

Improvement plan for Underdale High School

2019 to 2021

School name

Underdale High School

Vision statement

Underdale High School is a caring, inclusive community that provides opportunities for innovative, challenging and creative learning; valuing success and wellbeing for all.



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
<p>Increase student progress and achievement in reading.</p>	<p>At least 3% of Year 8 students in the low and middle bands move into the middle and high bands respectively compared to their prior PAT-R results. For the Year 8 cohort the average increase in PAT-R scaled score is greater than 3 (Average increase) ATSI students improve their PAT-R band. (As identified by individual Teachers for their classes.)</p> <p>At least 3% of Year 9 students in the low and middle bands move into the middle and high bands respectively compared to their prior PAT-R results. For the Year 9 cohort the average increase in PAT-R scaled score is greater than 3 (Average increase) ATSI students improve their PAT-R band. (As identified by individual Teachers for their classes.)</p> <p>At least 3% of Year 10 students in the low and middle bands move into the middle and high bands respectively compared to their prior PAT-R results. For the Year 10 cohort the average increase in PAT-R scaled score is greater than 3 (Average increase) ATSI students improve their PAT-R band. (As identified by individual Teachers for their classes.)</p>	<p>If we adopt a common approach to targeted reading strategies across all classrooms then we will increase student progress and achievement in reading. Develop thought processes around specific skills and language.</p>
<p>Increase student progress and achievement in mathematics.</p>	<p>30% of Year 8 students below SEA in the PAT-M test previous year result reach the current year SEA. 25% of Year 8 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year. ATSI students improve their PAT-M band. (As identified by individual Teachers for their classes.)</p> <p>30% of Year 9 students below SEA in the PAT-M test previous year result reach the current year SEA. 25% of Year 9 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year. ATSI students improve their PAT-M band. (As identified by individual Teachers for their classes.)</p> <p>30% of Year 10 students below SEA in the PAT-M test previous year result reach the current year SEA. 25% of Year 10 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year. ATSI students improve their PAT-M band. (As identified by individual Teachers for their classes.)</p>	<p>If we adopt a common approach to targeted numeracy strategies across all classrooms then we will increase student progress and achievement in Mathematics. Develop pre-task thinking skills around prediction and estimation and then checking reasonableness and validity.</p>

Improvement plan for Underdale 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:

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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 student progress and achievement in reading.	2019	At least 3% of Year 8 students in the low and middle bands move into the middle and high bands respectively compared to their prior PAT-R results. For the Year 8 cohort the average increase in PAT-R scaled score is greater than 3 (Average increase) ATSI students improve their PAT-R band. (As identified by individual Teachers for their classes.)
		2020	At least 3% of Year 9 students in the low and middle bands move into the middle and high bands respectively compared to their prior PAT-R results. For the Year 9 cohort the average increase in PAT-R scaled score is greater than 3 (Average increase) ATSI students improve their PAT-R band. (As identified by individual Teachers for their classes.)
		2021	At least 3% of Year 10 students in the low and middle bands move into the middle and high bands respectively compared to their prior PAT-R results. For the Year 10 cohort the average increase in PAT-R scaled score is greater than 3 (Average increase) ATSI students their PAT-R band. (As identified by individual Teachers for their classes.)
Goal 2	Increase student progress and achievement in mathematics.	2019	30% of Year 8 students below SEA in the PAT-M test previous year result reach the current year SEA. 25% of Year 8 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year. ATSI students improve their PAT-M band. (As identified by individual Teachers for their classes.)
		2020	30% of Year 9 students below SEA in the PAT-M test previous year result reach the current year SEA. 25% of Year 9 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year. ATSI students improve their PAT-M band. (As identified by individual Teachers for their classes.)
		2021	30% of Year 10 students below SEA in the PAT-M test previous year result reach the current year SEA. 25% of Year 10 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year. ATSI students improve their PAT-M band. (As identified by individual Teachers for their classes.)
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 adopt a common approach to targeted reading strategies across all classrooms then we will increase student progress and achievement in reading. Develop thought processes around specific skills and language.
Goal 2	If we adopt a common approach to targeted numeracy strategies across all classrooms then we will increase student progress and achievement in Mathematics. Develop pre-task thinking skills around prediction and estimation and then checking reasonableness and validity.
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 student progress and achievement in reading.		
Challenge of practice		If we adopt a common approach to targeted reading strategies across all classrooms then we will increase student progress and achievement in reading. Develop thought processes around specific skills and language.		
Actions	Timeline	Roles and responsibilities	Resources	
Pupil Free Day - Tactical Teaching Reading to explore targeted reading strategies that lead to increases in student progress and achievement in reading.	Term 1 – Tuesday 29th January Week 1	Leaders (Lesley Holliday: DP PD, Anne Bell: LAN Leader and Phoebe Virgo: English, EALD and LOTE Leader) will plan and present PFD to address the reading challenge of practice. LA Leaders will work with their teams on the activities and identify appropriate strategies for their LA. Teaching staff to explore and plan the incorporation of the strategies identified into all of their teaching. Classroom Support SSO's will work with identified LA teams to understand the strategies and work with teachers about how to best support the students.	Tactical Teaching PD resources Photocopying Venue	
PLT focus - teams of teachers with common teaching subjects/year levels meet for an hour 7 times per term to give support and feedback to each other and discuss and share effective strategies around reading, including classroom observations and collaboration on task design.	7 X1hr sessions per term Wednesday	Anne Bell: LAN Leader will design a PLT program and lead the LA Leaders to work towards changing practices to utilise common, targeted reading strategies. Learning Area Leaders will work with their PLT teams to adopt the common reading strategies so they become an integral and consistent practice. Teachers will use these strategies in all of their classes and share their experiences with their PLT.	Allocated time approved by Governing Council	
PDP - focus on individual PD and goals related to the data of their classes to develop classroom practices including observations.	Term 1 plus 1 PLT session per term.	Line managers will ensure that Goals and Challenges of Practice outlined in the SIP are reflected in the PDP of the staff they manage and the data relating to student progress they will be using as targets. Teachers and classroom SSO's will identify aspects of the SIP that they will be developing through their improved practices and PD opportunities (including classroom observations), and will identify which students each of their classes that will be indicators of their success.	Allocated time approved by Governing Council	

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase student progress and achievement in reading.	
Actions	Timeline	Roles and responsibilities	Resources
Teachers will Create lists of students who are our "target" groups.	By the end of Week 4	Anne and Teachers (review their classes and who from the target group are in them)	Data analysis, Data Wall and student lists on the Dashboard
<p>Regularly review data:</p> <ul style="list-style-type: none"> -Common assessment tasks - in PLT's once per term -NAPLAN - when data is released -Term report data - at the start of terms 2,3 and 4 -Traffic light data - Week 6 each term -Engagement data- with reports data -Data wall- Individually and with PLT once every term 	Every 5 weeks in PLTs	Anne and her team to manage the re-creation of our Data Wall by the end of Week 2.	Data Wall
Pupil Free Day - Tactical Teaching Reading to explore targeted reading strategies that lead to increases in student progress and achievement in reading.	Term 2, Tuesday 11th June Week 7	<p>Leaders (Anne Bell DP PD, Paul Davies: LAN Leader and Phoebe Virgo: English, EALD and LOTE Leader) will plan and present PFD to address the reading challenge of practice.</p> <p>LA Leaders will work with their teams on the activities and identify appropriate strategies for their LA.</p> <p>Teaching staff to explore and plan the incorporation of the strategies identified into all of their teaching.</p> <p>Classroom Support SSO's will work with identified LA teams to understand the strategies and work with teachers about how to best support the students.</p>	Tactical Teaching Reading PD resources Photocopying Venue Matt Fry
Total financial resources allocated			Better Schools Funding
Success criteria	<p>PAT-R Data improves to the identified levels for individuals and groups according to set targets.</p> <p>Guided Observations show students demonstrating an understanding of the strategies used by individual teachers as defined by their PDP and PLT meetings.</p>		



Goal 2		Increase student progress and achievement in mathematics.	
Challenge of practice		If we adopt a common approach to targeted numeracy strategies across all classrooms then we will increase student progress and achievement in Mathematics. Develop pre-task thinking skills around prediction and estimation and then checking reasonableness and validity.	
Actions	Timeline	Roles and responsibilities	Resources
Pupil Free Day - explore targeted Mathematics strategies that lead to increases in student progress and achievement in Mathematics.	Term 1 27th February	Lesley (DP PD), Anne (LAN Leader) and Ash (Mathematics Leader) to plan and present PFD. LA Leaders to work with their teams on the activities and identify appropriate strategies for their LA. Teaching staff to explore and plan the use of the strategies identified. Classroom Support SSO's to work with identified LA teams to understand the strategies and work with teachers about how to best support the students.	Time, structures, PL resources, environmental changes
PLT focus - teams of teachers with common teaching subjects/year levels meet for an hour 7 times per term to give support and feedback to each other and discuss and share effective strategies around reading, including classroom observations and collaboration on task design.	7 X1hr sessions per term 2:30pm Wednesday	Anne Bell: LAN Leader will design a PLT program and lead the LA Leaders to work towards changing practices to utilise common, targeted reading strategies. Learning Area Leaders will work with their PLT teams to adopt the common reading strategies so they become an integral and consistent practice. Teachers will use these strategies in all of their classes and share their experiences with their PLT.	Allocated time approved by Governing Council
PDP - focus on individual PD and goals related to the data of their classes to develop classroom practices including observations.	Term 1 plus 1 PLT session per term.	Line managers will ensure that Goals and Challenges of Practice outlined in the SIP are reflected in the PDP of the staff they manage and the data relating to student progress they will be using as targets. Teachers and classroom SSO's will identify aspects of the SIP that they will be developing through their improved practices and PD opportunities (including classroom observations), and will identify which students each of their classes that will be indicators of their success.	Allocated time approved by Governing Council

Step 3 continued

Plan actions for improvement



Goal 2 continued		Increase student progress and achievement in mathematics.	
Actions	Timeline	Roles and responsibilities	Resources
Create lists of students who are our "target" groups.	As soon as data can be identified	Ash and Teachers (review their classes and who from the target group are in them)	
Regularly review data: -Common assessment tasks -Formative reading comprehension -NAPLAN -Term report data -Traffic light data -Engagement data -Data wall	Ongoing	Anne and her team to manage the re-creation of our Data Wall	
Total financial resources allocated			Better Schools Funding
Success criteria	PAT-R Data improves to the identified levels for individuals and groups is at the appropriate levels according to set targets. Grade progression for individuals and groups is at the appropriate levels according to set targets. Guided Observations show students demonstrating Prediction, Estimation and Thinking Skills through strategies used by individual teachers as defined by their PDP and PLT meetings.		

School improvement plan

Approvals



Approved by principal

David Harriss

Date 13/02/2019

Approved by governing council chairperson

Brad Gould

Date

Approved by education director

Sue George-Duif

Date