

School Improvement Plan for

Adelaide High School



Vision Statement:

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

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.



STEP 1 Analyse and Prioritise

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

ESR Directions:

N/A

Targets:

2022	<ul style="list-style-type: none"> > 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. 	2023	<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. 	2024	<ul style="list-style-type: none"> > 30% of students achieve in the HB in Writing (Retention to be calculated once year 7 students complete 2022 NAPLAN). > 90% of students achieve the NMS in Writing.
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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.

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.
- > 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.

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

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	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 explicitly teach language features through the learning area specific text types and they will collaboratively reflect on the impact of this work. > Teachers will become familiar with and utilise the Curriculum Resources. 	<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
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.	2022 onwards	<ul style="list-style-type: none"> > Each teacher will engage in PLC collaboration to intentionally evaluate and improve their impact. > Each Year 7-9 English and HASS will utilise the Brightpath tool to identify next steps in learning. > 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
Each English/HASS teacher will focus on explicitly teaching sentence structure, grammar, and cohesion.	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. > Year 10-12 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
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.	2022 onwards	<ul style="list-style-type: none"> > Leaders ensure that the timetable structure supports the implementation of Writing blocks and collaboration between a number of classes. > Year 7 English/HASS teachers collaboratively analyse and respond to their impact. 	<ul style="list-style-type: none"> > Bronwyn Custance > LEAP Levels/Brightpath > Bump it up walls > PowerBI
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.	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"> > Reading assessment, <i>Teaching students with Dyslexia</i> training (Hansberry Consulting).

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

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?

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...
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...

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

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

Targets 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.	Results towards targets: Type here...
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.	Evidence - has this made an impact? Type here...
Success Criteria: > 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.	Evidence - did we improve student learning? how do we know? Type here...
Reflection on 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? Type here...	
Reflection on 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? Type here...	



STEP 1 Analyse and Prioritise

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

ESR Directions:

N/A

Targets:

2022	<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%. 	2023	<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%. 	2024	<ul style="list-style-type: none"> > 40% 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 10% Medium Progress to 75% High Progress to 15%.
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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.

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

- > 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.

Goal 2: Improve Reading progress and achievement in Year 9 NAPLAN.**STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	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.	2022 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. > Each Year 7-9 teacher implements a regular reading warm-up. 	> NAPLAN, PAT-R, Literacy Guidebooks
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.	2022 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. 	> Curriculum resources, PAT-R, Literacy Guidebooks - BDA, PLC time
Each Year 8-9 English/HASS teacher will intentionally utilise formative assessment including PAT-R to support growth in reading comprehension.	2022 onwards	<ul style="list-style-type: none"> > English/HASS teachers utilise PAT-R resources to personalise student learning. 	> PAT-R teaching resources centre, sample texts and prompts
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 Playberry training and intentionally teach in line with this approach. 	> Reading assessment, Phonics testing, <i>Teaching students with Dyslexia</i> training (Hansberry Consulting)
Each Year 7 and 8 English/HASS teacher implements Teaching Students with Dyslexia strategies as advised by Bill Hansberry.	2023	<ul style="list-style-type: none"> > Each Year 7 and 8 English/HASS teacher engage with Playberry training and intentionally teaches in line with this approach. 	> <i>Teaching students with Dyslexia</i> training (Hansberry Consulting)
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. 	> Curriculum Resources, NAPLAN, PAT-R, Literacy Guidebooks

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

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?

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...

Goal 2: Improve Reading progress and achievement in Year 9 NAPLAN.**STEP 5 Review and Evaluate** | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022:</p> <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%. 	<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>Reflection on 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>	
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