

Improvement plan for Findon High School

2019 to 2021

School name

Findon High School

Vision statement

Our vision is to authentically co-create high quality learning experiences for all our students within a collaborative, inclusive and supportive learning community.



Government
of South Australia
Department for Education

Plan summary

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

Goals	Targets	Challenge of practice
Increase student achievement levels in reading starting with academic vocabulary and comprehension skills (recall of factually stated information and inferencing)	Reduce the margin in retrieving direct with stated information by at least 50% with like index schools	Identify 3-4 formative assessment strategies aligned to student centered learning to underpin the monitoring of student progress of students' comprehension skills..
	Maintain and improve student achievement in retrieving direct with stated information and reduce the margin in interpreting by making inference and interpreting explicit information by 50% in relation to index like schools.	
	NAPLAN data will match or surpass index like school data against all descriptors in reading.	
Increase the numeracy achievement levels of all students, starting with number/decimals and fractions / algebraic reasoning	80% of students will meet and surpass national minimum standards in numeracy. 4 students will achieve in the upper 2 bands in numeracy.	We will develop consistent practices to the delivery of mathematics across all learning areas (whole school agreement) starting with a focus on decimals and fractions/ algebraic reasoning)
	90% of students will meet and surpass national minimum standards in numeracy. 6 students will achieve in the upper 2 bands in numeracy.	
	100% of students will meet and surpass national minimum standards in numeracy. 10 students will achieve in the upper 2 bands in numeracy.	
All teachers are transitioning towards embedding student centered pedagogical approaches in their classroom.	All teachers are developing competency to implement the 4 key principles of SCL through each of their learning programs.	Build the capacity of staff to deliver high quality student centered learning underpinned by four key principles (competency based, anytime anywhere personalised learning, student voice)
	All teachers are competent in implementing the 4 key principles of SCL in their classroom practice.	
	Each of the 4 key principles of SCL are embedded in daily teaching and learning practice across all learning areas.	

Improvement Plan for Findon High School

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:

Andrew Wells

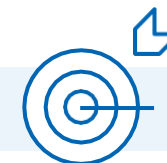
Review, Improvement and Accountability Manager

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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 levels in reading starting with academic vocabulary and comprehension skills (recall of factually stated information and inferencing)	2019	Reduce the margin in retrieving directly stated information by at least 50% in relation to index like schools
		2020	Maintain and improve student achievement in retrieving direct stated information and reduce the margin in interpreting by making inference and interpreting explicit information by 50% in relation to index like schools.
		2021	Maintain and improve student achievement in retrieving direct stated information and reduce the margin in interpreting by making inference and interpreting explicit information by 50% in relation to index like schools.
Goal 2	Increase the numeracy achievement levels of all students, starting with number/decimals and fractions / algebraic reasoning	2019	80% of students will meet and/or surpass national minimum standards in numeracy. 4 students will achieve in the upper 2 bands in numeracy.
		2020	90% of students will meet and/or surpass national minimum standards in numeracy. 6 students will achieve in the upper 2 bands in numeracy.
		2021	100% of students will meet and/or surpass national minimum standards in numeracy. 10 students will achieve in the upper 2 bands in numeracy.
Goal 3	All students grow and improve academically through participation in our approach to student centered learning.	2019	All teachers are developing competency to implement the 4 key principles of SCL through each of their learning programs.
		2020	All teachers are strategic in implementing the 4 key principles of SCL in their classroom practice.
		2021	Each of the 4 key principles of SCL are embedded in daily teaching and learning practice across all learning areas.

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	
Goal 1	Teachers to develop a greater understanding of building student capacity to better comprehend the language specific content pertaining to the learning area.
Goal 2	Through the implementation of clear learning intentions and success criteria in task design, teachers will consistently incorporate elements of fractions/decimals and algebraic reasoning across all learning areas
Goal 3	Build the capacity of staff to deliver high quality student centered learning underpinned by four key principles (co-construction, personalised learning, anytime anywhere, student voice)

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 levels in reading starting with academic vocabulary and comprehension skills (recall of factually stated information and inferencing)		
Challenge of practice		Teachers to develop a greater understanding of building student capacity to better comprehend the language specific content pertaining to the learning area.		
Actions	Timeline	Roles and responsibilities	Resources	
<p>Each teacher will participate in the explicit teaching of building academic vocabulary and reading comprehension skills workshops</p> <p>Each teacher will develop a range of formative assessment strategies to support the implementation of agreed academic vocabulary and reading comprehension skills.</p> <p>Each teacher will use data sets to identify key focus areas of improvement in their performance development plans as identified in the Educator Impact Feedback tool</p>	Term 1	Initiate the development of Whole School Agreement through T&D Reading Comprehension/ Academic Vocabulary workshops	Nanette Smibert - Literacy guide books	
	Term 3	Formative assessment teaching practices -Dylan Wiliam workshops (JLn, SBy, JRe & AWn) Day 1 and 2. <i>“Embedding formative assessment practices”</i>	Workshop supplied materials	
	Term 1 & 2	Each teacher will have evidence of data informed action as a feature of all PDPs as a result of successfully engaging with the Educator Impact tool – P. Fitzsimons & S. Barclay to oversee the engagement of staff.	Performance Plan templates Educator Impact Feedback Tool	
Professional Development Team facilitates whole school discussion to develop staff understanding and commitment to embed formative assessment strategies within their daily practice.	Term 3	Professional Development Team – (PFs, SBy, AWn) to facilitate the professional learning in collaboration with J. Logan and J. Rose during weeks 4, 6, 8 & 9	As to be determined following attendance at LDAM workshops with Dylan Wiliam	



Goal 1 continued		Increase student achievement levels in reading starting with academic vocabulary and comprehension skills (recall of factually stated information and inferencing)		
Actions	Timeline	Roles and responsibilities	Resources	
<p>Each teacher will participate in structured peer observations focusing on targeted formative assessment strategies as identified in PDP</p> <p>Staff review the data obtained in feedback process and plan for next stage of improvement.</p> <p>Each teacher will use data sets to identify, track and monitor the progress of students</p>	Term 1 & 2	<p>Formative Assessment Workshop Dylan Wiliam Day 3 "<i>Learning Design</i>"</p> <p>All teachers will be supported to utilise Peer observations (360-degree Survey Tool - Education Implementation (self, peer, leader, student x 2 term) Teaching programming/planning to incorporate</p> <ul style="list-style-type: none"> • Reading agreement • Formative assessment practices aligned to student centered learning 	<p>Educator Impact 360-degree feedback tool</p> <p>Peer Observation Checklist/Template</p> <p>Instructional Rounds template</p>	
<p>Share best practice, spotlight sessions sharing strategies on academic vocabulary and reading comprehension across all learning areas</p> <p>All teachers participate in evaluation strategies per PDP</p> <p>PAT- R testing</p>	Term 3	<p>Formative Assessment Dylan William Day 4 "<i>Leading practice and change</i>" (design school improvement cycle)</p> <p>360 Degree Survey tool x 2 Refining practice</p> <p>Each teacher will have evidence of data informed action as a feature of PDP.</p>	<p>PAT-R data</p> <p>NAPLAN data</p> <p>360-Degree Survey Tool</p> <p>PDPs</p>	
<p>Use evidence from 2019 to review and evaluate reading comprehension and academic vocabulary to develop formative assessment strategy for 2020.</p>	Term 4	<p>Spotlight sessions in term 4 will provide an opportunity for staff to share how they are implementing vocabulary and comprehension skills, and the formative assessment strategies they use to gauge impact of learning.</p> <p>PLT with support from Nanette Smibert to determine impact of action research – determining teaching and learning strategies and sequences</p>	<p>Literacy Guidebooks</p> <p>Nanette Smibert</p>	
Total financial resources allocated			Better School Funding \$5000	
Success criteria	Through the analysis of formative assessment strategies teachers will report that students are able to increase the use of academic vocabulary.			



Goal 2		Increase the numeracy achievement levels of all students, starting with number/decimals and fractions / algebraic reasoning	
Challenge of practice		Through the implementation of clear learning intentions and success criteria in task design, teachers will consistently incorporate elements of fractions/decimals and algebraic reasoning across all learning areas	
Actions	Timeline	Roles and responsibilities	Resources
Identified teachers participate in numeracy training to build capacity in the explicit teaching of fractions, decimals and algebraic reasoning. This is identified as the trial phase towards 2020 implementation.	Term 1 & 2	Thinking Math's Team – Year 6-9 Mathematics Pedagogy x 5 days – KSs & SBy Senior Years x 5 days – PPI, CAs & MSr Master Class x 7 days – SGI & JLn	Resources provided by consultant Numeracy Guidebook Materials generated from Thinking Math's PD
Share best practice, spotlight session sharing strategies on decimals, fractions and algebraic reasoning across all learning areas Evaluation strategy – PDP PAT- M testing	Term 3 2019	PLT Numeracy Focus Group Thinking Math's Team – J. Logan to coordinate and facilitate Individual staff	Performance Plans 360-degree Survey Tool
The Numeracy PLT will provide evidenced based advice to support the review and evaluation of math's teaching to develop a whole school numeracy strategy Each teacher will use data sets to identify, track and monitor the progress of students	Term 4	Thinking Math's Team with support from Pauline Carter to determine impact of action research – determining teaching and learning strategies and sequences	PAT-M data NAPLAN data



Goal 2 continued		Improve the numeracy achievement levels of all children, starting with number/decimals and fractions / algebraic reasoning		
Actions	Timeline	Roles and responsibilities	Resources	
Unpack, audit and map numeracy at a whole school level across year levels with support from Pauline Carter and Numeracy Guidebooks	Term 1 2020	PLT – Numeracy focus Peer observations (360 Survey Tool - Education Implementation (self, peer, leader, student x 2 term) Teaching programming/planning to incorporate student centered learning Numeracy agreement Formative assessment practices aligned to student centered learning	Pauline Carter - Learning Improvement Division Thinking Math's Team Numeracy Guidebook (maintain momentum) Evidenceforlearning.org.au	
			Total financial resources allocated	
			\$23,000	
Success criteria	<p>From the analysis of student work samples and tasks, we will see an increase of students applying mathematical thinking as related to fractions/decimals and algebraic reasoning.</p> <p>Each student will receive targeted teacher feedback on their learning progress</p>			



Goal 3		Through participation and engagement in student centered learning all students are able to demonstrate a deeper understanding of their learning against the LINCCCs and are beginning to take control of their education.		
Challenge of practice		Build the capacity of staff to deliver high quality student centered learning underpinned by four key principles (co-construction, personalised learning, anytime anywhere, student voice)		
Actions	Timeline	Roles and responsibilities	Resources	
<p>Each teacher will unpack the 4 key principles as a learning sprint foci (CAPS)</p> <p>Staff will engage in developing shared pedagogical approaches on SCL and the process for determining the impact of classroom practice on student learning</p>	Term 1	<p>Steven Barclay- Facilitation of the documentation and cycle of improvement process.</p> <p>All teaching staff documenting their shift in practice through Performance Development Plans</p>	<p>Learning Sprint model</p> <p>Performance Development Plan</p> <p>Site Improvement Plan</p>	
<p>Sharing of 4 key principles in teaching practice</p> <p>Incorporate the 360-degree feedback tool with a focus on the CAPS</p> <p>Collate student achievement data</p> <p>Internal moderation of competencies</p>	Term 2 & 3	<p>Spotlight sessions facilitated by Steven Barclay demonstrating functioning capabilities in the CAPS</p> <p>All teaching staff review and evaluate CAPS feedback from student/peer and self-surveys</p> <p>Steven Barclay to facilitate internal moderation with all teaching staff</p>	<p>Term 1 achievement data</p> <p>360-degree feedback tool</p> <p>Learning Plan goals</p> <p>Learning Exhibition</p> <p>Grade point average calculator</p>	
<p>Identify explicit improvement goals and targets as stipulated from CAPS feedback</p>	Term 3	<p>Analyse student achievement data from semester 1 – Steven Barclay with all teachers</p> <p>Students undertake a self-review of the CAPS via the traffic light system – Steven Barclay with home class teachers</p>	<p>Site creates resources</p>	



Goal 3 continued		Through participation and engagement in student centered learning all students are able to demonstrate a deeper understanding of their learning against the LINCCCs and are beginning to take control of their education		
Actions	Timeline	Roles and responsibilities	Resources	
Analyse student achievement data and compare semester 1 to semester 2 results (Years 8-10). Review and evaluate SCL strategy.	Term 4	Steven Barclay to collate and distribute student achievement data with staff Professional Development Learning Team will facilitate a review of the impact of SCL and the 4 key principles to inform the next improvement cycle.	Learning exhibition with a focus on CAPS Professional Development Learning Team will develop in line with site requirements	
Total financial resources allocated				
Success criteria	Student's able to successfully demonstrate their understanding of CAPS in the Learning Exhibition Staff successfully embedding CAPS within all learning programs			



Approved by principal

Phil Fitzsimons

14 December 2018

Approved by governing council chairperson

Michael Koster

14 December 2018

Approved by education director

Paul Newman

14 December 2018