SITE IMPROVEMENT PLAN

2016 – 2018
Vision

A positive, success-oriented environment where students develop to their full potential.

The school works in a close partnership with parents, the community and local industry to deliver a relevant curriculum, educational experiences and care for all students.

Our students are able to enter the community as successful individuals who will contribute much as adult citizens.

Values

We embrace the values developed by the Waikerie High School Community and enact them in everything we do:

- respect
- responsibility
- trust
- achievement
- community
## Our Priorities

<table>
<thead>
<tr>
<th>Powerful teaching and learning</th>
<th>Improve literacy and numeracy achievement for all students through high quality teaching for powerful learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensure all students are appropriately challenged in their learning.</td>
</tr>
<tr>
<td>Improve student wellbeing for</td>
<td>Ensure positive student wellbeing and connectedness to personalised and rigorous learning.</td>
</tr>
<tr>
<td>learning</td>
<td></td>
</tr>
<tr>
<td>Improve conditions for learning</td>
<td>Develop safe conditions for learning in an environment that inspires a culture of engagement, opportunity, participation, success and celebration.</td>
</tr>
</tbody>
</table>
## Powerful teaching and learning

We will:

- improve literacy and numeracy achievement for all students, reducing the gap between our highest and lowest achievers
- build teacher and leader capability and continue to improve teaching quality
- maximise learning achievement and pathway opportunities for every child

### What success looks like:

<table>
<thead>
<tr>
<th>What success looks like:</th>
<th>Key Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>increase number of students in the upper growth band in NAPLAN reading from 53% to 58%</td>
<td>• all teaching and learning programmes identify differentiation strategies that stretch individual learners</td>
</tr>
<tr>
<td>increase number of students in the upper growth band in NAPLAN numeracy from 50% to 55%</td>
<td>• numeracy and literacy demands identified in all learning plans</td>
</tr>
<tr>
<td>increase number of students at or above our DECD Achievement Standard in Reading from 81% - 85%</td>
<td>• numeracy and literacy professional learning provided through school and partnership programmes</td>
</tr>
<tr>
<td>increase number of students at or above our DECD Achievement Standard in Numeracy from 80% - 85%</td>
<td>• all teachers maintain a folio of evidence aligned to NPST through performance development processes</td>
</tr>
<tr>
<td>all teachers demonstrate improvement against National Professional Standards for Teachers at least one of the Standards, with reference to a Folio of evidence, supported by the DECD TFeI Framework and Tools</td>
<td>• all teachers participate in formal moderation processes (8-12)</td>
</tr>
<tr>
<td>achievement at ‘C’ grade or above in each Learning Area from 78% to 90%</td>
<td></td>
</tr>
<tr>
<td>increase SACE grades of ‘C-’ or above from 93% to 95%</td>
<td></td>
</tr>
<tr>
<td>increase SACE Completion out of Feb enrolments from 80% - 90%</td>
<td></td>
</tr>
<tr>
<td>maintain 100% SACE Completion out of Oct enrolments</td>
<td></td>
</tr>
</tbody>
</table>
Improve student wellbeing for learning

We will:

- develop and support young people to engage positively in learning programmes that target personalised needs
- build teacher capacity to monitor, promote and improve wellbeing for the young people we work with

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<td>students are resilient, healthy learners and have access to support structures within the school as needed</td>
<td>• all Home Group teachers and Year Level Organisers embed wellbeing programmes into Extended Learning</td>
</tr>
<tr>
<td>teachers can respond to mental health issues confidently and effectively</td>
<td>• all staff complete MindMatters training modules as agreed</td>
</tr>
<tr>
<td>Extended Learning programmes reflect strong engagement with wellbeing</td>
<td>• student behaviour response follows a restorative process in the first instance</td>
</tr>
<tr>
<td>MindMatters framework is embedded in school practice</td>
<td>• alternative programmes developed for students requiring a differentiated programme</td>
</tr>
<tr>
<td>student opinion data and Social Worker data student shows students feel safe and are content at school</td>
<td>• non-attendance followed up in line with attendance policies</td>
</tr>
<tr>
<td>student wellbeing data shows students have access to and are confident users of support structures across the school</td>
<td></td>
</tr>
</tbody>
</table>
Improve conditions for learning

We will:

- create safe conditions for rigorous learning where every child experiences intellectual stretch
- develop learning spaces that meet the needs of 21st century learners

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<th>What success looks like:</th>
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<tr>
<td>all staff actively participate in a Professional Learning Community</td>
<td>• professional development structured to facilitate PLC collaboration</td>
</tr>
<tr>
<td>all classrooms and workshops are high quality learning spaces measures against agreed school standards</td>
<td>• classroom audits conducted throughout the year with results shared to stimulate growth</td>
</tr>
<tr>
<td>all students all have a planned career pathway</td>
<td>• teachers routinely contact parents of students they work with to share positive stories</td>
</tr>
<tr>
<td>positive, regular open communication occurs with families</td>
<td>• ACEO builds and maintains relationships with Aboriginal families through frequent communication</td>
</tr>
<tr>
<td>students are engaged in learning and stretched intellectually in all subjects based on their own current level</td>
<td>• increase access to information technology as identified for individual learning areas</td>
</tr>
<tr>
<td>students and teachers have access to and use current technologies that support student learning</td>
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</tr>
</tbody>
</table>

Key Reporting Data

Powerful teaching and learning

- NAPLAN [Year 9]
- PAT-Mathematics [Year 8 – 10, Term 3]
- PAT-Reading Comprehension [Year 8 – 10, Term 3]
- Australian Curriculum grades [Year 8 – 10 April, September, June, and December]
- NEP personalised goals and targets [review once per semester]
- Literacy Levels [English as an Additional Language or Dialect (EALD) students]
- National Professional Standards for Teachers

Improve student wellbeing for learning

- Attendance data
- Student Opinion Survey
- MindMatters wellbeing survey

Improve conditions for learning

- PLC presentation each semester
- Classroom audit tools
- Family contact including attendance at interviews
Key Data Goals at a Glance

2016 - 2018

- **Attendance**: 95% in 2016, 97% in 2018
- **Achievement “C” Grade or above**: 80% in 2016, 90% in 2018
- **SACE Grades “C” Grade or above**: 93% in 2016, 95% in 2018
- **SACE Completion % completers out of potential completers Oct.**: 100% in 2016, 100% in 2018
- **NAPLAN - Reading demonstrated expected achievement (DECD SEA)**: 81% in 2016, 85% in 2018
- **NAPLAN - Numeracy demonstrated expected achievement (DECD SEA)**: 80% in 2016, 85% in 2018
- **NAPLAN - Reading Achieved Higher Growth Band**: 50% in 2016, 55% in 2018
- **NAPLAN - Numeracy Achieved Higher Growth Band**: 53% in 2016, 55% in 2018
A positive, success-oriented environment where students develop to their full potential. The school works in a close partnership with parents, the community and local industry to deliver a relevant curriculum, educational experiences and care for all students. Our students are able to enter the community as successful individuals who will contribute much as adult citizens.

**Powerful teaching and learning**

**What success looks like:**
- increase number of students in the upper growth band in NAPLAN reading from 53% to 56%
- increase number of students in the upper growth band in NAPLAN numeracy from 50% to 55%
- increase number of students at or above our DECD Achievement Standard in Reading from 81% - 85%
- increase number of students at or above our DECD Achievement Standard in Numeracy from 80% - 85%
- all teachers demonstrate improvement against National Professional Standards for Teachers at least one of the Standards, with reference to a folio of evidence, supported by the DECD TEFL Framework and Tools
- achievement at ‘C’ grade or above in each Learning Area from 78% to 90%
- increase SACE grades of ‘C+’ or above from 93% to 95%
- increase SACE Completion out of Feb enrolments from 80% - 90%
- maintain 100% SACE Completion out of Oct enrolments

**Key Actions:**
- all teaching and learning programmes identify differentiation strategies that stretch individual learners
- numeracy and literacy demands identified in all learning plans
- numeracy and literacy professional learning provided through school and partnership programmes
- all teachers maintain a folio of evidence aligned to NPST through performance development processes
- all teachers participate in formal moderation processes (8-12)

**Improve student wellbeing for learning**

**What success looks like:**
- students are resilient, healthy learners and have access to support structures within the school as needed
- teachers can respond to mental health issues confidently and effectively
- Extended Learning programmes reflect strong engagement with wellbeing
- MindMatters framework is embedded in school practice
- student opinion data and Social Worker data student shows students feel safe and are content at school
- student wellbeing data shows students have access to and are confident users of support structures across the school
- student attendance rate increases from 95% to 97%

**Key Actions:**
- all Home Group teachers and Year Level Organisers embed wellbeing programmes into Extended Learning
- all staff complete MindMatters training modules as agreed
- student behaviour response follows a restorative process in the first instance
- alternative programmes developed for students requiring a differentiated programme
- non-attendance followed up in line with attendance policies

**Improve conditions for learning**

**What success looks like:**
- all staff actively participate in a Professional Learning Community
- all classrooms and workshops are high quality learning spaces measures against agreed school standards
- all students have a planned career pathway
- positive, regular open communication occurs with families
- students are engaged in learning and stretched intellectually in all subjects based on their own current level
- students and teachers have access to and use current technologies that support student learning

**Key Actions:**
- professional development structured to facilitate PLC collaboration
- classroom audits conducted throughout the year with results shared to stimulate growth
- teachers routinely contact parents of students they work with to share positive stories
- ACEO builds and maintains relationships with Aboriginal families through frequent communication
- increase access to information technology as identified for individual learning areas
- use of Step 9 teachers to support classroom practice