










2020 School Improvement Planning

Site Name: Para Hills High School

Principal: Alina Page

Step 4 Improve Practice & Monitor Impact – Step 5 Review & Evaluate

| Progress Indicators | | Term 1 | Term 2 | Term 3 | Term 4 |
|--|--|---|--|---|--|
|  Common place and systematically embedded  Exists but not yet common place or systematic  Exists in very small pockets  Yet to commence | | BEGIN MONITORING IMPACT | IMPROVE PRACTICE & MONITOR IMPACT – STEP 4 | IMPROVE PRACTICE & MONITOR IMPACT – STEP 4 | REVIEW and EVALUATE – Step 5 |
| Goal One 1.All students will receive developmentally appropriate explicit teaching of reading skills, including support to access diverse texts from all learning areas to increase their achievement in all learning areas. | | Targets All students make expected progress; NAPLAN 2020: 21% Higher Bands; 41% SEA | | Challenge of Practice If all teachers develop their ability to deliver developmentally appropriate learning experiences that encompass supports for reading for all students and we target our support based on analysis of a variety of data sets to focus the teaching, then we will see an increase in SEA/HB achievement in year 9. | |
| Planned Actions What is our high impact teaching strategy? Also Consider: <ul style="list-style-type: none"> Aboriginal Learner Achievement | | Implementation What progress have we made?     | What have we done? Are we doing what we said we would? | Impact so far Are we improving student learning? Review growth & achievement data? | Next Steps What have we learned? Do we need to refine actions? What are our next steps? |
| 1. Assessment of oral language, vocabulary, spelling fluency and comprehension inform intervention | | T1 | T2 | T3 | T4 |
| | | | | | |
| | | | | | |
| 2. Implement a targeted 3 wave Literacy intervention plan that focuses on a. early identification, | | | | | |
| | | | | | |
| | | | | | |
| b. Small group withdrawal for those struggling | | | | | |
| | | | | | |
| | | | | | |

| Planned Actions What is your high impact teaching strategy? Also Consider: | Implementation What progress have we made?  | | | | What have we done? Are we doing what we said we would? | Impact so far Are we improving student learning? Review growth & achievement data? | Next Steps What have we learned? Do we need to refine actions? What are our next steps? |
|---|---|----|----|----|--|--|--|
| | T1 | T2 | T3 | T4 | | | |
| 1. Embed explicit teaching of text types in every subject. Review curriculum maps to ensure this requirement is there. Monitor implementation. | | | | | | | |
| 2. Refine the Curriculum map to ensure writing skills, vocabulary and spelling strategies are taught explicitly in all subjects | | | | | | | |
| 3. Assess writing in all subjects | | | | | | | |
| 4. Implement a focus on formative feedback, with a component of feedback on writing skills, and link this with the assessment and reporting cycle | | | | | | | |
| 5. Make use of assistive technology to enable alternate recording. | | | | | Training for staff in assistive tech in Term 1 2020. | An increase in the number of adjustments, particularly those involving assistive technologies as highlighted on Daymap and through student engagement. Increase in multi-modal task presentation and recording leading to an increase in the number of students completing SACE courses. | |

Success Criteria:

1. Explicit teaching of literacy component of the subject is embedded in all subjects - term plans and learning intentions

2. Student writing is assessed and formative feedback is provided in all subjects.

3. Assessment rubrics show a focus on assessing and providing feedback on writing skills.

| | | | | | | | | |
|--|---|-----------|-----------|-----------|---|--|--|--|
| Goal Three Students will receive differentiated, quality teaching and support to increase task completion and standard of learning in all learning areas, thus improving achievement across all learning areas. | Targets 70% A/B grades across the school by T4 2020 SACE 2020 A 25%; B 54%; 100% SACE completion | | | | Challenge of Practice If we adapt our curriculum, task design and assessment to the needs of the students, based on in-depth analysis of data, we will increase attendance and levels of achievement in our senior years | | | |
| Planned Actions What is your high impact teaching strategy? Also Consider: <ul style="list-style-type: none">Aboriginal Learner Achievement | Implementation What progress have we made? <div><div></div><div></div><div></div><div></div></div> | | | | What have we done? Are we doing what we said we would? | Impact so far Are we improving student learning? Review growth & achievement data? | Next Steps What have we learned? Do we need to refine actions? What are our next steps? | |
| | T1 | T2 | T3 | T4 | | | | |
| 1. Review curriculum for 2021 to provide exciting interest-linked learning that provides an intrinsic motivator. | | | | | <div>1. Initial review and re-write of curricula with an achievement-standard focus (T3 and 4 2019)</div> <div>2. Established a curriculum review team (T2 2020)</div> <div>3. Establishment of new courses for 2021 (T2 2020)</div> <div>4. Review of the course counselling process started (T2 2020)</div> | <div>1. Improved alignment of teaching and learning with achievement standards.</div> <div>2. 2 cross-curricular projects implemented organically as a result of faculty collaboration throughout the curriculum review.</div> | | |
| 2. Review engagement strategies (behaviour management, attendance, parental engagement) to focus on positive engagement and clarity of expectations | | | | | <div>1. New behaviour management process embedded in T1 2020</div> <div>2. New behaviour logging requirements implemented in T2 2019 and embedded in T1 2020</div> <div>3. Formalised lateness process (T2 2020)</div> | <div>1. Significant reduction in lateness (from an average of .</div> <div>2. Increase in attendance levels</div> | | |
| 3. Embed a focus on task design that is based on student data and information, is developmentally appropriate and provides opportunities for growth. | | | | | | | | |
| 4. Embed appropriate learning intentions in all lessons that draw on student data and use evidence-based taxonomies to develop student learning | | | | | <div>1. Staff training in data use to inform appropriate LI in T3, 4 2019 and T1 2020</div> <div>2. Lesson observations focusing on LI</div> | | | |
| 5. Review whole school timing and format of assessments and reporting | | | | | <div>1. Started the process.</div> <div>2. Embedded extra support structure for senior years.</div> | | | |
| 6. Implement a case management model across the school to enable proactive work with students at risk. | | | | | <div>1. Case management model formulated and implementation started in T4 2019</div> <div>2. Case management monitoring and review implemented T1 2020</div> | | | |
| | | | | | | | | |
| Success Criteria: 1. Learning intentions are evident in every lesson and they match student needs. | | | | | | | | |

- 2. Staff use a range of data to inform their planning of learning.
- 3. Attendance and timely task completion increase in the senior years.