

# STUART HIGH SCHOOL

## SITE IMPROVEMENT PLAN

### 2018-2019

*We will work together in a safe, caring and enjoyable environment  
to achieve successful educational outcomes for all students*



# Higher Standards of Learning Achievement

We believe that agreed school values and beliefs about learning deliver rigorous curriculum and pedagogy across all learning areas of the school.

We will:

- Develop units of work / tasks differentiated to meet the range of student needs
- Implement individual learning plans through differentiated tasks and assessments
- Moderate differentiated units / tasks to monitor standards and achieve consistency of judgement and share strategies to effectively support all learners
- Reduce the gap between the highest and lowest achievers
- Build staff capability to improve teaching quality

<b>What Success Looks Like</b>	<b>Key Actions</b>	<b>How Do We Know</b>
Implement Australian Curriculum to meet the needs of all learners	<ul style="list-style-type: none"><li>• Successful implementation of all ACARA subjects</li><li>• Differentiation of tasks for all subjects in all year levels</li><li>• Cultural competence training and implementation of Aboriginal cross curricula units</li><li>• Develop and implement a strategy to improve outcomes for students with disabilities</li><li>• Implement effective programs to develop students' capabilities and support pathways planning for young people's successful transition to senior secondary and beyond school</li></ul>	<ul style="list-style-type: none"><li>• All students in Year 8 – 10 achieve a C grade or higher against the ACARA English, History, Mathematics and Science achievement standards</li><li>• 100% of ATSI students have an effective ILP where targets are identified and met</li><li>• All ILP's are reviewed regularly</li><li>• 100% of identified students have an updated NEP or IEP and identified targets have been met</li><li>• 100% NEP's &amp; IEP's are reviewed and updated regularly on an ongoing basis</li><li>• Increase PLP completion to 100% by the end of 2018.</li><li>• 100% of students have identified their goals and are working toward achieving them</li><li>• PLP's introduced 8-10 via Care Group planning and implementation</li></ul>

# Improve Wellbeing and Attendance

Our consistent implementation of student behaviour policy and education across the whole school and effective monitoring of student attendance daily and from lesson to lesson, supports learner achievement and satisfaction.

We will:

- Achieve this by all staff, students and families working collaboratively to implement agreed policies, processes and practices in regard to developing positive behaviour and increasing attendance

What Success Looks Like	Key Actions	How Do We Know
Improved student attendance to enables Stuart High School students to maximise learning opportunities	<ul style="list-style-type: none"><li>• Care Group teachers implement the Attendance Action</li><li>• Sentral used by staff to record attendance in care group and all lessons</li><li>• Attendance SSO supports teachers to follow up on chronic non-attenders</li><li>• Student Wellbeing Leader oversees Attendance and connects with Support Services fortnightly</li></ul>	<ul style="list-style-type: none"><li>• Unexplained absences reduced by 15% by the end of 2018</li><li>• 30% increase in student attendance rate by the end of 2018 on average and in all learning areas</li><li>• Follow up implemented by Attendance SSO and all teachers as recorded via phone calls and home visits</li><li>• Attendance is monitored through weekly data collection and presentation to staff</li><li>• Close the gap for SHS to meet DECD 93% target. Monitored by year levels</li><li>• Parents informed of the impact of non-attendance sees measurable improvement</li></ul>
Improved student wellbeing and resilience	<ul style="list-style-type: none"><li>• Students are able to access services and agencies as needed to address improving mental health</li><li>• Suspensions/take homes and exclusions are monitored regularly and data evaluated</li></ul>	<ul style="list-style-type: none"><li>• MDI surveys completed and analysed</li><li>• Records of behaviour management interventions demonstrate reduced suspensions/take homes and exclusions</li></ul>



Stuart High School becomes a Learning Curve school

- Care Group program based on CPC is implemented
- Learning Curve is developed and implemented via Care Groups and whole school approach
- CPC, Learning Curve action plan documented and monitored
- Student Voice surveys indicate improved resilience amongst student cohorts

# Literacy Achievement - Reading

The whole school approach delivered improved skills and achievement in writing, reading, comprehension skills. This is achieved through staff collaboratively working on agreements and implementing these as evidenced in their programs.

We will:

- Display whole school Literacy agreement in every classroom
- Use a scope and sequence of writing and reading skills and explicit teaching in units / tasks differentiated to meet specific needs
- Undertake diagnostic testing as an early intervention strategy for individuals in Literacy and Numeracy
- Develop whole school Literacy agreements and processes

What Success Looks Like	Key Actions	How Do We Know
Improved individual Literacy and Numeracy levels for all students evidenced by NAPLAN, PAT –R & PAT – M growth	<ul style="list-style-type: none"> <li>• PAT-R &amp; PAT-M testing is done half way through term 1 and at commencement of term 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests results displayed on a data wall demonstrating growth</li> </ul>
Whole school Reading Intervention in place linked to Visible Learning	<ul style="list-style-type: none"> <li>• Literacy / reading undertaken to assess perception, disposition and skills.</li> <li>• Reading Intervention program established</li> <li>• Reading Eggs program used for students with disabilities</li> <li>• Develop a whole school Visible Learning plan</li> <li>• Staff undertake training in Visible Learning and PALL and explicit teaching approaches</li> <li>• Staff programs evidence emphasis on literacy improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Data from audits evaluated and displayed</li> <li>• Classroom observations identify strategies used to improve reading &amp; comprehension</li> <li>• Professional development linked to Site Plan and new knowledge has been shared</li> <li>• Documented and discussed in performance development meetings</li> <li>• Literacy strategy documented in learning plans per subject</li> </ul>

# Key Data Sets

## Higher Standards of Learning Achievement

- NAPLAN [Year 9 - May]
- PAT-Mathematics [Year 8 February & September, Year 9-10 September]
- PAT - Reading Comprehension [Year 8-10 February and September]
- PAT Spelling [Year 8-10 February and September]
- PAT Grammar and Punctuation [Year 8-10 February and September]
- Australian Curriculum grades, A-E [Year 8-10 June and December]
- National Professional Standards for Teachers [Graduate, Proficient, HAT levels]

## Improve Wellbeing and Attendance

- Student Opinion Survey through Student Voice [Year 8-10 ongoing]
- MDI Wellbeing survey [Year 8 -10 September]
- Care Group student report [Year 8-10 terms 2 and 4]
- NEP, ILP, IEP completed and goals collated [Years 8-10, ongoing]
- Suspensions, Exclusion and behaviour records [Years 8-10, ongoing]
- Attendance data – explained, unexplained absences, target measured against 93%
- Attendance trends [Years 8-10, collected termly]
- Parent Opinion survey
- ICAN audit for FLO students

## Improve Literacy Achievement – Reading

- PROBE Comprehension Diagnostic test [Year 8-10 February and ongoing]
- Waddington's Reading, Spelling & Numeracy Diagnostic tests [February and ongoing]
- Reading Eggs program measured progress through stepped improvement
- Audit of literacy strategies in Learning Plans across subjects [Years 8-10, twice per term]
- Audit of differentiation strategies in Learning Plans [Years 8-10, twice per term]
- Classroom observations notes and feedback [ongoing]