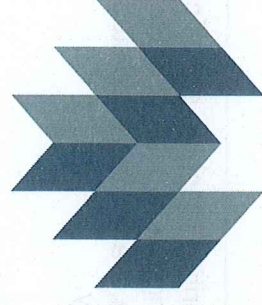


Improvement plan for Mount Barker High School

2019 to 2021



MOUNT BARKER HIGH SCHOOL

Not for ourselves alone

School name

Mount Barker High School

Vision statement

To inspire young people to be flourishing and active
citizens who achieve their full potential



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals		Targets	Challenge of practice
Increase students skills and achievement in literacy with a focus on writing		The mean score for NAPLAN writing will rise by 26.7 percentage points (530) from the 2018 NAPLAN writing results	If we prioritise teaching identified writing skills (Tier2/3 vocab, subject specific writing genres) across all learning areas using a differentiated teaching approach, then we will increase student achievement in writing.
		30% of students who in 2019 Year 9 NAPLAN scored below the SEA in writing will achieve a minimum B grade in at least three common Year 10 writing tasks	
		97% of students enrolled in SACE Stage 1 English (or equivalent) successfully complete the compulsory units within the year	
Increase student understanding of and achievement in numeracy		The mean score for NAPLAN numeracy will rise by 12 percentage points (575) from the 2018 NAPLAN numeracy results	If we prioritise teaching specific numeracy skills across all learning areas using a differentiated teaching approach, we will increase student achievement in numeracy.
		30% of students who in 2019 Year 9 NAPLAN scored below the SEA in numeracy will achieve the SEA in PAT M in 2020	
		97% of students enrolled in SACE Stage 1 Mathematics (or equivalent) successfully complete the compulsory unit within a semester	

Improvement plan for Mount Barker High School

2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

Andrew Wells

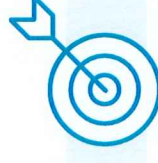
Review, Improvement and Accountability Manager

Phone: 8226 1576

Andrew.Wells@sa.gov.au

Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets		
Goal 1	Increase students skills and achievement in literacy with a focus on writing	2019	The mean score for NAPLAN writing will rise by 26.7 percentage points (530) from the 2018 NAPLAN writing results	
		2020	30% of students who in 2019 Year 9 NAPLAN scored below the SEA in writing will achieve a minimum B grade in at least three common Year 10 writing tasks	
		2021	97% of students enrolled in SACE Stage 1 English (or equivalent) successfully complete the compulsory units within the year	
Goal 2	Increase student understanding of and achievement in numeracy	2019	The mean score for NAPLAN numeracy will rise by 12 percentage points (575) from the 2018 NAPLAN numeracy results	
		2020	30% of students who in 2019 Year 9 NAPLAN scored below the SEA in numeracy will achieve the SEA in PAT M in 2020	
		2021	97% of students enrolled in SACE Stage 1 Mathematics (or equivalent) successfully complete the compulsory unit within a semester	
Goal 3		2019		
		2020		
		2021		

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice

Goal 1	If we prioritise teaching identified writing skills (Tier2/3 vocab, subject specific writing genres) across all learning areas using a differentiated teaching approach, then we will increase student achievement in writing.
Goal 2	If we prioritise teaching specific numeracy skills across all learning areas using a differentiated teaching approach, we will increase student achievement in numeracy.
Goal 3	

Step 3

Plan actions for improvement



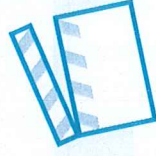
Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1				
Increase students skills and achievement in literacy with a focus on writing				
Challenge of practice	If we prioritise teaching identified writing skills (Tier2/3 vocab, subject specific writing genres) across all learning areas using a differentiated teaching approach, then we will increase student achievement in writing.			
Actions	Timeline	Roles and responsibilities	Resources	
Implement a whole school approach to using PEEL.	Semester 1	Literacy Committee: conduct PD in the consistent use of PEEL (point, explanation, evidence, link) across all Learning Areas + focus on scaffolding and exemplars for student success + staff participation in a 'learning cycle' involving DISCUSSION, EVALUATION, ANALYSIS. Learning Area Leaders/Staff to implement PEEL into their LAP's and explicitly teach these skills STEM, Creative Lifestyles and Healthy Lifestyles leaders to attend Rosie Kerin's workshop, "Writing Across the Curriculum: Improving Student Outcomes (7-12)". With new knowledge and by using ACARA National Writing Progressions map and plan student writing improvement.	Professional Learning: Rosie Kerin (\$2000.00) Student Free Day (Semester 1) (\$5000.00) Release of staff member for Literacy Coach: \$24000.00	
Development and implement a whole school approach to developing students Tier 2 vocabulary	Semester 1	Literacy Committee: conduct PD in the development and documentation of Tier 2 Vocabulary Learning Area Leaders/Staff: implement the Tier 2 Vocabulary into their LAP's and explicitly teach this vocabulary in	PAT Vocabulary Test (Term 4 2019, 2020)	
Review and refine in each learning area our use of Tier 3 Specialist Vocabulary	Semester 2	Learning Area Leaders/Staff: develop Tier 3 Vocabulary lists, document and explicitly teach	TRT (\$1200.00)	

Step 3 continued

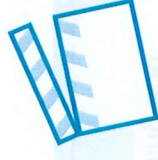
Plan actions for improvement



Goal 1 continued				
Increase students skills and achievement in literacy with a focus on writing				
Actions	Timeline	Roles and responsibilities	Resources	
Actively use Brightpaths and 2019 NAPLAN data to diagnostically identify students areas for improvement	Term 4	Staff and leaders in English/HASS/Science use Brightpaths tool to support each impact cycle. Staff investigate gaps in students writing identified by NAPLAN and develop learning area strategies for improved teaching these skills	Brightpaths TRT release (\$1200.00)	
Investigate and plan the implications of implementing a whole of school professional learning approach focusing on Developmental Language Disorders,	Semester 1/2	Two members of Literacy Committee attend workshops	TRT release (\$1200.00)	
Refine and expand our whole site approach to deconstructing exemplars, scaffolding student writing, peer-editing and teacher feedback.	Semester 1	Development of a whole site consistent approach to deconstructing exemplars, scaffolding student writing, peer-editing and teacher feedback. Semester 1 Literacy Coach and Committee to run Professional Development		
Total financial resources allocated				\$34600.00
Success criteria	Students will be able to write effectively using a variety of language features for each learning area, using the key elements for successful writing, and articulation of subject specific vocabulary. Students will edit for effect selecting vocabulary and grammar that contribute to the texts and use accurate spelling and grammar.			

Step 3 continued

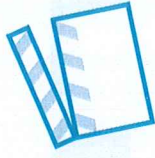
Plan actions for improvement



Goal 2		Increase student understanding of and achievement in numeracy		
Challenge of practice		If we prioritise teaching specific numeracy skills across all learning areas using a differentiated teaching approach, we will increase student achievement in numeracy.		
Actions	Timeline	Roles and responsibilities	Resources	
Reflect on and improve the subject specific activity developed in 2019 that includes explicit teaching of relevant numeracy elements for all learning areas in Yr 8, 9, 10	Semester 1/2	Coordinator: Lead Learning to provide PL on high impact strategies Learning Area Leaders: facilitated during Wednesday Professional Learning sessions	Department for Education guidebook: Numeracy School Improvement Maintain momentum Australian Numeracy Continuum Release time (TRT) \$3300.00	
Develop and implement staff data collection tools to measure impact of relevant numeracy teaching strategies for all learning areas in Yr 8, 9, 10.	Semester 1/2	Coordinator: Lead Learning, Learning Area Leaders to develop approaches and strategies. All staff implement a 5 week impact cycle	Production of resources, release time, professional learning: \$3300.00	
Staff develop numeracy specific skills in: <ul style="list-style-type: none"> Financial numeracy (evaluation and application) Interpreting chance events Measurement (particularly 	Semester 1/2	Numeracy sessions delivered each term by Numeracy Coach and supported by Learning Area leaders	Release of staff member for Numeracy Coach: \$24000.00	

Step 3 continued

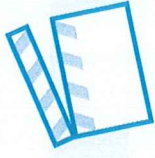
Plan actions for improvement



Goal 2 continued				Increase student understanding of and achievement in numeracy	
Actions	Timeline	Roles and responsibilities	Resources		
Numeracy committee will investigate a range of high impact numeracy programs and make recommendations for introduction in Semester 2 2020.	Semester 1	Numeracy Committee using an inquiry approach investigate and identify suitable evidence based approaches	Learnlink Intranet DfE recommended numeracy programs in schools. DfE Numeracy Guidebooks Thinking Maths program LDAM Jo Boaler (Mathematical Mindsets)		
			Total financial resources allocated	\$30600.00	
Success criteria	Students will be able to effectively use a range of mathematical concepts related to specific learning areas and apply mathematical reasoning to solve complex problems appropriate to their level on the numeracy continuum.				

Step 3 continued

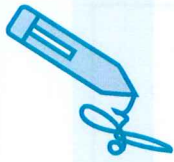
Plan actions for improvement



Goal 3 continued				
Actions	Timeline	Roles and responsibilities	Resources	
Total financial resources allocated				
Success criteria				

School improvement plan

Approvals



Approved by principal

2/12/19

Approved by governing council chairperson

2/12/2019

Approved by education director

1/12/2019