## Kapunda High School

### Site Improvement Plan 2016

<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</td>
<td>Agreed, specific targets that clearly indicate what improved outcomes will achieve or demonstrate</td>
<td>The major actions that staff-teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the targets</td>
<td>The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the targets and/or effectiveness of the strategies</td>
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### Improve Students' Literacy and Numeracy Skills

#### LITERACY:

- **Increased proportion** of students meeting the **Standard of Educational Achievement (SEA)**
- **Increased proportion** of students being retained in the higher bands/grades.
- **Progress from Year 7 to 9 is consistent with state progression rates.** *(ie 25:50:25)*
- **100% of students**

**STRUCTURES/PROGRAMMES**

- Literacy intervention and extension classes (at Years 8-10)
- Range of offerings at SACE
- Multi Lit intervention for identified students – priority for Year 8s
- SPELD literacy trial

**PROFESSIONAL LEARNING:**

- PAT Training – making use of targeted approach from PAT Resource Centre to address areas of concern
- Growth Mindset Training - partnership inservice with follow-up at the school level.

#### Evaluation Measures:

- Australian Curriculum grades in English and Maths
- NAPLAN tests (Year 9)
- PAT Maths and PAT R (Year 8-10)
- SACE Literacy and Numeracy results
**complete SACE literacy and numeracy requirement.**

**EXPECTATIONS OF ALL TEACHERS:**
- whole school literacy agreement embedded in daily practice – TEEL paragraph structure, subject specific vocabulary.

**EXPECTATIONS OF ALL LEARNING AREAS:**
- identification of priority for the year – based on data from NAPLAN (documented in learning area plan)

**NUMERACY:**

**STRUCTURES/PROGRAMMES**
- Numeracy intervention and extension classes (at Years 8 -10)
- Range of offerings at SACE
- Implement Quicksmart

**PROFESSIONAL LEARNING:**
- Maths teachers continue to explore opportunities to improve pedagogy and build capacity in designing learning to extend problem solving and reasoning – additional time provided by the Goyder and Light Partnership to support this.
- Quicksmart training for support staff
- Growth Mindset Training - partnership inservice with follow-up at the school level.

**EXPECTATIONS OF ALL TEACHERS:**
- Goyder and Light numeracy agreement (to be re-developed) is adopted and embedded in daily practice.

**EXPECTATIONS OF ALL LEARNING AREAS:**
- identification of priority for the year – based on data from NAPLAN (documented in learning area plan)
<table>
<thead>
<tr>
<th>Implementation of the Australian Curriculum and pedagogies and supports that enable all students to be successful</th>
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<tbody>
<tr>
<td>• Increased proportion of students meeting the Standard of Educational Achievement (SEA)</td>
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<tr>
<td>• Increased proportion of students achieving ‘above standard’ (ie A/B)</td>
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<td>• Year 8-10 students are engaged in learning programmes that enable them to produce/demonstrate evidence against all achievement levels of the appropriate standard.</td>
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**EXPECTATIONS FOR ALL LEARNING AREAS:**

- Overviews for all year levels
- Common assessment tasks
- Collaborative moderation to ensure consistency of standards
- Collaborative moderation that is about assessment for teaching (data analysis, identification of effective pedagogies)
- Distributed leadership
- Collective responsibility

**Particular focus on:**

- Task design that ‘stretches’ students and provides opportunities for achievement at above standard (ie A/B)
- Building a growth mindset
- Task design that provides opportunities for students to demonstrate their learning in multiple ways
- Building staff capacity through collaboration and peer observation

**This will be achieved through:**

- release time for small groups of teachers to work collaboratively in teams
- pupil free days
- faculty meetings
- explore opportunities to work collaboratively with colleagues in partnership and portfolio schools.

| • Australian Curriculum grades |
| • Monitoring of learning area/subject progress through self-assessment each term. |
| Improving SACE achievement | • Maintaining or increasing the SACE completion rate  
|                          | • Maintaining or increasing the proportion of A-C grades at both Stage 1 and 2  
|                          | • Maintenance of existing strategies: holiday seminars, holiday sessions, intervention meetings, broad range of subject and VET options, ‘safety nets’ for struggling students, regular communication with families (end of term newsletters highlighting work requirements for next period of learning, etc; mid-term interim reports; Research Project info session; etc)  
|                          | • Introduce the Elevate study skills programme – and embed through extended home group  
|                          | • Develop a clearer deadlines policy  
|                          | • The use of ‘traffic lights’ to flag progress of students in a more visual way  
|                          | • All learning areas to identify specific priorities (and strategies) to maintain/improve results in their areas.  
|                          | • Implement the Career Development Strategy with strategies to assist students to plan pathways, make real world and ‘future’ pathways connections and decisions.  
| Improve student well-being | • Reduce the incidence of bullying and harassment  
|                          | • Improve community perceptions of how bullying and harassment is managed  
|                          | • Review policy  
|                          | • ‘Roll out’ policy and flow chart to students and wider school community  
|                          | • Support implementation through an on-going education programme to be delivered through extended home group.  
|                          | • Build staff capacity through involvement in professional learning – eg restorative practices.  

| SACE data  
| Opinion data  

| MDI data  
| Opinion  
