

# SITE IMPROVEMENT PLAN

## 2015 - 2017

### Vision

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An engaging, stimulating, success oriented learning environment where all students feel safe, happy, supported and challenged to achieve to the best of their ability.

### Values

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

- respect
- inclusion
- relationships
- learning achievement.

## Our Priorities

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### **High quality teaching and learning**

Improve literacy and numeracy achievement for all students through high quality teaching for powerful learning.

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### **Improve student wellbeing for learning**

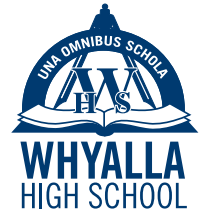
Ensure positive student wellbeing and connectedness to personalised and rigorous learning.

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### **Improve conditions for learning**

Develop safe conditions for learning in an environment that inspires engagement, opportunity, participation, success and celebration.

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# High quality teaching and learning

We will:

- improve literacy & 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.

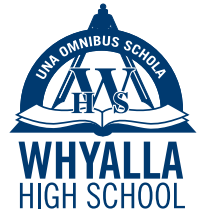
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### What success looks like

- increase number of students in the upper growth band in NAPLAN reading from 24% to 30%.
- Increase number of students in the upper growth band in NAPLAN numeracy from 14% to 25%.
- increase number of students at or above DECD Achievement Standard in reading from 69% to 80% - PAT-Rc
- increase number of students at or above DECD Achievement Standard in numeracy from 58% to 70% - PAT-M
- all teachers can demonstrate improvement against National Professional Standards for Teachers in Standards 3, 4 and 5.

### Key actions

- all teaching and learning programmes identify differentiation strategies that stretch individual learners
  - learning plans identify explicit teaching of reading and expectations for students to engage
  - numeracy focus is identified in all learning plans
  - numeracy teaching professional learning provided through school and Partnership programmes
  - Numeracy Coach works with small number of teachers to build numeracy teaching capability.
  - strengthened transition programme to support literacy and numeracy across year 7-8.
  - all teachers maintain a folio of evidence aligned to NPST 3, 4 and 5 through performance development processes.
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## Improve student wellbeing for learning

### We will:

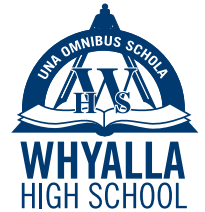
- develop and support young people to engage positively in learning programmes that target personalised needs
- build teacher capability to monitor, promote and improve wellbeing for the young people we work with.

### What success looks like

- students are happy, healthy learners and have access to support structures within the school as needed
- teachers can respond to mental health issues confidently and effectively
- classrooms and Care Group programmes reflect strong engagement with wellbeing programmes
- student leaders are active in promoting wellbeing
- MindMatters curriculum is embedded in school practice
- student opinion data shows students feel safe and are happy at school
- student wellbeing data shows students have access to and are confident users of support structures across the school.

### Key actions

- all staff complete MindMatters training modules as agreed
- All Care Group teachers submit a learning programme each term that describes wellbeing programmes
- MindMatters student leaders appointed and work in partnership with Student Counsellor
- student behaviour response follows a restorative process in the first instance
- alternative programmes developed for students requiring a differentiated programme.



## Improve conditions for learning

We will:

- create safe conditions for rigorous learning where every child experiences intellectual stretch
- develop and maintain learning spaces to a high standard that meet the needs of 21st century learners.

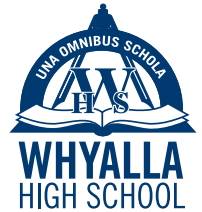
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### What success looks like

- all classrooms and workshops are high quality learning spaces measured against agreed school standards
- student attendance rate increases from 84% towards 93%
- all students understand and follow the Positive Behaviour for Learning protocol
- positive, regular open communication occurs with families frequently
- 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

- classroom audits conducted term 1 and 3 with results shared to stimulate growth
  - commence relocation of art spaces, science laboratory review and complete additional classroom refurbishment
  - all classrooms display PBL protocols and teachers enforce consistency
  - teachers routinely contact parents of students they work with to share positive stories
  - ASETO builds relationships with Aboriginal families through frequent communication and meeting opportunities
  - non-attendance followed up in line with attendance Key Process
  - increase access to information technology as identified for individual learning areas.
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## Key Reporting Data

### High quality teaching and learning

- 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]
- BURT Reading Age [Year 8-10 February]
- Australian Curriculum grades [Year 8-10 June and December]
- NEP personalised goals and targets [review once per term]
- Literacy Levels [English as an Additional Language or Dialect (EALD) students]
- National Professional Standards for Teachers

### Improve student wellbeing for learning

- Student Opinion Survey [Year 8-10 October]
- MindMatters wellbeing survey
- Student Counsellor contacts data [20 day samples each term]
- Care Group student report [Year 8-10 terms 2 and 4]

### Improve conditions for learning

- Attendance Data
  - Whyalla High School Classroom Audit tool [Terms 1 and 4]
  - Parent/family contacts including attendance at interviews
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