Line Management practices from 2019 onwards.
		2020	Elective and Follow-on Core Subject offerings Review. 100% SACE Completion.
		2021	100% SACE Completion. Increase High Band Grades to State Average, increase Merits achieved, increase number of students achieving ATAR in 90's,

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	Success criteria
Goal 1	If we implement our whole school literacy agreement, with a focus on embedding literacy improvement strategies across the curriculum, we will increase the number of students achieving SEA and HB in NAPLAN.	
Goal 2	If Maths teachers use a consistent approach to improving the explicit teaching of Mathematics (fundamental number sense and algebra) and all staff use subject-specific numeracy in their learning areas we will increase the student achievement in the High Bands in Numeracy.	
Goal 3	To know one's SACE responsibilities & greater familiarisation and interaction with the SACE Website. A review of whole-school subject pathway offerings is undertaken in line with AC, STEM and departmental directives. Invoking flexibility within SACE to provide students with greater completion options (Community B; Integrated Learning).	

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		Increase student achievement in Writing.		
Challenge of practice	If we implement our whole school literacy agreement, with a focus on embedding literacy improvement strategies across the curriculum, we will increase the number of students achieving SEA and HB in NAPLAN.			
Actions	Timeline	Roles and responsibilities	Resources	
1. Staff implement the initiatives of the, 'Whole School Literacy Agreement'.		Staff roles and responsibilities are clearly outlined in the agreement: these include continually developing resources and visual stimulus in classrooms, in workbooks, and on Daymap. Including course content, subject specific terminology, specialist vocabulary and text types. This is further reinforced through the teacher's explicit instruction on subject vocabulary, genres and text types.	Whole School Literacy Agreement Curriculum Coordinators Line Managers Staff Professional Development CHS LDAM Learning Design Model	
2. Staff participate in PD on whole school cross curriculum literacy improvement strategies that align with CHS Learning Design model, with a specific focus on identifying Learning Intentions and Success Criteria.		Teachers participate and engage with CHS LDAM Learning Design Model - Professional development. PD - Learning intentions and success criteria.	Whole School Literacy Agreement Curriculum Coordinators Line Managers Staff Professional Development - Learning Intentions CHS LDAM Learning Design Model	
3. Curriculum areas to review and focus on improving rigour, depth and quality to Task Design and Assessment (7-10), that explicitly embeds subject literacy - with goal of achieving consistency across a year level.		CHS LDAM Learning Design Model PD - Task Design Teachers and Curriculum coordinators to review and develop task design and assessment, that embeds and focuses on the improvement of subject specific literacy.	Curriculum Coordinators Staff Professional Development - Task Design	



Goal 1 continued		Increase student achievement in Writing.		
Actions	Timeline	Roles and responsibilities	Resources	
4. Using the CHS LDAM Learning Design model - teachers recognise and explicitly embed literacy improvement strategies within their classroom, focus on pedagogy.		Teachers across all subjects engage with their responsibility to embed specific reading, writing and oral language during the study of a topic/task. This priority is identified on all staff PDPs and followed up by Curriculum Coordinators and Line Managers.	Whole School Literacy Agreement - Teacher responsibilities Curriculum Coordinators - Literacy demands of each subject Line Managers - PDP's. CHS LDAM Learning Design Model Teacher Pedagogy - John Hattie, Teaching and Learning cycle.	
5. Curriculum areas to engage in professional collaboration and moderation of a literacy-based assessment task.		Staff to participate and engage in professional collaboration and moderation of assessment tasks - with a focus on subject specific literacy.	Curriculum Coordinators Line Managers Staff Professional Development - Moderation	
			Total financial resources allocated	
Success criteria				



Goal 2		Increase student achievement in Numeracy, particularly in retaining students in the High Bands.	
Challenge of practice		If Maths teachers use a consistent approach to improving the explicit teaching of Mathematics (fundamental number sense and algebra) and all staff use subject-specific numeracy in their learning areas we will increase the student achievement in the High Bands in Numeracy.	
Actions	Timeline	Roles and responsibilities	Resources
1. Mathematics and STEM teachers to attend Thinking Maths training, implement and share teaching strategies with a focus on improving the explicit teaching of fundamental number sense and algebraic thinking.		Maths coordinator - designate staff for training, support sharing of strategies in curriculum team meetings, support teachers in implementing strategies in their classes Maths teachers - attend training as designated, share resources and strategies, support CHS staff that did not attend T&D. Teachers - identify students for intervention/extension	Thinking Maths Program Maths curriculum meetings PowerBI, Education Dashboard, Numeracy Progressions
2. Mathematics teachers use Maths Dictionary to ensure consistency of terminology, notation and formulae.		Mathematics teachers - use Maths Dictionary when planning units, explicitly teaching and supporting students. Students - purchase and bring Maths Dictionary to maths lessons	Maths curriculum budget line - purchase Dictionary for each maths teacher. School finance - purchase and resell dictionaries to students
3. Teachers of all learning areas to identify and use subject-specific numeracy in their lessons.		All teachers - identify numeracy on learning design framework and assessment tasks, understand and use subject-specific numeracy. SIP Numeracy Team - collaboratively produce examples of subject-specific numeracy	Subject area learning plans CHS Learning Design Framework Numeracy Continuum School Improvement Plan Guidebooks



Goal 2 continued		Increase student achievement in Numeracy, particularly in retaining students in the High Bands.		
Actions	Timeline	Roles and responsibilities	Resources	
			Total financial resources allocated	
Success criteria				



Goal 3			
Challenge of practice		To know one's SACE responsibilities & greater familiarisation and interaction with the SACE Website. A review of whole-school subject pathway offerings is undertaken in line with AC, STEM and departmental directives. Invoking flexibility within SACE to provide students with greater completion options (Community B; Integrated Learning).	
Actions	Timeline	Roles and responsibilities	Resources
1. Explicitly making the link between assessment attainment of students and subject language fluency using coherent expression of ideas and subject specific literacy. This directly relates to a student's improve language sophistication in conveying ideas by following subject specific conventions.		Promotion - SACE Coordinator. Action - Whole staff. Monitoring - SACE Coordinator. Line Managers (Curriculum Leaders) & Staff. Subject Teachers (in fact, whole school through Literacy). SIP Leader SACE - T&D.	Professional Development opportunities. Curriculum meeting tasks. SIP Group Meeting discussions / recommendations.
2. All SACE teachers are familiar and competent in supporting the Flexibilities within SACE.		Promotion & Monitoring - SACE Coordinator. SACE Stage 2 teachers - identifying students early from previous year SACE Data (Assistant Principal & SACE coordinator to supply). STAR Identification through Wellbeing & Year Level Meetings.	Professional Development opportunities. Mentoring from experienced staff in Community Studies conversion. Traffic Light Information.



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			



Approved by principal

Sharryn Daly

Date

Approved by governing council chairperson

Larn McMurray

Date

Approved by education director

Neil White

Date