

School Improvement Plan for

Adelaide High School



Vision Statement:

Adelaide High School is a vibrant and inclusive learning community where **every student matters and every student is supported to thrive**. We nurture all learners to be resilient, creative, and collaborative. We celebrate diversity, promote intercultural understanding, and connect with communities both locally and globally. We are part of tradition, and we are making history.

Our School Improvement is developed on the premise that intentionally developing Literacy and Numeracy skills for all our learners underpins success at school and beyond. While some strategies are whole school and are implemented by every teacher, others are implemented across specific learning areas (Literacy – English/HASS, Numeracy – Mathematics/STEM). The SIP is supported by the AHS Pillars of Professional Practice, the AHS Aboriginal Learner Achievement Action Plan and Learning Area Team Action Plans. Our vision is underpinned by our values: Courage, Authenticity, Excellence and Kindness, and by our motto: Not just for school but for life.

Our improvement priorities are aligned with our department's strategic plan and vision towards 2028 and the Adelaide-Prospect Partnership priority of Accelerating Learner Achievement for every learner.

STEP 1 Analyse and Prioritise

Goal 1: Improve writing progress and achievement for all students in Year 7 to 9.

ESR Directions:
N/A

Achievement towards Goal in 2022:

- > 24% of students achieve in the HB in Writing (This cohort did not complete NAPLAN in 2020)
- > 85% of students achieve the NMS in Writing

Target 2023:

- > 28% of students achieve in the HB in Writing (Retention to be calculated once all year 7 students confirmed)
- > 85% of students achieve the NMS in Writing

2024:

- > 30% of students achieve in the HB in Writing (Retention to be calculated once year 7 students complete 2022 NAPLAN).
- > 88% of students achieve the NMS in Writing.

STEP 2 Challenge of practice

Challenge of Practice:

If all teachers intentionally focus on the explicit teaching of learning area specific text types and key language features, and if all English/HASS teachers focus on explicitly teaching sentence structure, grammar, and cohesion, then we will see improvement in our students' growth and achievement in NAPLAN.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

- > All students will produce subject-specific texts that will reflect their understanding of key language features such as paragraphing
- > During Writing Blocks, students demonstrate their understanding of the writing learning intentions, and they can clearly articulate the skill they are using or learning about.
- > All Year 7 students utilise bump it up walls and peers to evaluate their progress and plan for next steps of learning aligned to their writing goal
- > Each Year 7-9 student utilise regular structured reflections to demonstrate their understanding of their Brightpath data, and they can clearly articulate their next steps in learning.

How and when will this be monitored, tracked, and measured?

We will utilise

- Pre-and post- writing samples – reviewed within LA Teams once per semester
- Weekly targeted Learning Walks to check for Success Criteria. This will be captured (MS Forms), shared and reviewed within the LA Leader Team twice per term.
- Brightpath data as an indicator of progress

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Each teacher will engage in intentional collaboration for the purpose of developing curriculum area specific text types, that will support the explicit teaching of specific language features.	2022 onwards	<ul style="list-style-type: none"> > Teachers will collaborate to reflect on and refine the explicit teaching resources that have been developed and implemented. > Teachers will become familiar with and utilise the Curriculum Resources to support intentional and differentiated learning design, writing improvement lessons are embedded within Teaching and Learning cycles. 	<ul style="list-style-type: none"> > PLC time allocated for teachers > Curriculum Resources > Literacy Development Coach, Bronwyn Custance
Each Learning Area Leader will build their capacity in literacy leadership and lead their teams throughout the above work.	2022 onwards	<ul style="list-style-type: none"> > Learning Area Leaders purposefully participate in professional learning > Learning area leaders engage in instructional walks to understand classroom implementation and additional support needs > Leaders develop their capacity as coaches 	<ul style="list-style-type: none"> > PLC time allocated for leaders > Literacy Development Coach, Bronwyn Custance > Julie Lines Coaching

<p>Each teacher will intentionally assess, track, and monitor student writing progress through formative and summative assessment in their subject specific area or specified genre and reflect on the impact of their intentional and explicit teaching practice.</p>	2023	<ul style="list-style-type: none"> > Each teacher will engage in PLC collaboration to intentionally evaluate and improve their impact – every writing unit incorporates a pre-teaching sample related to the focus genre > Each Year 7-9 English and HASS will utilise the Brightpath tool to identify next steps in learning > Each teacher will work on developing their Literacy Toolbox through a personal Literacy Project > Selected teacher focus group will undertake the 3Ls program to monitor student growth through implementing functional grammar > Literacy Leaders will coach and support PLCs and individual teachers, track and monitor the implementation of actions as well as cohort writing progress 	<ul style="list-style-type: none"> > Brightpath tool/data walls/collaborative moderation > 3Ls literacy program
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STEP 3 Plan actions for improvement

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
<p>Each English/HASS teacher will focus on explicitly teaching sentence structure, grammar, and cohesion in the context of the Brightpath teaching and learning cycle.</p>	All year (year level and learning area dependent)	<ul style="list-style-type: none"> > Each Year 7-9 English teacher will utilise the Brightpath tool to assess student progress in narrative writing > Each Year 7-9 HASS teacher will utilise the Brightpath tool to assess student progress in persuasive writing > English and HASS teachers utilise collaborative moderation and common assessment tasks to measure their impact > Each Year 7-9 teacher implements regular 'low-stakes' writing opportunities English and HASS leaders will lead and monitor the implementation and impact of this action 	<ul style="list-style-type: none"> > Brightpath tool/data walls/collaborative moderation/common assessment tasks/English Scope and Sequence
<p>Each Year 7 English/HASS teacher will collaboratively plan for, implement, and evaluate weekly, targeted Writing blocks paying particular attention to the progress of HB learners, Aboriginal learners, learners with disabilities/barriers to learning and Children in Care.</p>	2022 onwards	<ul style="list-style-type: none"> > Year 7 English/HASS teachers collaborate to differentiate the writing blocks, and they collaboratively analyse and respond to their impact 	<ul style="list-style-type: none"> > LEAP Levels/Brightpath > AHS High Bands/High Ability Strategy > Bump it up walls > PowerBI
<p>Each intervention teacher will provide intentional and targeted intervention for students who have gaps in their learning or who have specific additional writing development needs.</p>	2022 onwards	<ul style="list-style-type: none"> > All intervention teachers engage with Playberry training and intentionally teach in line with this approach > Connect Team Leaders monitor the implementation and impact of this action and respond accordingly 	<ul style="list-style-type: none"> > AHS Inclusion Strategy > Reading assessment, <i>Teaching students with Dyslexia</i> training (Hansberry Consulting).

 **STEP 1 Analyse and Prioritise**

Goal 2: Improve Reading progress and achievement in Year 9 NAPLAN.		ESR Directions: N/A
Achievement towards Goal in 2022:	Target 2023:	2024:
<ul style="list-style-type: none"> > 33% of students achieve in the HB in Reading (This cohort did not complete NAPLAN in 2020) > 85% of students achieve the SEA in Reading > Low Progress to 20% Medium Progress to 73% High Progress to 7% 	<ul style="list-style-type: none"> > 33% of students achieve in the HB in Reading (Retention to be calculated once all year 7 students confirmed) > 88% of students achieve the SEA in Reading > Low Progress to 25% Medium Progress to 65% High Progress to 10% 	<ul style="list-style-type: none"> > 37% of students achieve in the HB in Reading (Retention to be calculated once year 7 students complete 2022 NAPLAN) > 90% of students achieve the SEA in Reading > Low Progress to 20% Medium Progress to 69% High Progress to 11%

 **STEP 2 Challenge of practice**

Challenge of Practice:
If we are intentional about explicitly teaching reading comprehension strategies within BDA (reading?) in Year 7-9, then we will improve Year 9 NAPLAN Reading achievement and progress.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked, and measured?
<ul style="list-style-type: none"> > Year 7-9 students are able to independently apply comprehension strategies (e.g., BDA) before, during and after to demonstrate existing knowledge, comprehension and analysis of texts in English and HASS > Year 7-9 students are able to articulate their reflections on their reading strategies and which strategies work best for them 	<p>We will utilise</p> <ul style="list-style-type: none"> • Weekly targeted Learning Walks to check for Success Criteria. This will be captured (MS Forms), shared and reviewed within the LA Leader Team twice per term. • PAT-R data as an indicator of progress

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Each teacher will design reading instruction during, before and after reading, focus on texts and scaffold reading for evidence across multiple texts to support students to extend their thinking and promote student agency.	2024 onwards	<ul style="list-style-type: none"> > English/HASS teachers develop their skills regarding the BDA strategy > English and HASS Learning Area Leaders provide the collaborative focus to ensure a common approach > English and HASS Leaders provide professional learning for their teams and take responsibility for monitoring implementation and impact of this action 	> NAPLAN, PAT-R, Literacy Guidebooks
Each Year 7 English teacher will collaboratively plan for, implement, and evaluate weekly, targeted Reading blocks for all Year 7 students, paying particular attention to the progress of HB learners, Aboriginal learners, learners with disabilities/barriers to learning and Children in Care.	2023 onwards	<ul style="list-style-type: none"> > Leaders ensure that the timetable structure supports the implementation of Reading blocks and collaboration between a number of classes > Leaders allocate additional resources to enable targeted support and stretch for every learner during these blocks of time > Year 7 English/HASS teachers collaboratively analyse their impact and respond accordingly 	<ul style="list-style-type: none"> > Curriculum resources, PAT-R, Literacy Guidebooks - BDA, PLC time > AHS High Bands/High Ability Strategy
Each Year 8-9 English teacher will intentionally utilise formative assessment including PAT-R to support growth in reading comprehension.	2023 onwards	> English teachers utilise PAT-R resources to personalise student learning	> PAT-R teaching resources centre, sample texts and prompts

 **STEP 3 Plan actions for improvement**

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Intervention teachers will provide additional assessments, followed by intentional and targeted intervention for students who have gaps in their learning or who have specific additional reading development needs.	2022 onwards	<ul style="list-style-type: none"> > All intervention teachers engage with MacqLit/Playberry training and intentionally teach in line with this approach 	<ul style="list-style-type: none"> > Reading assessment, Phonics testing, <i>Teaching students with Dyslexia</i> training (Hansberry Consulting) > AHS Inclusion Strategy
All teachers will promote student agency in learning through intentional learning design utilising the DfE Curriculum Resources and incorporating the BDA strategy.	2024	<ul style="list-style-type: none"> > Learning Area Leaders provide the collaborative focus to ensure a common approach in the implementation of the BDA strategy > Learning Area Leaders work with their teams to further explore and implement the curriculum resources, making explicit, subject-specific links with the Reading improvement focus 	<ul style="list-style-type: none"> > Curriculum Resources, NAPLAN, PAT-R, Literacy Guidebooks



STEP 4 Improve practice and monitor impact | Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 1: Improve writing progress and achievement for all students in Year 7 to 9.

Student Success Criteria	Yes	Needs attention/WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
All students will produce subject-specific texts that will reflect their understanding of key language features such as paragraphing.	Choose a building block.			Type here...	Type here...
All Year 7 and 8 students have collaboratively developed writing goals with their teacher/peers to and can articulate their next steps in improving a piece of writing.	Choose a building block.			Type here...	Type here...
All Year 7 students utilise bump it up walls and peers to evaluate their progress and plan for next steps of learning aligned to their writing goal.	Choose a building block.			Type here...	Type here...
Each Year 7-9 student utilise regular structured reflections to demonstrate their understanding of their Brightpath data, and they can clearly articulate their next steps in learning.	Choose a building block.			Type here...	Type here...
Actions	90% embedded	Needs attention/WIP	Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher will engage in intentional collaboration for the purpose of developing curriculum area specific text types, that will support the explicit teaching of specific language features.	Choose a building block.			Type here...	Type here...
Each Learning Area Leader will build their capacity in literacy leadership and lead their teams throughout the above work.	Choose a building block.			Type here...	Type here...
Each teacher will intentionally assess, track, and monitor student writing progress through formative and summative assessment in their subject specific area or specified genre and reflect on the impact of their intentional and explicit teaching practice.	Choose a building block.			Type here...	Type here...
Each English/HASS teacher will focus on explicitly teaching sentence structure, grammar, and cohesion.	Choose a building block.			Type here...	Type here...


STEP 4 Improve practice and monitor impact | Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 1: Improve writing progress and achievement for all students in Year 7 to 9.

Actions	90% embedded	Needs attention/ WIP	Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each Year 7 English/HASS teacher will collaboratively plan for, implement, and evaluate weekly, targeted Writing blocks paying particular attention to the progress of HB learners, Aboriginal learners, learners with disabilities/barriers to learning and Children in Care.	Choose a building block.			Type here...	Type here...
Each intervention teacher will provide intentional and targeted intervention for students who have gaps in their learning or who have specific additional writing development needs.	Choose a building block.			Type here...	Type here...


STEP 4 Improve practice and monitor impact | Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 2: Improve Reading progress and achievement in Year 9 NAPLAN.

Student Success Criteria	Yes	Needs attention/ WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Year 7-9 students are able to independently apply comprehension strategies (e.g., BDA) before, during and after to demonstrate existing knowledge, comprehension and analysis of texts in English and HASS.	Choose a building block.			Type here...	Type here...
Year 7-9 students are able to articulate their reflections on their reading strategies and which strategies work best for them.	Choose a building block.			Type here...	Type here...
Actions	90% embedded	Needs attention/ WIP	Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher will design reading instruction during, before and after reading, focus on texts and scaffold reading for evidence across multiple texts to support students to extend their thinking and promote student agency.	Choose a building block.			Type here...	Type here...
Each Year 7 English/HASS teacher will collaboratively plan for, implement, and evaluate weekly, targeted Reading blocks for all Year 7 students, paying particular attention to the progress of HB learners, Aboriginal learners, learners with disabilities/barriers to learning and Children in Care.	Choose a building block.			Type here...	Type here...
Each Year 8-9 English/HASS teacher will intentionally utilise formative assessment including PAT-R to support growth in reading comprehension.	Choose a building block.			Type here...	Type here...
Intervention teachers will provide additional assessments, followed by intentional and targeted intervention for students who have gaps in their learning or who have specific additional reading development needs.	Choose a building block.			Type here...	Type here...
Each Year 7 and 8 English/HASS teacher implements <i>Teaching Students with Dyslexia</i> strategies as advised by Bill Hansberry.	Choose a building block.			Type here...	Type here...
All teachers will promote student agency in learning through intentional learning design utilising the DfE Curriculum Resources and incorporating the BDA strategy.	Choose a building block.			Type here...	Type here...



STEP 5 Review and Evaluate | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 1: Improve writing progress and achievement for all students in Year 7 to 9.

<p>Targets 2023:</p> <ul style="list-style-type: none"> > 28% of students achieve in the HB in Writing (Retention to be calculated once all year 7 students confirmed) > 88% of students achieve the NMS in Writing 	<p>Results towards targets:</p> <p>Type here...</p>
<p>Challenge of Practice:</p> <p>If all teachers intentionally focus on the explicit teaching of learning area specific text types and key language features, and if all English/HASS teachers focus on explicitly teaching sentence structure, grammar, and cohesion, then we will see improvement in our students' growth and achievement in NAPLAN.</p>	<p>Evidence - has this made an impact?</p> <p>Type here...</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> > All students will produce subject-specific texts that will reflect their understanding of key language features such as paragraphing > All Year 7 and 8 students have collaboratively developed writing goals with their teacher/peers to and can articulate their next steps in improving a piece of writing > All Year 7 students utilise bump it up walls and peers to evaluate their progress and plan for next steps of learning aligned to their writing goal > Each Year 7-9 student utilise regular structured reflections to demonstrate their understanding of their Brightpath data, and they can clearly articulate their next steps in learning 	<p>Evidence - did we improve student learning? how do we know?</p> <p>Type here...</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</p> <p>Type here...</p>	
<p>Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</p> <p>Type here...</p>	



STEP 5 Review and Evaluate | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 2: Improve Reading progress and achievement in Year 9 NAPLAN.

<p>Targets 2023:</p> <ul style="list-style-type: none"> > 35% of students achieve in the HB in Reading (Retention to be calculated once all year 7 students confirmed) > 88% of students achieve the SEA in Reading > Low Progress to 15% Medium Progress to 75% High Progress to 10% 	<p>Results towards targets:</p> <p>Type here...</p>
<p>Challenge of Practice:</p> <p>If we are intentional about explicitly teaching reading comprehension strategies within BDA (reading?) in Year 7-9, then we will improve Year 9 NAPLAN Reading achievement and progress.</p>	<p>Evidence - has this made an impact?</p> <p>Type here...</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> > Year 7-9 students are able to independently apply comprehension strategies (e.g., BDA) before, during and after to demonstrate existing knowledge, comprehension and analysis of texts in English and HASS > Year 7-9 students are able to articulate their reflections on their reading strategies and which strategies work best for them 	<p>Evidence - did we improve student learning? how do we know?</p> <p>Type here...</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</p> <p>Type here...</p>	
<p>Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</p> <p>Type here...</p>	