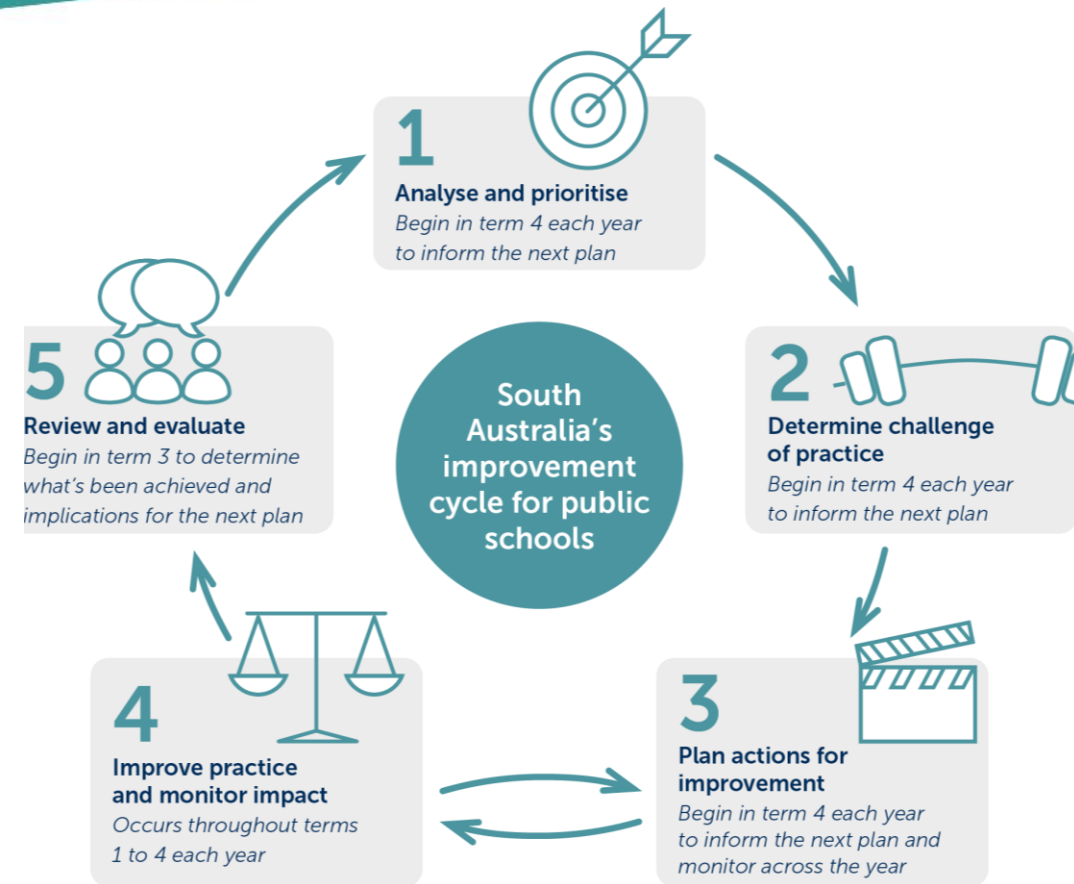


# School Improvement Plan for (Parafield Gardens High School)



### Vision Statement:

Our vision is that all of our students develop the knowledge, skills and dispositions that enable them to design, plan and lead for the futures that they choose. We value 'Quality Learning' leading to 'Quality Futures'.

We encourage every student to establish goals and live the school values of RESPECT, ACHIEVEMENT & DETERMINATION, in a supportive, inclusive and caring school community. We have high expectations of our students to take responsibility for their learning, to continuously improve and seek high achievement, and also to contribute to the learning of others and the improvement of the school.



2022 – 2024

# School Improvement Plan for (Parafield Gardens 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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



Government of South Australia  
Department for Education

## STEP 1 Analyse and Prioritise

Site name: (Parafield Gardens High School)

**Goal 1: Improve student achievement of SEA and high bands in reading**

### ESR Directions:

Direction 1: Evaluate and enhance the impact of improvement strategies using criteria that accurately informs the impact of teaching on student learning.

Direction 2: Meet the learning needs of all students by building staff's capacity to understand what data is indicating and to use this to design differentiated teaching.

Direction 3: Ensure students access their curriculum entitlements by deepening teachers' understanding of AC and SACE learning outcomes and the implications for planning teaching and assessment.

Improve student achievement of SEA and high bands in reading

Target 2022:

Using PAT-R

Year 7: Increase SEA achievement by 17 students (8%) and increase by 8 students (4%), those in HBs. Total students = 201 (PAT Just below SEA range = 115-117.9, Just below HB range = 134-136.9)

Year 8: Increase SEA achievement by 17 students (8%) and increase by 8 students (4%), those in HBs. Total students = 213 (PAT Just below SEA range = 117-119.9, Just below HB range = 136-138.9)

Using NAPLAN

Year 7: 75% of students at SEA including 15% in high bands

Year 9: 75% of students at SEA including 15% in high bands

Using Achievement Data

Year 7-12: 50% A and B grades (AC/SACE) across all learning areas

2023:

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2024:

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## STEP 2 Challenge of practice

Challenge of Practice:

**If we improve our explicit teaching of Before, During, After reading strategies based on core texts, then we will improve student reading achievement of SEA and High Bands in reading.**

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

**Students will**

- Be able to articulate their identified reading goal and engage in next steps learning (All students in Years 7 and 8 and students with a One Plan, 9-12)
- Decode, use, interact with, analyse and evaluate texts (print, image, sound, animated movements, film and symbolic representations), to build meaning.
- Understand and explain how language features, images and vocab are used to explain different ideas/issues in texts
- Provide evidence of analysis and evaluation in familiar and unfamiliar contexts
- Use Tier 3 language relevant to learning area in written and oral language
- Use Before, During, and After reading strategies, demonstrating transference of skills in all learning areas

## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Each teacher will explicitly and consistently teach reading using high impact teaching strategies as outlined in the PGHS MS Pedagogy Agreement (including the use of differentiation to 'stretch' high band learners)</b></p>	<p>Throughout the year</p> <p>Improvement Sprints</p> <p>SFD in Week 3 and review in Week 8 each term</p> <p>Whole staff professional learning and meeting rotations</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use the Positive Behaviours for Learning Framework to contribute to a positive learning culture</li> <li>Use the learning intentions and success criteria in each lesson to review their progress against their reading goal</li> <li>Use feedback provided to continuously improve their learning</li> </ul> <p>Note – this is repeated in every section to emphasise importance of student agency and need to develop learning culture</p> <p>Teachers will ensure that each lesson includes:</p> <ul style="list-style-type: none"> <li>Warm Up task - Activating prior knowledge</li> <li>Brain breaks - to support transition between activities and/or as determined by the teacher</li> <li>Learning Intentions/Success Criteria/Goal setting</li> <li>I Do - Explicit Instruction</li> <li>We Do - Modelling of worked example</li> <li>You do together - Peer Collaboration</li> <li>You do independently - Individual practice</li> <li>Checking for understanding/Formative Assessment/Feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Regularly review their students' progress data using formative assessment to inform teaching, and plan for quality differentiated teaching</li> <li>Engage with all scheduled planning sessions with their team supported by leadership. This includes Week 0 and SFDs in addition to learning area meetings and planning sessions.</li> <li>Act on feedback and growth coaching conversations provided by line managers</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Engage in class classroom walk throughs and learning conversations with students to promote the development of a Learning Culture</li> <li>Engage in coaching conversations with staff in relation to walk throughs and student learning Incorporate professional learning into faculty meetings</li> <li>Regularly review student data trends to inform future action</li> </ul> <p>P, DP and B2 Literacy Leader will:</p> <ul style="list-style-type: none"> <li>Work with Chris Guy: Literacy Coach, to support teachers in the implementation of the MS Pedagogy Agreement</li> <li>Support release time for PL</li> <li>Design whole school PL with a focus on SIP goals</li> <li>Design a Whole School Literacy agreement that supports the SIP</li> </ul>	<ul style="list-style-type: none"> <li>PGHS MS Pedagogy Agreement</li> <li><u>Explicit Direct Instruction</u> by John Hollingsworth</li> <li>Chris Guy – Literacy Coach</li> <li>AC Literacy Progression</li> <li>AC Literacy Capability</li> <li>Literacy Guidebooks</li> <li>Big 6 of Reading</li> <li>Best Advice Paper – vocabulary</li> <li>Best Advice Paper – comprehension</li> </ul> <p>Plink Course – Literacy guidebooks into action</p>
<p><b>Each teacher will embed BDA reading strategies in each of their classes (at least once per term) including:</b></p> <ul style="list-style-type: none"> <li>Teaching Tier 2&amp;3 vocabulary specific to unit</li> </ul> <p><b>Monitoring and tracking progress and using data to inform planning</b></p>	<p>Weekly Learning Area meetings</p> <p>Improvement Sprint Cycles – 1 per term</p> <p>Learning</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use the <u>Positive Behaviours for Learning Framework</u> to contribute to a positive learning culture</li> <li>use the learning intentions and success criteria in each lesson to review their progress against their reading goal</li> <li>use feedback provided to continuously improve their learning</li> </ul>	<ul style="list-style-type: none"> <li>MS Common Task template</li> <li>Transforming tasks resources</li> <li>Moderation Matters</li> </ul>

	<p>Learning planning sessions</p>	<p>Teachers will</p> <ul style="list-style-type: none"> <li>Record BDA activity on BDA record and store in google folder for sharing</li> <li>Determine appropriate core texts aligned to units of work and learning area genres and record on text summary</li> <li>Record evidence of students meeting success criteria</li> </ul> <p>Teacher work will be supported by Literacy coach, speech pathologist, LA leader, line manager or senior leadership as required</p> <p>Senior Leadership team will</p> <ul style="list-style-type: none"> <li>Plan SFDs that support SIP actions</li> <li>Structure Improvement Sprint scaffold and timelines to enable improvement process</li> <li>Provide access to appropriate data to inform planning</li> <li>Support continuous professional improvement through growth coaching conversations</li> </ul>	
<p><b>Each English teacher will work with all students requiring a One Plan to set a reading goal that will be reviewed each term</b></p> <p><b>Each Year 7 and 8 English teacher will work with each student to set a reading goal that will be reviewed each term</b></p>	<p>All students with a One Plan will have a SMART Reading goal by the end of Week 5 Term 1</p> <p>All mainstream students in Years 7 and 8 will have a SMART Reading goal by the end of Week 5 Term 2</p> <p>Each goal will be reviewed and updated by the end of week 10 each term, ready for the next term</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use the <u>Positive Behaviours for Learning Framework</u> to contribute to a positive learning culture</li> <li>use feedback provided to continuously improve their learning as measured by the goal set</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>Use Literacy Progressions to support each student to write a SMART reading goal</li> <li>Use Improvement Sprints to measure student success</li> </ul> <p>Senior Leadership will</p> <ul style="list-style-type: none"> <li>Support this initiative by providing professional learning on SFD week 3 Term 1</li> <li>Support teachers to work 1:1 with students to develop the goal by having a second teacher in the room (Flexible Additional Support Teacher: FAST)</li> <li>Give release time to teachers to write goals for students requiring One Plans</li> </ul>	<ul style="list-style-type: none"> <li>Improvement Sprint templates</li> <li>Literacy Progressions</li> </ul> <p>PGHS Operational documents explaining Improvement Sprints</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

**Goal 1: Improve student achievement of SEA and high bands in reading**



## 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/work in progress Not on track	<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>
<b>Students will</b> <ul style="list-style-type: none"> <li>• Be able to articulate their identified reading goal and engage in next steps learning (All students in Years 7 and 8 and students with a One Plan, 9-12)</li> <li>• Decode, use, interact with, analyse and evaluate texts (print, image, sound, animated movements, film and symbolic representations), to build meaning.</li> <li>• Understand and explain how language features, images and vocab are used to explain different ideas/issues in texts</li> <li>• Provide evidence of analysis and evaluation in familiar and unfamiliar contexts</li> <li>• Use Tier 3 language relevant to learning area in written and oral language</li> <li>• Use Before, During, and After reading strategies, demonstrating transference of skills in all learning areas</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded Needs attention/work in progress Not on track	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
Each teacher will explicitly and consistently teach reading using high impact teaching strategies as outlined in the PGHS MS Pedagogy Agreement (including the use of differentiation to 'stretch' high band learners)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each teacher will embed BDA reading strategies in each of their classes (at least once per term) including: <ul style="list-style-type: none"> <li>• Teaching Tier 2&amp;3 vocabulary specific to unit</li> </ul> Monitoring and tracking progress and using data to inform planning	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each English teacher will work with all students requiring a One Plan to set a reading goal that will be reviewed each term  Each Year 7 and 8 English teacher will work with each student to set a reading goal that will be reviewed each term	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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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.	Click or tap here to enter text.

### Goal 1: Improve student achievement of SEA and high bands in reading



#### 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>Using PAT-R</b>  <b>Year 7: Increase SEA achievement by 17 students (8%) and increase by 8 students (4%), those in HBs. Total students = 201 (PAT Just below SEA range = 115-117.9, Just below HB range = 134-136.9)</b>  <b>Year 8: Increase SEA achievement by 17 students (8%) and increase by 8 students (4%), those in HBs. Total students = 213 (PAT Just below SEA range = 117-119.9, Just below HB range = 136-138.9)</b>  <b>Using NAPLAN</b>  <b>Year 7: 75% of students at SEA including 15% in high bands</b>  <b>Year 9: 75% of students at SEA including 15% in high bands</b>  <b>Using Achievement Data</b>  <b>Year 7-12: 50% A and B grades (AC/SACE) across all learning areas</b></p>	<p><b>Results towards targets:</b>  Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b>  <b>If we improve our explicit teaching of Before, During, After reading strategies based on core texts, then we will improve student reading achievement of SEA and High Bands in reading.</b></p>	<p><b>Evidence - has this made an impact?</b>  Click or tap here to enter text.</p>

**Success Criteria:****Students will**

- Be able to articulate their identified reading goal and engage in next steps learning (All students in Years 7 and 8 and students with a One Plan, 9-12)
- Decode, use, interact with, analyse and evaluate texts (print, image, sound, animated movements, film and symbolic representations), to build meaning.
- Understand and explain how language features, images and vocab are used to explain different ideas/issues in texts
- Provide evidence of analysis and evaluation in familiar and unfamiliar contexts
- Use Tier 3 language relevant to learning area in written and oral language
- Use Before, During, and After reading strategies, demonstrating transference of skills in all learning areas

**Evidence** - did we improve student learning? how do we know?[Click or tap here to enter text.](#)

**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?

[Click or tap here to enter text.](#)



## STEP 1 Analyse and Prioritise

**Goal 2: Increase student achievement of SEA and High Bands in Mathematics**

### ESR Directions:

Direction 1: Evaluate and enhance the impact of improvement strategies using criteria that accurately informs the impact of teaching on student learning.

Direction 2: Meet the learning needs of all students by building staff's capacity to understand what data is indicating and to use this to design differentiated teaching.

Direction 3: Ensure students access their curriculum entitlements by deepening teachers' understanding of AC and SACE learning outcomes and the implications for planning teaching and assessment.

Improve student achievement of SEA and high bands in reading

**Target 2022:**

**Using PAT-R**

**Year 7: Increase SEA achievement by 21 students (10%) and increase by 6 students (3%), those in HBs Total students = 201 (PAT Just below SEA range = 117-119.9, Just below HB range = 136-138.9)**

**Year 8: Increase SEA achievement by 22 students (10%) and increase by 7 students (3%), those in HBs. Total students = 213 (PAT Just below SEA range = 118-120.9, Just below HB range = 137-139.9)**

**Using NAPLAN**

**Year 7: 75% of students at SEA including 15% in high grade bands**

**Year 9: 75% of students at SEA including 15% in high grade bands**

**Using Achievement Data**

**Year 7-12: 50% A and B grades (AC/SACE) across all learning areas**

**Challenge of Practice**

**If Maths Teachers explicitly teach Mathematics using the conceptual development of number sense, then we will increase student achievement of SEA and High Bands in Mathematics**

**2023:**

Click or tap here to enter text.

**2024:**

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## STEP 2 Challenge of practice

**Challenge of Practice:**

**If Maths Teachers explicitly teach Mathematics using the conceptual development of number sense, then we will increase student achievement of SEA and High Bands in Mathematics**

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

**Students will:**

- Demonstrate an understanding of Number Sense and Place Value in their learning
- Confidently choose, use, and transfer appropriate mathematical processes in different contexts
- Explain, reason and share their ideas using commonly understood mathematically specific vocabulary
- Provide evidence of learning that reflects year level standard and A/B grades



## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Each Maths teacher will explicitly teach number sense using high impact teaching strategies as outlined in the PGHS MS Pedagogy Agreement</b></p>	<p>Throughout the year</p> <p>Improvement Sprints</p> <p>SFD in Week 3 and review in Week 8 each term</p> <p>Whole staff professional learning and meeting rotations</p> <p>Big Ideas in Number PL – Term 4 2021 and Term 1 2022</p> <p>Scaffolding in the Middle Years Training Term 1, 2022</p> <p>Maths Learning Area planning sessions</p> <p>Improvement Sprint Cycle Week 3-8 each term</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use the <u>Positive Behaviours for Learning Framework</u> to contribute to a positive learning culture</li> <li>• use the learning intentions and success criteria in each lesson to review their progress against their numeracy goal</li> <li>• use feedback provided to continuously improve their learning</li> </ul> <p><b>Note – this is repeated in every section to emphasise importance of student agency and need to develop learning culture</b></p> <p>Teachers will ensure that each lesson includes:</p> <ul style="list-style-type: none"> <li>• Warm Up task - Activating prior knowledge</li> <li>• Brain breaks - to support transition between activities and/or as determined by the teacher</li> <li>• Learning Intentions/Success Criteria/Goal setting</li> <li>• I Do - Explicit Instruction</li> <li>• We Do - Modelling of worked example</li> <li>• You do together - Peer Collaboration</li> <li>• You do independently - Individual practice</li> <li>• Checking for understanding/Formative Assessment/Feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Regularly review their students' progress data using formative assessment to inform teaching, and plan for quality differentiated teaching</li> <li>• Engage with all scheduled planning sessions with their team supported by leadership. This includes Week 0 and SFDs in addition to learning area meetings and planning sessions.</li> <li>• Plan in learning area and year level teams supported by relevant leaders</li> <li>• Act on feedback and growth coaching conversations provided by line managers</li> </ul> <p>The DP and Maths Learning Area Coordinator will:</p> <ul style="list-style-type: none"> <li>• Support teachers in the implementation of the MS Pedagogy Agreement</li> <li>• Support release time for PL</li> <li>• Design faculty PL with a focus on SIP goals</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Engage in class classroom walk throughs and engage in learning conversations with students to promote the development of a Learning Culture</li> <li>• Engage in coaching conversations with staff in relation to walk throughs and student learning</li> <li>• regularly review student data trends to inform future action</li> </ul>	<ul style="list-style-type: none"> <li>• PGHS MS Pedagogy Agreement</li> <li>• <u>Explicit Direct Instruction</u> by John Hollingsworth</li> <li>• Big Ideas in Number Framework and resources</li> <li>• AC Numeracy Progression</li> <li>• DfE Scope &amp; Sequence Maths and Units of Work</li> </ul> <p>Scaffolding in the Middle Years</p>

<p><b>Each Maths teacher will explicitly teach mathematical language</b></p>	<p>Weekly Learning Area meetings</p> <p>Maths Learning Area planning sessions</p> <p>Improvement Sprint Cycle Week 3-8 each term</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use the <u>Positive Behaviours for Learning Framework</u> to contribute to a positive learning culture</li> <li>• use the learning intentions and success criteria in each lesson to review their progress against their numeracy goal</li> <li>• use feedback provided to continuously improve their learning</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Embed BiiN and Scaffolding in the Middle Years into Year 7 and 8 Maths Planning</li> <li>• Complete diagnostic testing to inform targeted Wave 1 interventions including stretch</li> <li>• Record evidence of students meeting success criteria</li> <li>• Explicitly teach Tier 2 and 3 vocabulary</li> <li>• Plan lessons with a focus on number sense and use arrays based strategies for multiplication facts</li> <li>• Track and monitor student progress in number computation strategies and challenge number sense through unfamiliar and meaningful problems</li> </ul> <p>The DP and Maths Learning Area Coordinator will:</p> <ul style="list-style-type: none"> <li>• Design faculty PL with a focus on Big Ideas in Number and Scaffolding Numeracy in the MY</li> <li>• Provide faculty time to use new learning and incorporate into planning</li> </ul>	<ul style="list-style-type: none"> <li>• Best Advice Paper 'Beliefs and attitudes about Mathematics'</li> <li>• National Numeracy Learning Progression: Learning Area advice</li> <li>• Big Ideas in Number</li> <li>• AC Numeracy progressions</li> <li>• DfE Scope &amp; sequence Maths and Units of Work</li> <li>• MS Pedagogy Agreement SmartLabs</li> </ul>
<p><b>Each Maths teacher will (as part of their collaborative team):</b></p> <ul style="list-style-type: none"> <li>• Use data to plan curriculum delivery for maximum impact on student learning</li> <li>• Embed consistent formative and summative assessment strategies</li> </ul> <p><b>Design and deliver at least one guided collaborative inquiry task each term</b></p>	<p>Weekly Learning Area meetings</p> <p>Maths Learning Area planning sessions</p> <p>Improvement Sprint Cycle Week 3-8 each term</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use the <u>Positive Behaviours for Learning Framework</u> to contribute to a positive learning culture</li> <li>• use the learning intentions and success criteria in each lesson to review their progress against their numeracy goal</li> <li>• use feedback provided to continuously improve their learning</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Use DfE Scope &amp; Sequence and Units of work</li> <li>• Support classroom SSOs to use appropriate BiiN strategies</li> <li>• Report on student assessment, progress and provide feedback in a timely manner</li> <li>• Engage in moderation at least once per term to ensure consistency against AC/SACE standards</li> </ul> <p>The DP and Maths Learning Area Coordinator will:</p> <ul style="list-style-type: none"> <li>• Design faculty PL with a focus on Big Ideas in Number and Scaffolding Numeracy in the MY</li> <li>• Provide faculty time to use new learning and incorporate into planning</li> </ul>	<ul style="list-style-type: none"> <li>• MS Common task template</li> <li>• Transforming tasks resources</li> <li>• Moderation matters</li> </ul> <p>DfE Scope &amp; Sequence Maths and Units of Work</p>
<p><b>Each Maths teacher will work with all students requiring a One Plan to set a Numeracy goal that will be reviewed each term</b></p> <p><b>Each Year 7 and 8 Maths teacher will work with each student to set a Numeracy goal that will be reviewed each term</b></p>	<p>All students with a One Plan will have a SMART Numeracy goal by the end of Week 5 Term 1</p> <p>All mainstream students in Years 7 and 8 will have a SMART Numeracy goal by the end of Week 5 Term 2</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use the <u>Positive Behaviours for Learning Framework</u> to contribute to a positive learning culture</li> <li>• use feedback provided to continuously improve their learning as measured by the goal set</li> </ul> <p>Maths Teachers will:</p> <ul style="list-style-type: none"> <li>• Use Numeracy Progressions to support each student to write a SMART numeracy goal</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement Sprint templates</li> <li>• Literacy Progressions</li> </ul> <p>PGHS Operational documents explaining Improvement Sprints</p>

	Each goal will be reviewed and updated by the end of week 10 each term, ready for the next term	<ul style="list-style-type: none"> <li>Use Improvement Sprints to measure student success</li> </ul> Senior Leadership will: <ul style="list-style-type: none"> <li>Support this initiative by providing professional learning on SFD Week 3 Term 1</li> <li>Support teachers to work 1:1 with students to develop the goal by having a second teacher in the room (Flexible Additional Support Teacher: FAST)</li> <li>Give release time to teachers to write goals for students requiring One Plans</li> </ul>	
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.
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.

**Goal 2: Increase student achievement of SEA and High Bands in Mathematics**



**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	<span style="color: green;">●</span> Yes <span style="color: yellow;">●</span> Needs attention/work in progress <span style="color: red;">●</span> 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?
	<b>Students will:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of Number Sense and Place Value in their learning</li> <li>Confidentially choose, use, and transfer appropriate mathematical processes in different contexts</li> <li>Explain, reason and share their ideas using commonly understood mathematically specific vocabulary</li> <li>Provide evidence of learning that reflects year level standard and A/B grades</li> </ul>	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<span style="color: green;">●</span> 90% embedded <span style="color: yellow;">●</span> Needs attention/work in progress <span style="color: red;">●</span> 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 Maths teacher will explicitly teach number sense using high impact teaching strategies as outlined in the PGHS MS Pedagogy Agreement	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Each Maths teacher will explicitly teach mathematical language	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Maths teacher will (as part of their collaborative team): <ul style="list-style-type: none"> <li>Use data to plan curriculum delivery for maximum impact on student learning</li> <li>Embed consistent formative and summative assessment strategies</li> </ul> Design and deliver at least one guided collaborative inquiry task each term	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Maths teacher will work with all students requiring a One Plan to set a Numeracy goal that will be reviewed each term  Each Year 7 and 8 Maths teacher will work with each student to set a Numeracy goal that will be reviewed each term	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.	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.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

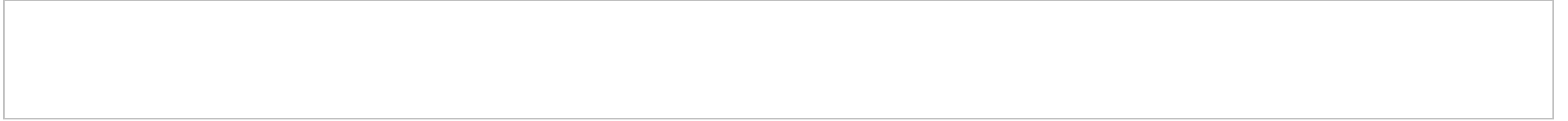
## Goal 2: **Increase** student achievement **of** SEA and High Bands in Mathematics



### 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> <p><b>Using PAT-R</b></p> <p><b>Year 7: Increase SEA achievement by 21 students (10%) and increase by 6 students (3%), those in HBs Total students = 201(PAT Just below SEA range = 117-119.9, Just below HB range = 136-138.9)</b></p> <p><b>Year 8: Increase SEA achievement by 22 students (10%) and increase by 7 students (3%), those in HBs. Total students = 213 (PAT Just below SEA range = 118-120.9, Just below HB range = 137-139.9)</b></p> <p><b>Using NAPLAN</b></p> <p><b>Year 7: 75% of students at SEA including 15% in high grade bands</b></p> <p><b>Year 9: 75% of students at SEA including 15% in high grade bands</b></p> <p><b>Using Achievement Data</b></p> <p><b>Year 7-12: 50% A and B grades (AC/SACE) across all learning areas</b></p> <p><b>Challenge of Practice</b></p>	<p><b>Results towards targets:</b></p> <p>Click or tap here to enter text.</p>
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<p><b>If Maths Teachers explicitly teach Mathematics using the conceptual development of number sense, then we will increase student achievement of SEA and High Bands in Mathematics</b></p>	
<p><b>Challenge of Practice:</b>  <b>If Maths Teachers explicitly teach Mathematics using the conceptual development of number sense, then we will increase student achievement of SEA and High Bands in Mathematics</b></p>	<p><b>Evidence</b> - has this made an impact?  <a href="#">Click or tap here to enter text.</a></p>
<p><b>Success Criteria</b> – did we improve student learning?  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate an understanding of Number Sense and Place Value in their learning</b></li> <li>• <b>Confidentially choose, use, and transfer appropriate mathematical processes in different contexts</b></li> <li>• <b>Explain, reason and share their ideas using commonly understood mathematically specific vocabulary</b></li> <li>• <b>Provide evidence of learning that reflects year level standard and A/B grades</b></li> </ul>	<p><b>Evidence</b> - did we improve student learning? how do we know?  <a href="#">Click or tap here to enter text.</a></p>
<p><b>Reflection on Actions</b> – 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?  <a href="#">Click or tap here to enter text.</a></p>	
<p><b>Reflection on our improvement planning and implementation</b> – 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?  <a href="#">Click or tap here to enter text.</a></p>	



## STEP 1 Analyse and Prioritise

**Goal 3:** Click or tap here to enter text.

### ESR Directions:

Direction 1: Evaluate and enhance the impact of improvement strategies using criteria that accurately informs the impact of teaching on student learning.

Direction 2: Meet the learning needs of all students by building staff's capacity to understand what data is indicating and to use this to design differentiated teaching.

Direction 3: Ensure students access their curriculum entitlements by deepening teachers' understanding of AC and SACE learning outcomes and the implications for planning teaching and assessment.

Improve student achievement of SEA and high bands in reading

**Target 2022:**  
Click or tap here to enter text.

**2023:**  
Click or tap here to enter text.

**2024:**  
Click or tap here to enter text.

## STEP 2 Challenge of practice

**Challenge of Practice:**  
Click or tap here to enter text.

**Student Success Criteria** (what students know, do, and understand):  
Click or tap here to enter text.

## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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.
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.
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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.	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.	Click or tap here to enter text.

**Goal 3:** Click or tap here to enter text.



## 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		
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.
Actions	90% embedded	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
	Needs attention/work in progress		
	Not on track		
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.
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.
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**Goal 3:** Click or tap here to enter text.



### 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> Click or tap here to enter text.</p>	<p><b>Results towards targets:</b> Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>	<p><b>Evidence - has this made an impact?</b> Click or tap here to enter text.</p>
<p><b>Success Criteria – did we improve student learning?</b> Click or tap here to enter text.</p>	<p><b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.</p>
<p><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> Click or tap here to enter text.</p>	
<p><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> Click or tap here to enter text.</p>	

