

PARALOWIE SCHOOL - YEARS 7-12 - SITE STRATEGIC LEARNING PLAN 2017

Our Quality Learning programs are underpinned by quality relationships and quality teaching

Specific areas for improvement	Targets Where do we want to be?	Monitoring How will we know?	Priorities What we will do and when?	Resources
LITERACY ACROSS THE CURRICULUM				
<p>Comprehending texts through reading To improve Year 7-10 reading and comprehension skills</p> <ul style="list-style-type: none"> Use Literacy Pro as part of the Year 7-10 Wider Reading program. Students complete a computerised test that evaluates individual student reading levels (Lexile measures). English teachers track and monitor individual student progress Implement targeted reading strategies across Learning Areas. <i>Literacy For Learning</i> and <i>Tactical Teaching Reading</i> strategies will be implemented. <p>Literacy data</p> <ul style="list-style-type: none"> Use Lexile data, PAT-R and NAPLAN reading data effectively to track, monitor and respond to every learner's reading growth Provide opportunities for regular discussion with and between teachers on individual student growth 	<p>GROWTH</p> <p>Reading targets Year 7-10: annual progress of 50-150 Lexile measures for all students.</p> <p>SEA targets for PAT-R Year 7: 124 or above Year 8: 127 or above Year 9: 130 or above</p> <p>SEA targets for NAPLAN Literacy Year 7: Band 6 or above Year 9: Band 7 or above</p>	<p>Lexile testing and book quizzes during English/EALD lessons</p> <p>Reading discussions at: English meetings; Learning Area meetings Curriculum meetings, and sub school meetings</p> <p>NAPLAN and PAT-R data analysis at English meetings and with the leadership team</p>	<p>Staff Professional Development regarding using Literacy Pro and tracking student reading growth: leadership staff; Aboriginal Education staff, Special Education staff; Middle School staff.</p> <p>Each term: Lexile data progress reports will be generated to inform English and leadership staff about: individual; class; year level; and site; reading progress.</p> <p>Reports with students achieving over 1000 and under 500 will also be generated</p> <p>Staff Professional Development regarding reading strategies will be implemented</p> <p>Staff Professional Development regarding how to use PATR and Lexile data to provide information about individual student reading progress</p> <p>PATR assessment will occur in Term 3 to measure the distance travelled and effectiveness of reading strategies implemented across the curriculum</p> <p>English teachers will analyse their own data to inform practice, identify areas for improvement and strategies to be implemented</p> <p>Year 7 and 9 NAPLAN literacy data will be analysed during English Learning Area meetings to inform practice, identify areas for improvement and strategies to be implemented.</p>	<p>Literacy Coordinator English faculty</p> <p>Literacy Coordinator Literacy Pro SSO</p> <p>Ab Ed; Literacy Support teacher; English faculty and Special Ed: support students with the reading program</p> <p>Comprehension resources for staff <i>Do I Really Have to Teach Reading?</i> <i>How to be an Explorer of the World</i></p> <p>Senior Leader, Data Manager</p> <p>English faculty</p>

<p>Literacy Intervention To ensure intervention processes identify and enact responsive and differentiated strategies that are targeted, purposeful and time limited</p> <p>Parent involvement in literacy improvement</p>		<p>Pre and post data collection with quarterly reviews. Data will include:</p> <ul style="list-style-type: none"> • NAPLAN • PAT-R • Lexile • English Achievement data 	<p>Year 8 Literacy support teacher</p> <ul style="list-style-type: none"> • 0.2 to support Year 8 students who achieved below Band 5 for NAPLAN literacy results in 2015, and are not on an NEP. • Explicit literacy intervention program with a focus on spelling, grammar and reading. The program includes targeted literacy intervention strategies to engage the students with a focus on literacy improvement and confidence • Literacy articles included in the newsletter to inform parents about Year 7-12 literacy practices, celebrate achievements and provide information about how parents can support literacy improvement. 	<p>Year 8 Support teacher Literacy Coordinator Senior Leader Middle School</p> <p>Literacy Coordinator English faculty</p>
<p>Year 7-12 Literacy Priorities</p> <p>Word Knowledge</p> <p>To improve student understanding and use of learning area vocabulary</p> <p>To improve the spelling skills of students through the explicit teaching of a variety of strategies for spelling accuracy.</p>		<p>NAPLAN data analysis: Spelling</p>	<ul style="list-style-type: none"> • Literacy Handbook distributed during Week 0 <p>All staff will be expected to:</p> <ul style="list-style-type: none"> • identify the specific vocabulary of their subject area • identify the spelling demands of subject specific vocabulary • explicitly teach the spelling knowledge students need in order to spell accurately <p>Training and Development for new staff in relation to the Four Spelling Knowledges: There are four types of knowledge about spelling:</p> <ul style="list-style-type: none"> • Phonetic • Visual • Morphemic • Etymological 	<p>Literacy Coordinator</p> <p>Literacy Coordinator to organise Spelling Knowledges Professional Development for new staff</p> <p>Learning Area Coordinators and teachers</p>
<p>Text Knowledge</p> <p>Genre writing To use a consistent approach to the explicit teaching and assessment of Genre writing skills across all Learning Areas- in particular Exposition/Persuasive writing</p> <p>Paragraph writing To provide consistent and explicit teaching for effective paragraph writing</p> <p>Harvard Referencing using Word To provide a consistent approach to referencing across all Areas of Study</p>		<p>NAPLAN: writing data analysis</p> <p>Language and Literacy Levels (EALD students)</p>	<p>Genre writing with a focus on Exposition/persuasive writing to be mapped across all Learning Areas via Operational Plans</p> <p>Training and Development for staff as required for explicit teaching of genre writing</p> <p>All staff use TEEL to teach paragraph structure. Continued training and development for staff. TEEL to be included on all Learning Area Operational Plans.</p> <p>Harvard Referencing using Word to be included in all Learning Area Operational Plans</p> <p>All staff have access to <i>Text Types</i> reference books</p>	<p>Learning Area Coordinators and teachers</p> <p>Literacy Coordinator English faculty</p>

<p>Grammar Knowledge</p> <p>To improve student understanding with the role of grammatical features in the texts they compose and comprehend</p>		<p>NAPLAN: grammar data analysis</p>	<p>Grammar to be included in all Learning Area Operational Plans</p> <p>Grammar Professional Development for new staff to continue from the James Fergusson Grammar PD in 2015</p>	<p>Learning Area Coordinators and teachers</p>
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NUMERACY ACROSS THE CURRICULUM

<p>To ensure students develop the numeracy skills required for success in all Areas of Study and everyday life</p> <p>To utilise data effectively to inform and provide focus, supporting improved numeracy skills for all learners</p> <p>Communication with parents and the wider community to inform then about the importance of developing numeracy skills</p>	<p>NAPLAN By 2016 in year 7 the total % of students at or above the DECD SEA, in bands 6-9, will be above 53%. Our 2014 yr 5 level (same cohort comparable band at or above the DECD SEA) was 48.2%.</p> <p>By 2016 in year 9 the total % of students at or above the DECD SEA, in bands 7-10, will be above 56%. The 2015 value was higher at 62%. This prediction is based on the achievement of the same cohort in yr 7 in 2014.</p> <p>High Achievers: For the 2016 cohort of year 9 students:</p> <p>10 or more students will achieve in the higher bands.</p> <p>For the 2016 cohort of year 7 students: One student will achieve in the higher bands.</p> <p>By 2016 the % of students in the upper level of improvement will be above 25%, in the middle level of improvement at 50% and in the low improvement below 25% in years 7 and 9</p> <p>Note: <i>The official NAPLAN report only includes students who were exempt and present in the calculation of percentages (ie ignores students who withdrew or were absent)</i>.</p> <p>For the 2015 NAPLAN test 10% of the yr 7 cohort was absent or withdrew, and 18.7% of the yr9 cohort was absent or withdrew.</p>	<p>This will be monitored through the collation of Achievement data, PAT-M and NAPLAN results with comparative data (for Naplan) from 2012, onwards. Analysis of individual student progress in each mathematics substrand by analysis of individual student responses to each question in PAT-M.</p> <p>Peer to Peer</p> <p>Through Developing Performance together meetings</p>	<p>Teachers inform practice, determine strategies to be implemented with differentiation, by identifying areas for improvement</p> <ol style="list-style-type: none"> 1. Across the year level from analysis of Naplan data giving % correctly answered for each question in each mathematics substrand. for our school cohort compared to the national average. 2. For each student <ul style="list-style-type: none"> o using NAPLAN data directly and from the DECD Individual Student Report o by analysing individual student responses to each question in PAT-M in each mathematics substrand <p>With the aim of</p> <ul style="list-style-type: none"> • maintaining or improving achievement by those students who have achieved in the higher bands of NAPLAN. • improving the maths skills of students who were at the NMS to be able to meet the DECD SEA in their next NAPLAN test at yr 7 or 9, or the SACE. <p>Each Area of Study Operational Plan must incorporate the following:</p> <ul style="list-style-type: none"> • Mapping one numeracy task per term/semester in each subject aligned to ACARA. (eg data analysis and graphing) • Numeracy Across the Curriculum is incorporated into teacher programs <ul style="list-style-type: none"> ➢ Using measurement in the physical world, using spatial sense and geometric reasoning, gathering, representing, interpreting and analysing data, investigating chance processes, using number patterns and relationships between numbers, working with graphical and algebraic representations, or other mathematical models <p>Reference: Numeracy in Learning Areas – Version 7.4 DECD</p> <p>Numeracy Training and Development for staff. Staff</p>	<p>Training and Development with individual teachers/faculties directed at their self-assessed area of need in numeracy.</p> <p>AET/Indigenous mentor to provide support to Indigenous students.</p> <p>Ongoing involvement in Excellence and equity in maths: aboriginal and Torres Strait Islander student achievement and Tertiary Aspirations in mathematics program: holding a Community maths afternoon in 2016.</p> <p>All Curriculum areas and all students; NEP to gifted</p> <p>Learning Support Team</p> <p>Leadership Best practice T & D developed at meetings</p> <p>Learning Support team 0.6 teacher in Numeracy and Literacy support for identified year 8 students.</p> <p>7-9 Leadership</p> <p>In Maths faculty 21st Century learning supported by whole school T&D and faculty coordinator.</p>
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			<p>awareness of numeracy in all Areas of Study and how to maximise opportunities to develop students' numeracy skills in each Area of Study with the additional aim of improving students disposition towards numeracy.</p> <ul style="list-style-type: none">➤ Middle School Training and Development sessions <p>Differentiating the Curriculum</p> <p>Incorporating and embedding problem solving as a 21st Century learning approach</p>	
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PREPARATION FOR THE SACE TARGETS	MONITORING	PRIORITIES	RESOURCES	
<p>Transition into SACE Years 9-10 Week 40</p>	<p>All Year 9 students will go through an extensive induction into SACE expectations in Week 40 with a specific focus on PLP and SACE online</p>	<p>Student feedback from transition sessions to be recorded and reviewed. Catch up provided in Week 1 of the following year for absent students</p>	<p>To develop a common understanding of SACE expectations, structure including SACE online, and the rigors of compulsory subjects like PLP at Year 10 level.</p>	<p>PLP Leader and teachers Year 9 HG teachers MS Leadership SACE website</p>
<p>Middle Years SACE preparedness</p>	<p>Middle School students identify skills and abilities which will support them in the Senior Years</p>	<p>Developing HG program and culture which emphasises effort and endeavour and self-reflection for all student's success</p>	<p>Structured HG program based on skill development study skills leadership employability and resilience</p>	<p>HG teacher T&D Network folders of resources Dedicated HG line/block in the timetable</p>
<p>Cross campus data collection and analysis</p>	<p>Targets are that all staff use data to inform and develop students achievement growth and successful outcomes</p>	<p>Admin to provide specific data sets eg NAPLAN/ PAT R/M, attendance, SBM, Learning Area achievement data</p>	<p>Appropriate staff T&D in terms of using data to initiate change Identify key staff who use data effectively Appropriately timetable T&D sessions on the yearly calendar</p>	<p>Data sets Staff meetings/T&D Key staff who use data effectively</p>
<p>Preparation for SACE completion and expectations of achievement in all subjects</p>	<p>In 2017 all students will achieve a C grade or higher for the compulsory subjects. Increase the A/B grade bands from 2017</p>	<p>Compulsory and other subjects monitored by term and mid-term progress reports, internal moderation processes, student/teacher feedback, targeted meetings</p>	<p>Subject knowledge, skills and expectations of compulsory subject to be explained to students in assemblies, HG and class time as well as by Learning Area Coordinators/teachers</p>	<p>Senior Leader Curriculum and Data analysis 7-12 Learning Area Coordinators/subject teachers</p>
<p>Preparation for students to meet deadlines for task submission</p>	<p>20% improvement in task completion by due dates</p>	<p>Continuous progress reports in regards to students meeting deadlines/rules around extensions. Specific monitoring of year 12 task submission 2017</p>	<p>Develop a consistent policy 7-12 around deadlines in the Middle and Senior School and the guidelines for students who do not meet these.</p>	<p>Middle School Subject teachers and Years 10-12 SACE teachers</p>

<p>Targeted focus on in-school study habits and completion of school work outside of school</p>	<p>Improve the quality focus and time given to completion of school tasks in study time, after school sessions and at home</p>	<p>Quality of planning and task completion improvement made by subject teachers, SS/MS Coordinator, SS support staff</p>	<p>Develop a consistent monitoring process to be used in all study areas of the school to support learning and quality outcomes</p> <p>Investigating homework club/out of school hours support</p>	<p>Subject teachers SS Coordinator SS support staff RC staff and Senior School staff</p>
<p>SACE and ACARA Task design skills</p> <p>To improve the explicit teaching and learning of research skills, analysis, review and reflection skills in all Learning Areas.</p> <p>To further develop a common understanding of ACARA Achievement standards/SACE Performance across Learning Areas and Year levels</p> <p>To develop common task sheets which include intellectual stretch and assessment rubrics consistent with SACE performance standards and ACARA Achievement standards in Learning Areas</p>	<p>An increase of 20% of students passing achieving a C grade or better in all subjects and an increase in 10% of students achieving in A/B bands across all subjects</p>	<p>Development of task sheet using a common template</p> <p>SACE semester/end of year reports around subject specific task requirements</p> <p>Internal and external moderation processes by Learning Areas with feedback to SS Coordinator</p> <p>Sharing, writing, analysing and reflecting on task design with all elements to the left</p> <p>Seeking regular student/teacher feedback</p>	<p>All teaching staff have network access to templates and support documents. Learning Areas can encourage templates to be reviewed for assessment moderation.</p> <p>To develop a research skills processes map 7-9 that identifies specific research skills (including Higher Order Thinking Skills eg decoding)analysis, review and reflection to be taught at each year level, across all Learning Areas</p> <p>To develop appropriate task sheets and assessment rubrics for all subjects that enable all students have successful outcomes</p> <p>To develop these tasks with strong elements of intellectual stretch and which enable students to review and reflect on their learning.</p>	<p>IT staff/network folders T & D Learning Area coordinators/all teachers</p> <p>Student free Literacy/Data analysis/task design focus</p> <p>Middle School Subject teachers and Years 10-12 teachers</p> <p>T & D in research skills/task design/ Higher Order Thinking Skills/analysis/review and reflection</p> <p>Senior School staff</p> <p>Year 12 Mentoring and SS support</p> <p>ICT hardware/software</p>

Specific areas for improvement	Targets Where do we want to be?	Monitoring How will we know?	Priorities What we will do and when?	Resources
LITERACY IMPROVEMENT IN THE SACE				
To improve consistency with Task	SACE completion rate	Comparing the % of	Task design Professional Development for senior school teachers	SACE website

<p>Design and ensure the literacy component is incorporated.</p> <p>To ensure Stage 1 and 2 teachers incorporate the Literacy component for all Assessment Plans</p> <p>To continue to provide a consistent approach to referencing across all Learning Areas through the use of Harvard Referencing</p> <p>To build student capacity in Genre writing across all Learning Areas</p> <p>To develop a consistent approach to editing to support students with the drafting process</p> <p>To ensure all Assessment tasks include scaffolding to support student understanding and achievement.</p>	<p>continues to improve by 5%.</p>	<p>student numbers starting in Years 10-12 to those who complete the year.</p> <p>SACE completion data - Share data with staff</p> <p>Monitoring, recording and analysing destination data Uni/TAFE offerings</p> <p>Monitoring, recording and analysing all student data to ensure that a C grade or better is achieved by all students Using SACE Performance Standards</p>	<p>A Task design template provided for all Year 10, 11 and 12 teachers</p> <p>Harvard Referencing using Word to be included in all Learning Area Operational Plans</p> <p>Continue Professional Development for all Senior School staff on the explicit teaching of Genre writing in all learning areas</p> <p>Senior staff agreement for a drafting process to be used across the senior school. Draft and implement through the Senior School sub-school meetings.</p>	<p>Senior School team: Senior Leader Senior School Coordinator Year Level Coordinators Learning Area Coordinators Home Group teachers Transition Broker VET Coordinator Literacy and Numeracy Coordinators Learning Support Team Year 12 support teacher Year 11 support teachers</p> <ul style="list-style-type: none"> • Aboriginal students • EALD students • Year 11 students <p>Senior School PD sessions/workshops</p> <p>Literacy Coordinator Leadership Senior School teachers</p>
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NUMERACY IMPROVEMENT IN THE SACE

<p>Students and staff to understand Numeracy and its importance across the curriculum</p> <p>To ensure Stage 1 and 2 teachers</p>	<p>Numeracy component of the SACE is achieved at a C level or higher by ALL learners</p>	<p>SACE achievement data Moderation meetings Report data</p>	<p>SACE Numeracy T&D sessions (SACE/school/region) Numeracy skills specifically identifies and taught in Area of Study programs including assessment plans, assessment tasks etc Develop the staff capacity to incorporate more Numeracy skills in their day to day teaching and to highlight their importance To provide more opportunities for students to develop and use these</p>	<p>Senior School team SACE workshops Leadership SACE Grant</p> <p>Yr 12 0.6 support teacher</p>
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incorporate the Numeracy component for all Assessment Plans			Numeracy skills both at school and in the community including work. Utilise ICT effectively to improve Numeracy skills and outcomes for ALL learners.	
Students and staff can identify where Numeracy can be used in and out of school				
Specific areas for improvement	Targets Where do we want to be?	Monitoring How will we know?	Priorities What we will do and when?	Resources
RESEARCH PROJECT				
100% students to complete the SACE Research Project to a C grade or higher More students to achieve A and B grade band levels	All students gain at a C level or better To increase the A and B band grades by 10%	SACE Achievement data Moderation Meetings Report Data Learning Area meetings Individual student progress checks	Assemblies, Pre Research Project sessions SACE RP T&D sessions (SACE/school/regional) Identifying and using a variety of RP support staff Develop student T&D sessions for all students in Years 11 and 12 Identify our RP resources and staff/student use of them including ICT Moodle Research methods, academic conventions, referencing, plagiarism Pre-Research Project (deadlines) referencing, TEEL.	Senior School team RP team/teachers SACE support SACE workshops <i>Moodle</i> Yr 12 Conference Day
COMPULSORY STAGE ONE SUBJECTS				
To improve compulsory subject completion at a C grade or higher (English or Maths)	100% students to complete the compulsory subjects to a C grade or higher	Report data (end of term grades)	Year 10 Maths and English curriculums provide diverse courses to cater for individual student needs In Stage one subject course are written and delivered to allow for student success Target appropriate teachers to deliver Stage One compulsory subjects Counselling students to choose correct subjects	Stage One support teacher
IMPROVED SACE COMPLETION				
Through: <ul style="list-style-type: none"> Utilising VET opportunities and School Based Apprenticeships to improve SACE completion rate Offering a variety of SACE course options to meet student needs including Community Studies B Developing a consistent approach and develop a variety of successful teaching and learning strategies to ensure better student success and completion in SACE Improving the counselling process for subject selection to accommodate a 	<ul style="list-style-type: none"> Continue to improve the SACE completion rate to state average and above To increase the total number of A band grades in all Stage 2 subjects To decrease the D/E band grades in each subject To increase the 	<ul style="list-style-type: none"> Destination data records and analysis TABS testing SACE Achievement Data for completion rates, individual subjects and task components of each subject Attendance Data SBM Data In school reports and mid-term progress reports for Years 10-12 	<ul style="list-style-type: none"> Working in teams (Areas of Study/ pairing/ Senior School) to monitor specific skills in ALL Learning Areas including Literacy, Numeracy, research, analytical skills and exam preparation to ensure student success To allocate regular Senior school and year level meeting time and T&D time to further develop appropriate strategies for better SACE completion and grade band increase Successful Senior School Subject Selection induction for staff in term 3. Involvement of Indigenous students in SAATA programs and use of an individual case management process with year level coordinators, Aboriginal Education staff and students and their families. Involvement of Special Needs students in programmes such as Access for All 	Senior School team: Senior Leader 2 Senior School Coordinator Year Level Coordinators Learning Area Coordinators Home Group teachers Senior School Transition Broker VET Coordinator Literacy and Numeracy Coordinators FLO Coordinator SACE Moderation Officer Year 11/12 Support teacher (0.2)

<p>range of pathways for student success eg Cert 3 VET courses and post school options</p> <ul style="list-style-type: none"> • An increased awareness of University and TAFE Pathways • Increasing the number of Indigenous students to get SACE and tertiary entrance and complete their SACE • Increasing the number of opportunities for special need students to complete SACE or gain an alternative pathway using outside school options • Improving the consistency in applying and meeting deadlines, the timely drafting of student work for quality feedback and better exam preparation from Years 10-12 • Providing year level support for compulsory subjects in Stage 1 and across all subjects in Stage 2 as well as EALD in Years 11-12. • Providing mentoring for students with high potential through the Flinders University mentoring program • Improving the teacher feedback through a timely editing process to give students a better chance to increase their grade band level in their subjects. • Continuing to improve teacher capacity around the SACE/ACARA requirements 	<p>student capability for success in external components of their subjects including exams</p> <ul style="list-style-type: none"> • To hold Aboriginal SACE completion rate at 100% through careful monitoring and case management' • To increase Special Need students completion rate to 100% 	<ul style="list-style-type: none"> • Moderation and common marking of assessment tasks both in school and beyond • Students and staff having a common understanding of the performance standards in the subjects we offer and applying consistent marking techniques to these standards • Attendance at SACE clarifying forums and marking/ confirming panels to be collated and discussed with individual teachers • Professional conversations including with teachers around the teachers previous years' SACE results • Planned review for 2017 for each teacher teaching Year 12. • Professional development discussions 	<ul style="list-style-type: none"> • Further develop deadline policy especially in year 12 revolving around SACE task completion by a deadline • Year 11 and 12 support teachers work one to one with student as necessary and with teacher input and consultation. • Developing task design to lift grade band levels and provide for intellectual stretch using ACARA Achievement Standards/SACE Performance Standards • Monitoring mid-term/end of term progress for all Senior Secondary students and providing relevant student and parent/caregiver feedback 	<p>Year 11/12 EALD Support teacher (0.2) Special Needs Coordinator T&D sessions regional and state SACE Board/ SACE website UniSA, Flinders and Adelaide University The Smith Family</p>
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7-12 ASSESSMENT AND REPORTING

<ul style="list-style-type: none"> • For consistent and supportive task sheets for students in ACARA/SACE subjects • Increase teacher competency in using and assessing against performance standards/achievement standards • For internal moderation to occur to create a better understanding of A-E grades using rubrics • To improve communication with 	<p>Continued improved consistency across ALL learning areas with the use of grades A to E</p> <p>Increase in B and A grade band results for students</p>	<p>Subject moderation of all subjects 7-12 with a particular focus on Research Project, Personal Learning Plan Maths and English in SACE and subsequent feedback.</p>	<p>Focus in curriculum committee meetings to discuss the development and implementation of task sheets and exemplars</p> <p>Time allocated during learning area meetings for staff to moderate student work against assessment criteria. (clarifying sessions)</p> <p>Staff to use learning area meetings to participate in the moderation process and alignment to ACARA Achievement/SACE performance Standards</p> <p>Staff T & D, and attendance at clarifying workshops</p>	<p>Deputy Principal to lead with Senior Leaders including an assessment focus group</p> <p>All staff SACE Board. Moderation meetings and panels and learning area co-ordinators 0.6 Yr 12 support teacher Report comments data base Mid-term report/review checks</p>
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parents/caregivers about student progress in ACARA/SACE progress	Targeted support for students who are show limited signs of academic growth		Daymap - Reporting data Recording communication home Monitoring attendance via use of Attendance flowchart	
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ASSESSMENT AND MODERATION PRACTICES				
<p>To develop consistent assessment rubrics aligned with Australian Curriculum</p> <p>In-service teachers to use data generated from Scorelink at a classroom level to inform teaching strategies to improve learner outcomes</p> <p>To provide opportunities for staff to participate in collaborative moderation practices across learning areas and year levels.</p>	<p>Improved attendance and engagement –anecdotal observations and specific data</p> <p>Peer to Peer observations and feedback</p>	<p>Through development performance and peer to peer discussions</p> <p>Curriculum meeting time to discuss moderation practices</p>	<p>To develop in ALL Areas of Study task sheets and assessment rubrics, that enable students to self evaluate and reflect on their learning.</p> <p>Support for staff to modify task sheets for Indigenous, Special Needs, SHIP and EALD students</p> <p>Faculty areas to facilitate moderation practice within faculty meeting times.</p>	<p>Senior Leader Teaching and Learning (data analysis 7-12) to lead and manage.</p> <p>Assessment working party and T&D for learning area co-ordinators (½ day T&D early 2014)</p> <p>Supported by Learning area co-ordinators and CATS</p> <p>Developing performance meeting/Peer to Peer discussions</p> <p>Laptops allocated to staff will provide a valuable resource to analyse Scorelink data</p>
DATA				
<p>Development of data sets that give real information to teachers so they can be used in planning processes.</p> <p>Development of data sets that allow for identification of weaknesses in the schools and where improvements can be made.</p>	<p>Aim for an increase of 20% of students passing achieving a C grade or better.</p> <p>Leadership are using data with staff in Professional Development meetings.</p>	<p>Through Development Performance and Peer to Peer discussions</p> <p>Curriculum meeting time to discuss data practices.</p> <p>Professional development conversations between staff that incorporates the use of data, especially term grades.</p>	<p>Week 0 data sets given to HG teachers from 7-11, which shows 2015 PAT R and PAT M, Lexiles, attendance and AITSI and NEP students.</p> <p>Creating Excel spreadsheets which show students movement through bands with NAPLAN and PAT testing from years 3 – 10.</p> <p>Data wall set up in the staffroom, with one section based on R-6 and a second section based on 7-12.</p> <p>Provide time for professional conversations with staff about using to inform teacher practice and differentiating curriculum to allow for all students to experience success.</p> <p>Continued T&D with staff that continues on with increasing staff confidence in using data. This can be 1 on 1 with identified teachers or whole school.</p>	<p>Data Pack- alert staff to the different forms of data that can be used during the year. Senior Leader Teaching and Learning</p> <p>Use of Daymap 9, to keep track of student data sets.</p>

ATTENDANCE				
<p>Improve student attendance across Years 7 -12</p> <p>Reduce the number of students who arrive late to school</p> <p>Work collaboratively with parents in the community to improve attendance</p>	<p>95% attendance target for 2016 as per DECD priority</p>	<p>Regular EDSAS summary reports</p>	<p>Target students who need support in attending school on time and on a regular basis through case management in Year Level Meetings and then through Middle/Senior Year level meetings.</p> <p>Follow attendance process: 1. Phone home; record on daymap parent information from phone call 2. report to year level manager – discuss appropriate strategies 3. ongoing monitoring by teacher 4. report to Year Level A/P for ongoing support eg from Attendance officer</p> <p>Give all parents a copy of Learner Wellbeing Brochure with attendance information</p> <p>FLO Program referrals for students from year 9 and onwards who are chronic non-attenders to provide a flexible learning program and support for them. In the Middle School weekly attendance rates are published and the highest attendance rate in each year level is acknowledged</p>	<p>Conversations with parents by : Home Group teachers Year level managers Assistant Principals Attendance officer Newsletter</p> <p>Liase with: Community centre EALD (Multicultural social workers) Wellbeing Hub Tirkandi (Aboriginal Inclusion Officer in DECD NAR) FLO Senior Leader Attendance officer to do home visits Previous primary school to learn more about students</p>