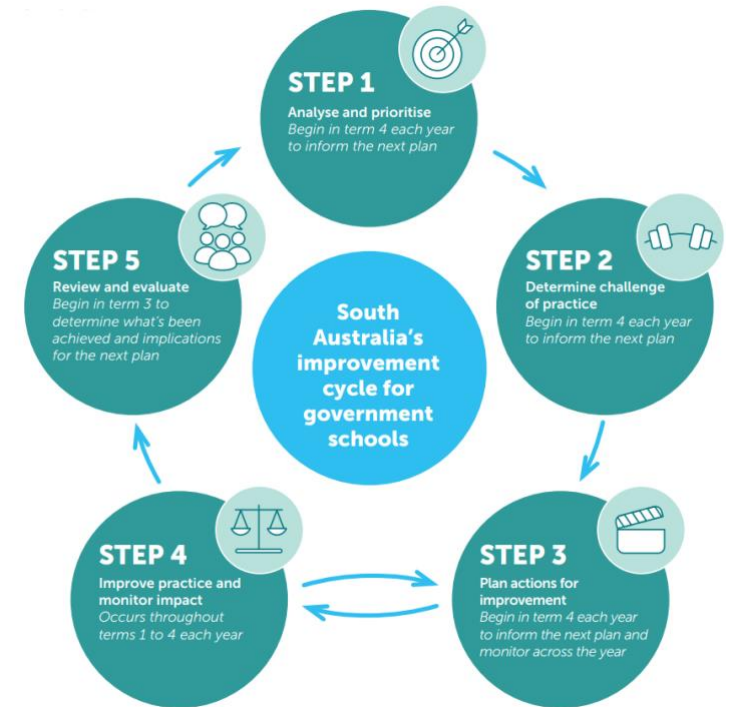


2022 - 2024

2023 School Improvement Plan for Findon High School

Site Number:
085



Vision Statement:

Our School Improvement plan promotes academic rigour by addressing key learning concepts, skills and habits of mind associated with academic and professional disciplines. Today, because of rapid economic and social change, Findon High School is committed to preparing students for careers that have not yet been created, technologies that have not been invented and problems that have not yet arisen. We aim to connect our students to communities and workplaces which address authentic real-world issues that matter to them.

Our core focus is developed on the premise that individual improvement and growth of all students Literacy and Numeracy skills underpins success at school and beyond. We will also embrace ways of thinking including creative and critical thinking to solve problems and make decisions while being energised and enriched through the power of knowledge, communication, and constant collaboration.

2022 - 2024

2023 School Improvement Plan for Findon High School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 8, Term 4 (9 December 2022).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your [summary page](#) on your school website by Friday of Week 4, Term 1 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: Findon High School**

Goal 1: Improve year 7 to 10 student progress in Reading, with a particular focus on Vocabulary & Comprehension		ESR Directions: 1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text.	
Achievement towards Goal in 2022: N/A	Target 2023: TBC	2024: TBC	

 **STEP 2 Challenge of practice**

Challenge of Practice:
 If all teachers intentionally focus on the explicit teaching of (learning area) specific reading comprehension strategies and vocabulary (e.g., close reading, annotated exemplars, peer editing feedback strategies), then we will see improvement in our students’ growth and achievement in Reading.

 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand):</p> <ul style="list-style-type: none"> ➤ Student will be able to demonstrate the ability to extract direct information and draw inferences from the texts (<i>refer to PATR question analysis</i>) ➤ Students will be able to use subject specific vocabulary to annotate, analyse, evaluate, and reflect on a text through discussion and written reflections (<i>refer to PATR question analysis</i>) 	<p>How and when will this be monitored, tracked and measured?</p> <ul style="list-style-type: none"> ➤ Success criteria will be monitored via termly analysis of curriculum documents (using FHS templates) and samples of student work (sourced termly via PLTs/assessments from Projects and/or Units of Work). ➤ Data collection to be managed/coordinated by Leadership Team in Step 4 processes/document.
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
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<p>Develop shared understanding, knowledge and expectations within the Whole Literacy agreement practices across learning areas, in particular:</p> <ul style="list-style-type: none"> • Close reading strategy • Annotated exemplars (feedback) • Peer editing (feedback) 	<p>2022 Term 4</p>	<p>Each teacher will</p> <ul style="list-style-type: none"> ➤ review, evaluate & reflect on their current understandings and expertise in Whole School Literacy strategies (review survey/staff meeting). ➤ identify areas of success and areas for improvement. <p>Leaders will</p> <ul style="list-style-type: none"> ➤ develop a targeted PD calendar for 2023. 	<ul style="list-style-type: none"> ➤ Whole School Literacy Agreement ➤ Whole School Literacy Agreement review (survey results) ➤ Literacy Guidebooks ➤ BDA Strategy ➤ PLT for teachers ➤ Literacy Development Coach TBC ➤ FHS PD calendar ➤ Learning Area Genre Maps ➤ Literacy Improvement Guidebooks
<p>Deepen teacher expertise and consistent implementation of identified reading practices across learning areas (documented within teacher curriculum planning):</p> <ul style="list-style-type: none"> • Close reading strategy • Annotated exemplars (feedback) • Peer editing (feedback) 	<p>2023 Term 2 (PLTs focussed on identified strategies)</p> <p>2023 Term 3 (pending Term 1 Review/Reset)</p>	<p>Each teacher will</p> <ul style="list-style-type: none"> ➤ provide evidence of essential components of quality curriculum and identified reading practices documented in the FHS Project/Unit curriculum planning templates. ➤ identify one PDP Literacy goal (including ongoing artefacts of evidence visible in the classroom) ➤ participate in PLTs/Teaching Sprints (including ongoing artefacts of evidence visible in the classroom) ➤ develop and use annotated exemplars for modelling purposes ➤ use agreed FHS protocols when explicitly teaching peer editing ➤ continue to strengthen explicit teaching reading comprehension skills through the close reading strategy <p>Each leader will</p> <ul style="list-style-type: none"> ➤ support teachers to build their capacity in literacy instruction by purposefully participating in professional learning ➤ schedule regular 'learning walks' and use the FHS Learning Walk protocol to focus on Literacy strategies to understand 	<ul style="list-style-type: none"> ➤ FHS Project/Unit curriculum planning overviews & templates ➤ FHS Assessment and Reporting, Tracking & Monitoring documents ➤ FHS Whole School Literacy agreement ➤ FHS Learning Walk protocol ➤ PLTs allocated for leaders ➤ Literacy Development Coach TBC ➤ LGU TBC ➤ Learning Area Genre Maps ➤ Literacy Improvement Guidebooks

		<p>classroom implementation and additional support needs</p> <ul style="list-style-type: none"> ➤ develop their capacity as coaches 	
<p>All staff will use common formative and summative assessments across learning areas to inform monitoring, tracking, quality planning and specific targeted intervention for Reading.</p>	<p>2023 Mid Term 2</p>	<p>Each teacher will</p> <ul style="list-style-type: none"> ➤ identify and monitor progress of targeted groups of cohorts, including HB students, Aboriginal students, learners with disabilities, students just below/just in SEA (using NAPLAN, PAT, A-E data & reading diagnostic data) ➤ provide targeted intervention and support strategies (Wave 1,2,3 strategies e.g., development and implementation of Literacy Masterclasses Year 7/8) ➤ Year 7 to 10 English Teachers to embed and expose identified NAPLAN/PATR (question level analysis patterns) in their teaching and learning. This will leverage expertise to support all teachers in their vocabulary and comprehension planning <p>Key Leadership and Inclusion Leader will</p> <ul style="list-style-type: none"> ➤ provide support structures to implement whole school intervention model and Literacy Masterclasses Year 7/8 <p><i>* SSOs and Teachers will engage in training (TBC) in line with above approach</i></p>	<ul style="list-style-type: none"> ➤ Big Picture Data Strategy Analysis Table ➤ PAT-R ➤ NAPLAN ➤ English Scope & Sequence (is included as part of review and implementation) ➤ Simple View of Reading (Diagnostic) ➤ Learning Area Genre Maps ➤ Literacy Improvement Guidebooks ➤ Literacy Development Coach
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each teacher will... Each leader will...</p>	<p>Click or tap here to enter text.</p>

Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
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 **STEP 1 Analyse and Prioritise** **Site name: Findon High School**

Goal 2: Improve year 7 to 10 student progress in Numeracy (Number)	ESR Directions: <ol style="list-style-type: none"> 1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text. 	
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Achievement towards Goal in 2022:	Target 2023:	2024:
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 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we intentionally focus the explicit teaching of number concepts, visualization, and modelling of Mathematical language, starting with the Maths Learning Area, then we will see improvement in our students’ growth and achievement Maths data.




 **STEP 3 Plan actions for improvement**

<p>Student Success Criteria (what students know, do, and understand): All students will be able to demonstrate the ability to recognise, read, represent order and interpret numbers within our place value number system, expressed in different ways, starting with Mathematics.</p>	<p>How and when will this be monitored, tracked and measured? Through pre/post assessments in Mathematics (Termly), coordinated and analysed by Leadership Team (in collaboration Maths teachers)</p>
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What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

<p>Actions</p>	<p>Timeline</p>	<p>Roles & Responsibilities – How will this be done?</p>	<p>Resources</p>
<p>Strengthen and build the capacity of teachers in identified Numeracy strategies:</p> <ul style="list-style-type: none"> > Explicit teaching of Number concepts > Formative and summative assessment tasks (where suitable) with NAPLAN and PAT M style questions > Visualization > Modelling Mathematical language 	<p>2023 Term 2 (commencement)</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Participate and contribute to Teaching Sprints as a Maths PLT with a focus on identified Numeracy strategies ➤ Math Teachers will use PLTs to moderate summative tasks and ensure improvement in number and measurement explicit instruction and formative tasks and embed NAPLAN/PAT M questions. ➤ Maths Teachers identify one PDP Numeracy goal <p>Leaders will:</p> <ul style="list-style-type: none"> ➤ Purposefully participate in professional learning ➤ Schedule regular ‘learning walks’ and use the FHS Learning Walk protocol to focus on Numeracy strategies to understand classroom implementation and additional support needs ➤ Develop their capacity as coaches 	<ul style="list-style-type: none"> ➤ PLTs to be determined in consultation with staff, Partnership and DfE Numeracy Directorate. ➤ Numeracy Improvement Guidebooks ➤ Numeracy Development Coach TBC ➤ PAT M data analysis & teacher resource centre with PAT Team ➤ Assessment and Reporting, Tracking and Monitoring document ➤ FHS Learning Walk protocol ➤ Numeracy Development Coach/Consultant TBC

		<ul style="list-style-type: none"> ➤ Review the data in conjunction with above Success Criteria, PAT M and possibly NAPLAN, and as part of ongoing Step 4 Improve Practice & Monitor Impact processes 	
<p>Develop staff capacity (starting with Year 7/8 Maths/Science) to collaboratively plan for, implement, and evaluate termly, targeted Numeracy mastery classes paying particular attention to:</p> <ul style="list-style-type: none"> > progress of HB students > Aboriginal students > learners with disabilities/barriers to learning > Children in Care 	2023 Term 2 (implementation)	<p>Each year 7 Maths/Science teacher will</p> <ul style="list-style-type: none"> ➤ collaboratively analyse and respond to their impact <p>Key leaders will</p> <ul style="list-style-type: none"> ➤ ensure that the timetable structure supports the implementation of Numeracy Mastery Classes and collaboration between classes. 	<ul style="list-style-type: none"> ➤ Numeracy Development Coach/Consultant (TBC) ➤ Curriculum resources ➤ Numeracy Improvement Guidebooks ➤ Maths scope and sequence ➤ The AC Glossary ➤ Power BI
<p>Develop intervention teacher/student support to provide intentional and targeted intervention for students who have gaps in their numeracy or who have specific additional numeracy development needs.</p>	2023 (Term 2 – Training)	<p>Each teacher & student support officer will</p> <ul style="list-style-type: none"> ➤ engage in training (TBC) and teach in line with this approach <p>Each leader will</p> <ul style="list-style-type: none"> ➤ monitor the implementation and impact of this action and respond accordingly. 	<ul style="list-style-type: none"> ➤ Pre assessment testing currently Quicksmart (TBC) ➤ Numeracy Coach/Consultant? (TBC)
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	<p>Each teacher will...</p> <p>Each leader will...</p>	Click or tap here to enter text.

 STEP 1 Analyse and Prioritise		Site name: Findon High School	
Goal 3:		ESR Directions: 1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text.	
Achievement towards Goal in 2022:	Target 2023:	2024:	
 STEP 2 Challenge of practice			
Challenge of Practice:			
 STEP 3 Plan actions for improvement			
Student Success Criteria (what students know, do, and understand): Click or tap here to enter text.		How and when will this be monitored, tracked and measured? Click or tap here to enter text.	

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Each leader will... Each teacher will...	Click or tap here to enter text.



Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (review and evaluate).

- Complete every step - The [School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.









Government of South Australia
Department for Education



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 1: Improve year 7 to 10 student progress in Reading, with a particular focus on Vocabulary & Comprehension

Student Success Criteria	 Yes	Evidence	
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	 Needs attention/work in progress  Not on track	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<ul style="list-style-type: none"> ➤ Student will be able to demonstrate the ability to extract direct information and draw inferences from the texts (refer to PATR question analysis) ➤ Students will be able to use subject specific vocabulary to annotate, analyse, evaluate, and reflect on a text through discussion and written reflections (refer to PATR question analysis) 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded  Needs attention/work in progress  Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Develop shared understanding, knowledge and expectations within the Whole Literacy agreement practices across learning areas, in particular: <ul style="list-style-type: none"> • Close reading strategy • Annotated exemplars (feedback) • Peer editing (feedback) 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Deepen teacher expertise and consistent implementation of identified reading practices across learning areas (documented)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

within teacher curriculum planning): <ul style="list-style-type: none">• Close reading strategy• Annotated exemplars (feedback)• Peer editing (feedback)			
All staff will use common formative and summative assessments across learning areas to inform monitoring, tracking, quality planning and specific targeted intervention for Reading.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.










STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 2: Improve year 7 to 10 student progress in Numeracy (Number)

Student Success Criteria	<p> Yes</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we improving student learning?</p> <p>How are we tracking against our student success criteria?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>
<p>All students will be able to demonstrate the ability to recognise, read, represent order and interpret numbers within our place value number system, expressed in different ways, starting with Mathematics.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
Actions	<p> 90% embedded</p> <p> Needs attention/work in progress</p> <p> Not on track</p>	<p>Evidence</p> <p>Are we doing what we said we would do?</p> <p>Are we improving student learning?</p> <p>How do we know which actions have been effective?</p>	<p>What are our next steps?</p> <p>Potential adjustments?</p>

<p>Strengthen and build the capacity of teachers in identified Numeracy strategies:</p> <ul style="list-style-type: none">> Explicit teaching of Number concepts> Formative and summative assessment tasks (where suitable) with NAPLAN and PAT M style questions> Visualization> Modelling Mathematical language	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Develop staff capacity (starting with Year 7/8 Maths/Science) to collaboratively plan for, implement, and evaluate termly, targeted Numeracy mastery classes paying particular attention to:</p> <ul style="list-style-type: none">> progress of HB students> Aboriginal students> learners with disabilities/barriers to learning> Children in Care	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Develop intervention teacher/student support to provide intentional and targeted intervention for students who have gaps in their numeracy or who have specific additional numeracy development needs.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 3:			
Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
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STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 1: Improve year 7 to 10 student progress in Reading, with a particular focus on Vocabulary & Comprehension

Targets 2023:
TBC

Results towards targets:
Click or tap here to enter text.

Challenge of Practice:
If all teachers intentionally focus on the explicit teaching of (learning area) specific reading comprehension strategies and vocabulary (e.g., close reading, annotated exemplars, peer editing feedback strategies), then we will see improvement in our students' growth and achievement in Reading.

Evidence - has this made an impact?
Click or tap here to enter text.

Success Criteria:

- Student will be able to demonstrate the ability to extract direct information and draw inferences from the texts (*refer to PATR question analysis*)
- Students will be able to use subject specific vocabulary to annotate, analyse, evaluate, and reflect on a text through discussion and written reflections (*refer to PATR question analysis*)

Evidence - did we improve student learning? how do we know?
Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 2: Improve year 7 to 10 student progress in Numeracy (Number)

Targets 2023:

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

If we intentionally focus the explicit teaching of number concepts, visualization, and modelling of Mathematical language, starting with the Maths Learning Area, then we will see improvement in our students' growth and achievement Maths data.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

All students will be able to demonstrate the ability to recognise, read, represent order and interpret numbers within our place value number system, expressed in different ways, starting with Mathematics.

Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

Click or tap here to enter text.

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 3:

Targets 2023:

Results towards targets:

Click or tap here to enter text.

Challenge of Practice:

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

Click or tap here to enter text.

Evidence - did we improve student learning? how do we know?

Click or tap here to enter text.

Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

[Click or tap here to enter text.](#)

Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)