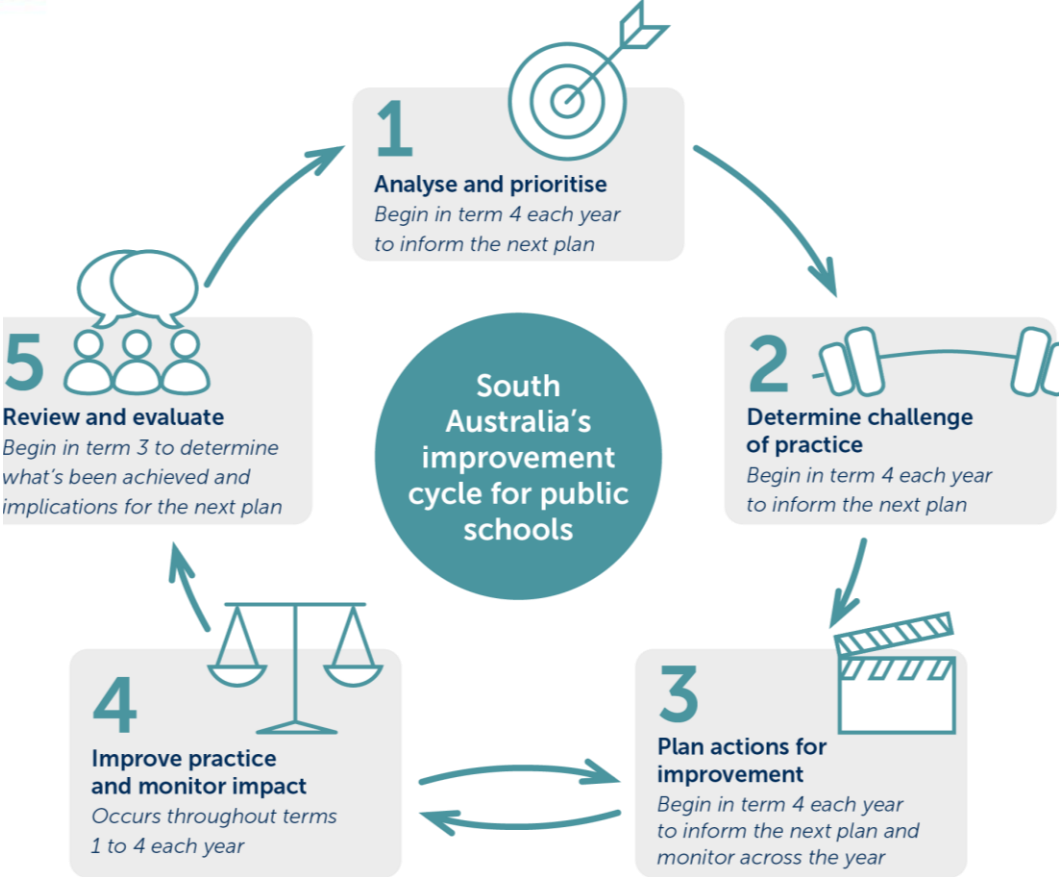


# School Improvement Plan for Birdwood High School



**Vision Statement:**  
By the end of 2024 we aim for our student to be...independent, creative and resilient learners in setting the trajectory for lifelong learning... in the pursuit of achieving success.



2022 – 2024

# School Improvement Plan for Birdwood High School

## Completing the template:




- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:  
Review, Improvement and Accountability  
Phone: 8226 1284  
[education.RIA@sa.gov.au](mailto:education.RIA@sa.gov.au)



<div>STEP 1 Analyse and Prioritise</div>			Site name: Birdwood High School		
<b>Goal 1: Increase the number of students achieving a C grade or higher and increase the number of students achieving HB in Reading in NAPLAN</b>			<b>ESR Directions:</b> Connect and clarify expectations of improvement structures and processes that support teachers’ evidence-based reflection, leading to best practice agreements Consolidate teacher practice by further developing a collective understanding and agreement of high-yield pedagogical practices that engage and challenge all learners.		
<b>Target 2022:</b> <b>A-E targets – for Y7/8/9/10</b> <b>2022:</b> 56% of year 7 students (54 out of 97) to achieve a C grade and for 44% (43 out of 97) to achieve a B grade or better in English.  50% of year 8 students (49 out of 98) to achieve a C grade and for 50% (49 out of 98) to achieve a B grade or better in English.  44% of year 9 students (53 out of 120) to achieve a C grade and for 56% (67 out of 120) to achieve B or better in English.  40% of year 10 students (40 out of 100) to achieve a C grade and for 60% (60 out of 100) to achieve B or better in English.		<b>2023:</b> 58% of year 7 students (58 out of 100) to achieve a C grade and for 42% (42 out of 100) to achieve a B grade or better in English.  55% of year 9 students (55 out of 100) to achieve a C grade and for 45% (45 out of 100) to achieve B or better in English.  <b>20% in HB in Year 7 &amp; 9</b>		<b>2024:</b> 58% of year 7 students (58 out of 100) to achieve a C grade and for 42% (42 out of 100) to achieve a B grade or better in English.  59% of year 9 students (59 out of 100) to achieve a C grade and for 41% (41 out of 100) to achieve B or better in English. <b>25% HB in year 7 &amp; 9</b>	
<div>STEP 2 Challenge of practice</div>					
<b>Challenge of Practice:</b> If we guide student reading in all learning areas providing challenging texts and consistently using “before, during and after” strategies student’s vocabulary, understanding and responses to texts will improve.					
<b>Student Success Criteria</b> (what students know, do, and understand): <b>Band 7-8</b> We will see each student able to <ul style="list-style-type: none"><li>Read and respond to a wide variety of subject specific text</li><li>Identify details that connect implied ideas</li><li>Process information and form conclusions</li></ul> <b>Band 9</b> We will see each student able to <ul style="list-style-type: none"><li>evaluate and process implicit ideas in a range of complex narrative and information texts and interpret complex vocabulary.</li><li>Analyse and evaluate key evidence in persuasive texts.</li><li>Identify language and text features to infer an author’s intended purpose and audience.</li></ul> <b>Band 10</b> We will see each student able to <ul style="list-style-type: none"><li>analyse and critically evaluate aspects of complex texts</li><li>recognise an author’s purpose and stance</li><li>identify: an underlying message, subtle character traits, tone and point of view.</li></ul>					
<div>STEP 3 Plan actions for improvement</div>					

Actions	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	By the end of term 1 and ongoing.	<p>Tier 3 vocabulary words have been developed in all learning guides and a full staff PD is scheduled for the 10<sup>th</sup> of June ranrun the by B1 English leader.</p> <p>We will continue to improve student learning through the professional development being delivered on the SFD. Staff will have clarity in the reading strategy implemented by BHS. We have seen a considerable amount of new staff in term 1 and we remained focused to work with all staff to implement the literacy strategy.</p>	<p>DfE units of work</p> <p><a href="#">Rethinking How to Promote Reading Comprehension   American Federation of Teachers (aft.org)</a></p>
Identify tier 3 vocabulary for each unit, and implement ‘Before Reading Strategies’ to support understanding.	By the end of term 2 and ongoing	<p>Learning Area Leaders: to provide faculty PD on BDA implementation within the classroom.</p> <p>Teacher: All teachers to undertake the PLINK course “Reading comprehension – essential steps before, during and after text reading” by Mandy Nayton.</p> <p>All teachers embed ‘pre/post’ unit vocabulary testing using the consistent template.</p> <p>Teachers select appropriate BDA strategies to support comprehension of text and vocabulary. Teachers to provide opportunities for students to form groups and design learning that scaffolds reading using BDA strategies.</p>	<p>PLINK course “Reading comprehension – essential steps before, during and after text reading” by Mandy Nayton</p> <p>DfE resources</p>
Review student data to identify the specific comprehension skills that need improvement to inform teaching and learning design and support students to read widely.	By the end of term 2 and ongoing	<p>Leaders: Undertake PD training and disseminate to teachers by allocated release time.</p> <p>Teachers:</p> <p>All teachers to undertake PD to upskill in data analysis (PAT, NAPLAN, Renaissance). All teachers to analyse and use diagnostic data to inform pedagogical practice and to measure student growth.</p> <p><b>Year 7 teachers</b> to collect Renaissance Accelerated Reader pre-assessment data to inform practice and collaborate to develop pedagogical practice. Teacher to collect post-assessment data to measure growth and impact. Year 7 Teachers to use the Accelerated Reader platform as a diagnostic tool to provide and accurate assessment of reading at regular intervals.</p>	<p>Accelerated Reader (Renaissance)</p> <p>DfE resources</p> <p>PAT</p> <p>NAPLAN</p>
Provide evidence of learning aligned to success criteria as part of the moderation process.	Mid term 2 and early term 4	<b>7-10 Teachers</b> will moderate against the relevant AC Achievement Standard. SACE Science and Maths Teachers moderate against the receptive mode of English	Click or tap here to enter text.
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Goal 1: Increase the number of students achieving a C grade or higher and increase the number of students achieving HB in Reading in 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	<div><div></div>Yes</div>	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	<div><div></div>Needs attention/work in progress</div>		
	<div><div></div>Not on track</div>		
<div>Band 7-8</div> <div>We will see each student able to</div> <ul style="list-style-type: none"><li>Read and respond to a wide variety of subject specific text</li><li>Identify details that connect implied ideas</li><li>Process information and form conclusions</li></ul> <div>Band 9</div> <div>We will see each student able to</div> <ul style="list-style-type: none"><li>evaluate and process implicit ideas in a range of complex narrative and information texts and interpret complex vocabulary.</li><li>Analyse and evaluate key evidence in persuasive texts.</li><li>Identify language and text features to infer an author’s intended purpose and audience.</li></ul> <div>Band 10</div> <div>We will see each student able to</div> <ul style="list-style-type: none"><li>analyse and critically evaluate aspects of complex texts</li><li>recognise an author’s purpose and stance</li><li>identify: an underlying message, subtle character traits, tone and point of view.</li></ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<div><div></div>90% embedded</div>	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?
	<div><div></div>Needs attention/work in progress</div>		
	<div><div></div>Not on track</div>		
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<b>Identify tier 3 vocabulary for each unit, and implement 'Before Reading Strategies' to support understanding.</b>	Work in Progress	<p>Tier 3 vocabulary words have been developed in all learning guides and a full staff PD is scheduled for the 10<sup>th</sup> of June ranrun the by B1 English leader.</p> <p>We will continue to improve student learning through the professional development being delivered on the SFD. Staff will have clarity in the reading strategy implemented by BHS. We have seen a considerable amount of new staff in term 1 and we remained focused to work with all staff to implement the literacy strategy.</p>	Monitor the implementation of tier 3 vocabulary and monitor the staff's understanding of the site's literacy strategies and ensure they are implementing this in every classroom. Instructional rounds will help ensure we are able to see it within the classrooms.
<b>Review student data to identify the specific comprehension skills that need improvement to inform teaching and learning design and support students to read widely.</b>	Work in Progress	<p>Teaching and Learning design and supporting students to read has remained a focus for the English faculty and in particular in the year 7-8 classes. Naplan results will show if specific comprehension skills learnt in T1 have had any effect on student improvement.</p> <p>A quality assurance process continuing through a range of platforms including sub school meetings, PDP meetings, coaching and mentoring and Curriculum meetings has ensured learning design and student support have remained a focus in 2022 despite the challenges faced.</p>	Review and unpack 2022 NAPLAN data
<b>Provide evidence of learning aligned to success criteria as part of the moderation process.</b>	Work in Progress	<p>Moderation was planned for term 2 SFD, however, it was decided to push back until T3 to give staff adequate time to gather quality assessments and other pressing administration processes are due i.e OCOPs, PDP and SACE provisions.</p> <p>Staff have provided evidence of learning through the assessment and reporting process in term 1. Leadership is concerned that staff have not had adequate time to moderate within faculties or align marking across multiple sources including mentors and staff from other sites. This remains a focus of leadership to allow time in term 3 for staff to undertake a comprehensive moderation process to ensure are processes are aligned</p>	Review moderation process to ensure staff are within a set tolerance set by leadership around follow up occurs of staff who remain outside of these tolerances.
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	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 1: Increase the number of students achieving a C grade or higher and increase the number of students achieving HB in Reading in 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><b>Targets 2022:</b>  <b>A-E targets – for Y7/8/9/10</b>  <b>2022:</b>  56% of year 7 students (54 out of 97) to achieve a C grade and for 44% (43 out of 97) to achieve a B grade or better in English.</p> <p>50% of year 8 students (49 out of 98) to achieve a C grade and for 50% (49 out of 98) to achieve a B grade or better in English.</p> <p>44% of year 9 students (53 out of 120) to achieve a C grade and for 56% (67 out of 120) to achieve B or better in English.</p> <p>40% of year 10 students (40 out of 100) to achieve a C grade and for 60% (60 out of 100) to achieve B or better in English.</p>	<p><b>Results towards targets:</b>  25% HB in 7 &amp;9</p>
<p><b>Challenge of Practice:</b>  <b>If we guide student reading in all learning areas providing challenging texts and consistently using “before, during and after” strategies student’s vocabulary, understanding and responses to texts will improve.</b></p>	<p><b>Evidence</b> - has this made an impact?  Click or tap here to enter text.</p>
<p><b>Success Criteria:</b>  <b>Band</b>  <b>7-8</b>  <b>We will see each student able to</b></p> <ul style="list-style-type: none"> <li>• Read and respond to a wide variety of subject specific text</li> <li>• Identify details that connect implied ideas</li> <li>• Process information and form conclusions</li> </ul> <p><b>Band 9</b>  <b>We will see each student able to</b></p> <ul style="list-style-type: none"> <li>• evaluate and process implicit ideas in a range of complex narrative and information texts and interpret complex vocabulary.</li> <li>• Analyse and evaluate key evidence in persuasive texts.</li> <li>• Identify language and text features to infer an author’s intended purpose and audience.</li> </ul> <p><b>Band 10</b>  <b>We will see each student able to</b></p> <ul style="list-style-type: none"> <li>• analyse and critically evaluate aspects of complex texts</li> <li>• recognise an author’s purpose and stance</li> <li>• identify: an underlying message, subtle character traits, tone and point of view.</li> </ul>	<p><b>Evidence</b> - did we improve student learning? how do we know?  Click or tap here to enter text.</p>

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Birdwood High School

Tuesday, 14 June 2022

**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?  
Click or tap here to enter text.

**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?  
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## STEP 1 Analyse and Prioritise

**Goal 2: Increase the number of students achieving a C grade or higher and increase the number of students in the HB Naplan numeracy**

### ESR Directions:

Connect and clarify expectations of improvement structures and processes that support teachers' evidence-based reflection, leading to best practice agreements  
Consolidate teacher practice by further developing a collective understanding and agreement of high-yield pedagogical practices that engage and challenge all learners.

### Target 2022:

#### A-E targets – for Y7/8/9 or

#### 2022:

57% of year 7 students (56 out of 97) to achieve a C grade and for 41% (43 out of 97) to achieve a B grade or better in Mathematics.

47% of year 8 students (45 out of 95) to achieve a C grade and for 53% (50 out of 95) to achieve a B grade or better in Mathematics.

48% of year 9 students (49 out of 111) to achieve a C grade and for 52% (62 out of 111) to achieve B or better in Mathematics

40% of year 10 students (4 out of 100) to achieve a C grade and for 60% (60 out of 100) to achieve B or better in Mathematics

**NAPLAN targets**

### 2023:

**20% HB in year 7 & 9**

### 2024:

**25% HB in year 7 & 9**



## STEP 2 Challenge of practice

### Challenge of Practice:

If we plan and teach sequentially, carefully adapting DfE units of work, using high impact strategies and regular diagnostic testing to inform our learning design, achievement in numeracy will improve.

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

#### We will see each student able to

- articulate their learning and make connections to real-world applications of Numeracy across the curriculum.
- articulate math concepts and strategies in solving complex reasoning problems.
- evaluate algebraic expressions and solve equations and inequalities using substitution
- 
- apply mathematical concepts in applying number sense and algebra skills in challenging and engaging contexts






## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Implement a common evidence-based approach to teaching mathematics using clear lesson intentions and agreed on lesson structures and pedagogy as modelled by the DfE units. In guided inquiry, students address complex problems in which solutions are not immediately obvious, and a single correct solution may not exist.	Semester 1 and 2	Leaders and Teachers will work collaboratively to develop Numeracy best advice paper for BHS. All teachers will: - design learning that promotes a dialogic learning environment, - utilise visible learning concepts (such as LI & SC), - utilise the new DfE curriculum documents (scope and sequence & unit plans)	Diagnostics tools – Cambridge and DfE resources

<p><b>Implement the 5 big ideas in teaching for mastery (NCETM) to track and monitor student learner profile, informing learning sequence and task design, for intervention and stretch years 6-10.</b></p> <p>To support students to work collaboratively, teachers will:</p> <ul style="list-style-type: none"><li><b>design inquiry around numeracy tasks that require them to discuss a range of possible approaches</b></li><li><b>make sure the inquiry has problems that have more than one possible answer to provide opportunities for students to reason</b></li><li><b>teach them how to follow a collaborative problem-solving procedure.</b></li></ul>	2022 and ongoing	<p>Teachers will: -</p> <ul style="list-style-type: none"><li>Engage in professional development and cross site collaboration time - Align and Map Mathematics curriculum (backwards by design curriculum) - Year 6 - 9 - Develop tasks across the Year level with a clear progression and consistency of quality - disseminate within sites.</li><li>Will engage in Professional development days and learning Area meeting time to engage in the 5 Big Ideas in teaching for mastery.</li></ul> <p>Leaders will: -</p> <ul style="list-style-type: none"><li>Facilitate release days to develop (Scope &amp; Sequence, Tasks, Resources &amp; Tools) - Facilitate Professional Development - (Spotlight Sessions) - Support the development of collaboration across sites</li></ul>	DfE resources, Numeracy Guidebooks
<p><b>Plan and teach sequentially adopting pedagogies that foster communication, collaboration and engagement through specific lesson structures /learning activities</b></p>	2022 and ongoing	<p>Leaders will: -</p> <ul style="list-style-type: none"><li>Identify where Number and Algebra need further development in AC. - Audit Learning Programs to prioritise Number and Algebra, stretch/challenge in task design and Literacy in Mathematics.</li></ul> <p>Teachers will: -</p> <ul style="list-style-type: none"><li>Engage in Learning Area time to work collaboratively in small year level teams to plan and develop learning activities and assessment tasks.</li><li>Differentiate numeracy handbook–Develop numeracy support resources (exemplars, word bank/vocabulary lists, sentence starters, Mathematics Directed Investigation guide, scaffolding)</li></ul>	Diagnostics tools – Cambridge and DfE resources
<p><b>Develop formative assessment processes to assess student understanding and learning needs to determine the right level of challenge for each student.</b></p>	Click or tap here to enter text.	<p>Teachers will: -Use DfE resources Review learning progression through bookwork Regular checking for understanding scheduled in Program of learning</p>	Click or tap here to enter text.
<p><b>Work together with colleagues to understand student achievement data and use it to inform classroom practice.</b></p>	Term 1 2022 and ongoing	<p>Teachers will:</p> <ul style="list-style-type: none"><li>Access Power BI and map student data and progress on Student Placemats</li></ul>	Click or tap here to enter text.
<p><b>Moderation twice a year against the relevant achievement/performance standards</b></p>	Click or tap here to enter text.	<p>Leader:</p> <ul style="list-style-type: none"><li>Provide support to enable moderation</li><li>Provide professional learning to deepen understanding of achievement standards</li><li>Moderate samples of evidence with teachers and external support</li></ul> <p>Teacher:</p> <ul style="list-style-type: none"><li>Collect summative and annotate samples of work that exemplifies each grade band to be used as examples against achievement/performance standards.</li></ul>	Click or tap here to enter text.

**Goal 2: Increase the number of students achieving a C grade or higher and increase the number of students in the HB Naplan numeracy**

 **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	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		

<p><b>We will see each student able to</b></p> <ul style="list-style-type: none"> <li>articulate their learning and make connections to real-world applications of Numeracy across the curriculum.</li> <li>articulate math concepts and strategies in solving complex reasoning problems.</li> <li>evaluate algebraic expressions and solve equations and inequalities using substitution</li> <li></li> <li>apply mathematical concepts in applying number sense and algebra skills in challenging and engaging contexts</li> </ul>	Work in progress	<p>The numeracy faculty have had limited opportunities to gather as a whole faculty and as such we have been unable to see if students have been able to meet the success criteria set for this section.</p> <p>However, staff are beginning to implement the strategies outlined in the SIP to ensure we are improving student learning leadership including the B1 Maths leader will do more observational leadership rounds to ensure anecdotal evidence is collected to ensure we are on track by the end of 2023.</p>	B1 Maths leader to do focused observational rounds specific to the success criteria set in this section.
<b>Actions</b>	<div> <div></div> 90% embedded         </div> <div> <div></div> Needs attention/work in progress         </div> <div> <div></div> Not on track         </div>	<p><b>Evidence</b></p> <p><b>Are we doing what we said we would do?</b></p> <p><b>Are we improving student learning?</b></p> <p><b>How do we know which actions have been effective?</b></p>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<p>Implement a common evidence-based approach to teaching mathematics using clear lesson intentions and agreed on lesson structures and pedagogy as modelled by the DfE units. In guided inquiry, students address complex problems in which solutions are not immediately obvious, and a single correct solution may not exist.</p>	90% embedded	All staff are implementing the DfE units agreed.	Review at the end of the semester if students are at meeting our academic achievement data set goals.
<p>Implement the 5 big ideas in teaching for mastery (NCETM) to track and monitor student learner profile, informing learning sequence and task design, for intervention and stretch years 6-10.</p> <p>To support students to work collaboratively, teachers will:</p> <ul style="list-style-type: none"> <li>design inquiry around numeracy tasks that require them to discuss a range of possible approaches</li> <li>make sure the inquiry has problems that have more than one possible answer to provide opportunities for students to reason</li> <li>teach them how to follow a collaborative problem-solving procedure.</li> </ul>	Work in Progress	<p>B1 Maths leader to continue to run PLC scheduled in for term 2.</p> <p>Maths faculty has continued to engage with partnership PLC. They are scheduled to engage in another PLC in term 2 which will remain focused on implementing this strategy within years 7-10.</p>	Review PLC relevance and provide feedback to DfE support staff if the PLC needs to change focus in semester 2
Plan and teach sequentially adopting pedagogies that foster communication, collaboration and engagement through specific lesson structures /learning activities	Not on track	Staff have had limited opportunity to meet due to cancelling all faculty meetings in term 1. This will be a focus in semester 2.	Implement more faculty meeting times and allow this to be a focus in semester 2.
Develop formative assessment processes to assess student understanding and learning needs to determine the right level of challenge for each student.	On Track	Through a quality assurance process maths staff have determined the right level of challenge for each student, and this is reflected in students' OCOP (if applicable)	Continue to monitor, review and challenge students.
Work together with colleagues to understand student achievement data and use it to inform classroom practice.	Not on track	B1 leadership need to focus on data – term 1 data must be reviewed in a timely matter.	DP to provide Professional development to leadership regarding reviewing data and putting in place processes around data review.


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Birdwood High School

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Moderation twice a year against the relevant achievement/performance standards	On track	Moderation scheduled for T3 and T4	Continue to work in EL around moderation processes.
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Goal 2: Increase the number of students achieving a C grade or higher and increase the number of students in the HB Naplan numeracy

<div><div></div><div>STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?</div></div>	
<div><div>Targets 2022:</div><div>A-E targets – for Y7/8/9 or 2022:</div><div>57% of year 7 students (56 out of 97) to achieve a C grade and for 41% (43 out of 97) to achieve a B grade or better in Mathematics.</div><div>47% of year 8 students (45 out of 95) to achieve a C grade and for 53% (50 out of 95) to achieve a B grade or better in Mathematics.</div><div>48% of year 9 students (49 out of 111) to achieve a C grade and for 52% (62 out of 111) to achieve B or better in Mathematics</div><div>40% of year 10 students (4 out of 100) to achieve a C grade and for 60% (60 out of 100) to achieve B or better in Mathematics</div><div>NAPLAN targets</div></div>	<div><div>Results towards targets:</div><div>Click or tap here to enter text.</div></div>
<div><div>Challenge of Practice:</div><div>If we plan and teach sequentially, carefully adapting DfE units of work, using high impact strategies and regular diagnostic testing to inform our learning design, achievement in numeracy will improve.</div></div>	<div><div>Evidence - has this made an impact?</div><div>Click or tap here to enter text.</div></div>
<div><div>Success Criteria – did we improve student learning?</div><div>We will see each student able to</div><div><ul style="list-style-type: none"><li>articulate their learning and make connections to real-world applications of Numeracy across the curriculum.</li><li>articulate math concepts and strategies in solving complex reasoning problems.</li><li>evaluate algebraic expressions and solve equations and inequalities using substitution</li><li></li><li>apply mathematical concepts in applying number sense and algebra skills in challenging and engaging contexts</li></ul></div></div>	<div><div>Evidence - did we improve student learning? how do we know?</div><div>Click or tap here to enter text.</div></div>

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## STEP 1 Analyse and Prioritise

### Goal 3: All students achieving a 'C grade' or better

#### ESR Directions:

Connect and clarify expectations of improvement structures and processes that support teachers' evidence-based reflection, leading to best practice agreements  
Consolidate teacher practice by further developing a collective understanding and agreement of high-yield pedagogical practices that engage and challenge all learners.

#### Target 2022:

##### 2022:

100% of year 10 students (x out of x) to achieve a C grade or higher and for x% (x out of x) to achieve B or better in all SACE subjects

95% of year 11 students (out of 78) to achieve a C grade or higher and for 57% (x out of 78) to achieve B band or better in all SACE subjects

97% of year 12 students (x out of 81) to achieve a C grade or higher and for 62% (x out of 81) to achieve B band or better in all SACE subjects.

#### 2023:

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#### 2024:

Click or tap here to enter text.



## STEP 2 Challenge of practice

### Challenge of Practice:

If teachers engage in SACE quality assurance processes and expectations reflecting clear learning intentions, formative assessment, and student feedback then we will increase the number of students achieving in the high bands.

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

We will see each student demonstrating understanding of the SACE Performance Standards and Capabilities across all subject areas by confidently talking about their learning when we visit lessons. We will see students talking confidently about their learning progression and the impact of dialogic teaching on their learning.









## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Staff analyse and interpret SACE Board grade moderation effects, completion and grade distribution information to inform 2022 programs.	Every Term 1 Week 0	<p>Leaders' Analyse data from SACE reports. Identify enhancements to LAP, school assessment practices improving SLO. Identify improvements and track students against SACE indicators. Communicate and adhere to mandated SACE expectations. Form working group to refine SACE quality assurance in our context</p> <p>Teachers Review SACE documentation including Moderation reports, feedback, LAP Professional Learning. Teachers complete all SACE PLATO training. Teachers engage in PD&amp;A processes as an individual and/or group identifying SACE targets for students</p>	<p>SACE SELF-REVIEW TOOL FOR SCHOOLS - <a href="https://bit.ly/2zDcCoy">https://bit.ly/2zDcCoy</a></p> <p>SACE Subject Assessment Advice report</p> <p>SACE moderation feedback</p> <p>Peer observations</p> <p>Advisory program SACE QA, SACE improvement rubrics</p> <p>Release internal moderation</p> <p>SACE improvement officers Data and diagnostic report available on Daymap</p> <p>PDP and AITSL</p>
Identify students for whom intervention is urgent and put strategies in place to target and address their learning needs. Ensure that multiple student pathways are in place for all learners.	Term 1 and on going	Leaders Liaise with student and parents to provide pathways counselling and professional Learning in special provisions/underpinned by one plan. Lead 'dialogic teaching' methodologies.	Leaders to use: <a href="#">Webinar: Dialogic Teaching Revisited - More important now than ever? • Chartered College of Teaching</a>
Develop priorities to support the development of teachers' classroom practice in all SACE subjects.	Dialogic Teaching Unpack?	Leaders to unpack what dialogic teaching practice means including the principal resources to be used with staff from the webinar link.	Daymap Notes Case notes One Plan

		Teacher Differentiating the curriculum, Review and enhance SACE task design, Engage in Peer observation or team teaching, Model appropriate teacher talk, Work with the leadership team on developing BHS dialogic teaching practice.	
Utilise targeted pedagogy that is inclusive of all students including One Plan and ATSI.	On going  Special Provisions Term 1 and Term 3	Leaders Provide workshops training on working with these students and appropriate strategies. Provide timely information on courses to students and families. Case manage students regularly and strategically at set times of the term. Undertake workshops to support student at risk check-in points. Undertake termly learning walks.  Teachers Work in PD&A groups to outline pedagogical framework for all learning areas. PL in One Plan, special provisions, LAP and its alignment to SACE outcomes. Document all scaffolds of learning to support SACE tasks	
Plan and support the development of self-regulated learners using targeted intervention, well planned materials and empowering pedagogy.	On going  Special Provisions Term 2 and Term 4	Leaders Review and monitor Special Provisions  Teachers Liaise with families, students and allied support services to document OCOP. Check frequency of standards being addressed against time lines to provide opportunities for success All tasks supported with scaffolds and check in points Develop/share Example material, SACE exemplars Explore and create flipped classroom resources	Leaders Review and monitor Special Provisions  Teachers Liaise with families, students and allied support services to document OCOP
Develop strategies to increase student engagement in VET studies as part of Yr 12 completion. Establish and develop peer teaching to develop and enhance pedagogical practices across the SACE classes.	Term 2 and on going	Leaders to disseminate career planning tools to Years 10-12 in Term 1.  Teachers engage in professional development via PLINK (VfSS course) by the end of Term 2. Teachers to use Student Pathways website (DfE) in all senior school subjects.	DfE Student Pathway website PLINK Career Education Framework
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Goal 3: All students achieving a 'C grade' or better

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	Evidence  Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
We will see each student demonstrating understanding of the SACE Performance Standards and Capabilities across all subject areas by confidently talking about their learning when we visit lessons. We will see students talking confidently about their learning progression and the impact of dialogic teaching on their learning.	Work in Progress	Instructional Rounds to be a focus from week 4-8 in term 2 to ensure we are meeting these success criteria. SACE performance standards were unpacked with every student in every subject in weeks 1 and 2 of Term 1.	Instructional Rounds to be conducted focused on this success criteria. This can be undertaken by the B1 SACE leader.
Actions	 90% embedded	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?
	 Needs attention/work in progress		
	 Not on track		

<b>Staff analyse and interpret SACE Board grade moderation effects, completion and grade distribution information to inform 2022 programs.</b>	90% embedded	Moderation effects were analysed in term 1 and staff who were identified as at-risk have been supported in 2023 to ensure they change their practice and programs to better support students.	B1 SACE leader – continue to work with stage 1 and 2 staff.
<b>Identify students for whom intervention is urgent and put strategies in place to target and address their learning needs. Ensure that multiple student pathways are in place for all learners.</b>  <b>Develop priorities to support the development of teachers' classroom practice in all SACE subjects.</b>	On track	B1 leader, AP and DP have worked extensively to ensure multiple pathways are in place for students identified at risk.	All staff to continue to support students' individual pathways.
<b>Utilise targeted pedagogy that is inclusive of all students including One Plan and ATSI.</b>	Work in progress	Special provisions have been developed from One Plans; staff now need to adapt pedagogies to ensure students are successful.	Review special provisions for semester 2 and ensure all stage 2 staff are utilising the special provisions in place.
<b>Plan and support the development of self-regulated learners using targeted intervention, well planned materials and empowering pedagogy.</b>	Work in progress	SST has not been utilised by stage 1 students correctly and we have been unable to staff this support mechanism with specialist high-quality teachers. Students lack self-regulation and respect for this strategy. We will need to review this strategy before implementing it for semester 2.	Review SST function for stage 1 students.
<b>Develop strategies to increase student engagement in VET studies as part of Yr 12 completion. Establish and develop peer teaching to develop and enhance pedagogical practices across the SACE classes.</b>	On track	Working with partnership in 2022 to further strengthen our VET pathway for 2023 and beyond. Investigating the potential of stackable VET and more high-quality integrated learning VET pathway courses.	Continue to work with the partnership. Establish high-quality pathways for 2023 and improve subject selection processes.
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### Goal 3: All students achieving a 'C grade' or better



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

<b>Targets 2022:</b> <b>2022:</b> 100% of year 10 students (x out of x) to achieve a C grade or higher and for x% (x out of x) to achieve B or better in all SACE subjects  95% of year 11 students (out of 78) to achieve a C grade or higher and for 57% (x out of 78) to achieve B band or better in all SACE subjects 97% of year 12 students (x out of 81) to achieve a C grade or higher and for 62% (x out of 81) to achieve B band or better in all SACE subjects.	<b>Results towards targets:</b> Click or tap here to enter text.
<b>SIP template</b> If teachers engage in SACE quality assurance processes and expectations reflecting clear learning intentions, formative assessment, and student feedback then we will increase the number of students achieving in the high bands.	<b>Evidence - has this made an impact?</b> Click or tap here to enter text.

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<b>Success Criteria – did we improve student learning?</b> <b>We will see each student demonstrating understanding of the SACE Performance Standards and Capabilities across all subject areas by confidently talking about their learning when we visit lessons. We will see students talking confidently about their learning progression and the impact of dialogic teaching on their learning.</b>		<b>Evidence</b> - did we improve student learning? how do we know? <a href="#">Click or tap here to enter text.</a>			
<b>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?</b> <a href="#">Click or tap here to enter text.</a>					
<b>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?</b> <a href="#">Click or tap here to enter text.</a>					