2022 - 2024
School Improvement Plan for
Mount Gambier High School

1 Analyse and prioritise
Begin in term 4 each year to inform the next plan

2 Determine challenge of practice
Begin in term 4 each year to inform the next plan

3 Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year

4 Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year

5 Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

South Australia's improvement cycle for public schools

Vision Statement:

Our Mission
• Staff are purposeful, engaging and inclusive, our students participate with effort and pride and our community celebrates diversity and thrives on collaboration.

Our Vision
• MGHS students practise skills and gain confidence to successfully face the challenges of an ever-changing world in a learning environment that values a sense of learning, innovation and agile thinking.

Government of South Australia
Department for Education

School Improvement Plan for
Mount Gambier 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
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South Australia's improvement cycle for public schools

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STEP 1 Analyse and Prioritise

Site name: Mount Gambier High School

Goal 1: Retain and increase the number of students achieving SEA in Reading

ESR Directions:

Direction: Ensure school goals are achieved through methodical implementation of systems that build the capacity of teachers, SSOs and leaders to implement agreed actions.

Key Action: Align performance development processes to the consistent implementation of the SIP goals and actions with support from the LET team.

Direction: Better meet the learning needs of all students by building the capacity of teachers and leaders to analyse, understand and respond to data to inform more intentional, differentiated planning.

Key Action: Develop a single student achievement data platform and build leaders and teachers capacity to analyse data to inform next steps in differentiated teaching.

Direction: Motivate greater student engagement through the collective development of an agreed, evidence based pedagogical approach and establishing systematic scaffolds that enable teachers to consistently implement agreed practice.

Key Action: Collaboratively develop, document and consistently implement a shared agreement of effective teaching practices which challenge and support all learners in the context of MGHS.

Target 2022:	2023:	2024:
- Year 7 Reading: 70% (78/111) students achieve SEA in NAPLAN reading, with a further 10% (12/111) students achieving in the higher bands 70% of Year 8 students achieve a C or above in English in their end of year report - Year 9 Reading: 70% (97/138) students achieve SEA in NAPLAN reading, with a further 10% (14/138) students achieving in the higher bands 85% of Year 9 students achieve a C or above in English in their end of year report 80% of Year 10 students achieve a C or above in English in their end of year report - Stage 1: 95% of Year 11 achieve Stage 1 English requirements - Stage 2: 100% of Year 12 students achieve Stage 2 English requirements		

STEP 2 Challenge of practice

Challenge of Practice:

If we develop teachers' ability to support reading for learning by consistently using before, during and after (BDA) reading strategies in every learning area, then we will retain and increase the number of students achieving SEA in reading.

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

We will see each student:
- comprehend academic language and technical vocabulary in disciplinary texts across all subjects at all year levels
- comprehending increasingly complex texts, in a range of text types, as they progress through their schooling

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources

Leaders will build their own and teachers' capacity to access and use student achievement data to identify learning needs and inform classroom practice	Ongoing professional learning opportunities Terms 3 and 4 Data collection and analysis schedule term 3	**Senior leadership:** Facilitate "Learner Profile" professional learning: Power Bi, PAT/NAPLAN data indicators in Daymap, using PAT resources to inform planning. Support leaders to build knowledge and skills in sourcing and using data with their learning area. Develop and implement a data collection and analysis schedule.	LET Power Bi ACER website – PAT Resources Data – NAPLAN/SACE/A-E/PAT/Daymap
		Leadership: access Power BI and use data to inform the work of their learning area teams.	
	Staff meeting foci terms 3 and 4	**Teachers**: access**,** unpack and analyse data within their learning areas to identify learning needs and plan for differentiation within their classes.	LET
Leaders will build teachers capacity to embed BDA reading strategies as part of their classroom practice.	Ongoing across the year	**Senior Leadership:** develop whole school professional learning plan for reading comprehension, source on-going literacy professional learning opportunities for leaders and teachers, facilitate access to professional learning opportunities.	Reading comprehension – essential steps before, during and after text reading course (plink)
	Focus in terms 3 and 4	**Leadership:** work with their teams to support the development of skills and expertise in BDA reading strategies. Monitor uptake of BDA strategies. Identify and prepare core texts for each new topic.	Reading Brain and implications for explicit teaching course (PLINK)
	Identification in PDPs term 2	**Teachers:** Identify their own professional learning needs. Actively participate in professional learning opportunities.	Teaching Reading in the secondary years Best Advice Paper Literacy guidebooks
		Curriculum support SSOs: Build knowledge and skills in BDA to support teacher's classroom practice, groups of and individual students	Literacy and Numeracy First 'Best advice' papers
		Literacy Group: representatives to provide literacy spotlights at Learning Area Meetings.	Literacy Coaching LET
Leaders will implement a consistent evidence-based BDA reading strategy across the school	Ongoing across the year	**Senior leadership:** collaboratively develop and document whole school shared agreement of effective reading practices	Reading comprehension – essential steps before, during and after text reading course (plink)
		Leadership: identify and collaboratively develop BDA reading strategy scaffolds for implementation in the classroom. Monitor implementation and effectiveness.	Reading Brain and implications for explicit teaching course (PLINK)
	Terms 2, 3 and 4	**Teachers:** Teachers will trial one BDA strategy in one subject in term 2. By the end of term 3 teachers will confidently embed the strategy and explore additional strategies that could be trialled. Regular tracking, monitoring and review taking place through learning area meetings, leadership meetings, observations and surveys.	Teaching Reading in the secondary years Best Advice Paper Literacy guidebooks
		Curriculum support SSOs: Provide in class support for students with additional needs to further build their skills and confidence to use BDA strategies.	Literacy and Numeracy First 'Best advice' papers Literacy coaching
			LET
Leaders will investigate and trial the use of a diagnostic screening tool to identify students with additional learning support needs in reading, including students requiring "stretch"	Complete by the end of term 3	**Senior leadership:** Investigate, source and implement with a trial group a diagnostic reading screening tool for students below SEA in NAPLAN reading in years 7, 8 and 9. Develop and implement appropriate data informed wave 2 and 3 interventions	
			LET

Goal 1: Retain and increase the number of students achieving SEA 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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	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	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?
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Goal 1: Retain and increase the number of students achieving SEA 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?

Targets 2022:	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice:	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria:	**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

	ESR Directions:
	Direction: Ensure school goals are achieved through methodical implementation of systems that build the capacity of teachers, SSOs and leaders to implement agreed actions.
	Key Action: Align performance development processes to the consistent implementation of the SIP goals and actions with support from the LET team.
Goal 2: Increase the number of students achieving SEA in Numeracy	**Direction:** Better meet the learning needs of all students by building the capacity of teachers and leaders to analyse, understand and respond to data to inform more intentional, differentiated planning.
	Key Action: Develop a single student achievement data platform and build leaders and teachers capacity to analyse data to inform next steps in differentiated teaching.
	Direction: Motivate greater student engagement through the collective development of an agreed, evidence based pedagogical approach and establishing systematic scaffolds that enable teachers to consistently implement agreed practice.
	Key Action: Collaboratively develop, document and consistently implement a shared agreement of effective teaching practices which challenge and support all learners in the context of MGHS.

Target 2022: Year 7 Numeracy: 70% (78/111) students achieve SEA in NAPLAN reading, with a further 10% (12/111) students achieving in the higher bands	**2023:**	**2024:**

🏋 STEP 2 Challenge of practice

Challenge of Practice:
If we develop teachers' ability to teach developmentally by using a teacher reference text, the Scope and Sequence and manipulatives that support a student-centred problem-solving approach then we will increase the number of students achieving SEA in Numeracy.

Student Success Criteria (what students know, do, and understand):
We will see each student in year 7 solve problems involving all four operations with fractions, decimals, percentages and their equivalences, and express fractions in their simplest form when we review student work samples in our learning area meetings.

🎬 STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All mathematics teachers will build a positive numeracy culture that encourages learners to understand the importance of positive numeracy attitudes and dispositions.	Ongoing Thinking Maths – ongoing from term 1 2022 Dispositions term 2/3	**Senior Leadership:** will facilitate access to professional learning opportunities **Leadership:** will facilitate access to Jo Boaler "How to Learn Math for Teachers" online training for interested staff in 2022. **Mathematics teachers**: Mathematics teachers, including those teaching out-of-field, to undertake Thinking Maths professional learning. Teachers will assess and develop student attitudes and dispositions toward mathematics/numeracy. Teachers will display and refer to positive numeracy norms with posters visible in all maths classrooms. Set up positive numeracy norms with posters visible in all classrooms.	Thinking maths Setting up Positive Norms in Maths Class 6 Ways to Support your Child's Mathematical Development How to learn Math for Teachers Mathematical Mindsets

		Provide information for parents about the importance supporting positive beliefs and attitudes to learning mathematics.	Student self-assessment – attitudes and dispositions towards mathematics Improving mathematics in upper primary and lower secondary guidance report Beliefs and attitudes about mathematics best advice paper Agency and mathematics: leveraging learner agency to empower mathematicians
All leaders will build their own and teachers capacity to explicitly and intentionally develop numeracy across the curriculum for all learners.	Term 3 and 4	**Senior Leadership**: will develop a structure to facilitate numeracy collaborative professional learning teams. All Learning Area's to provide a representative on the Numeracy Across the Learning Areas Team. Representatives to provide numeracy spotlights at Learning Area Meetings. **Leadership:** work with Area of Study team to identify representative on the Numeracy Across the Learning Areas Team. Provide opportunities for discussion of numeracy demands in the curriculum and with learning tasks. Develop understanding of numeracy professional learning needs within the area of learning	Numeracy Learning Continuum National Numeracy Learning Progression
All teachers will identify the disciplinary specific numeracy concepts, thinking and language of their curriculum.	Terms 3 and 4 By the end of term 4	**Senior Leadership:** provide opportunities for learning areas to work collaboratively and will develop scaffolds for recording area of learning numeracy demands. **Leadership:** All Learning Area Leaders in consultation with members of the Numeracy Team will work with their teams to identify the numeracy demands of one task at each year level in years 7-10 to the numeracy learning continuum utilising numeracy learning progression documents. **Teachers**: provide assessment tasks, work collaboratively to identify the numeracy demands of the selected task, determine their professional learning needs to explicitly teach the concepts that underpin successful completion of the task	Numeracy Learning Continuum National Numeracy Learning Progression
All leaders will build their own and teachers capacity to use data to collaboratively plan high-impact numeracy strategies across curriculum areas, linking subject-specific numeracy needs with students.	2022 and ongoing	**Senior Leadership:** Facilitate professional learning to build data literacy for all teachers and build awareness of high impact numeracy teaching strategies **Mathematics and solutions teachers:** will use numeracy data sets and cross curricular links to collaboratively plan one inquiry based common assessment task each term. Will identify one principle to develop further using Peter Sullivan's 6 key principles of effective teaching mathematics. Track and monitor through classroom observations, PDP and pro chats. **Teachers:** collaboratively and individually analyse PAT data and utilise the PAT Teaching Resources Centre to build awareness and understanding student learning needs and high-impact numeracy strategies.	6 principles for effective mathematics teaching Estimation 180 NRICH website Dan Meyer 101 questions Build foundations numeracy guidebook – actions for secondary teachers High impact teaching strategies PAT Teaching Resources Centre Agency and mathematics: leveraging learner agency to empower mathematicians
All leaders will build their own and teachers to implement an evidence-informed differentiated numeracy strategy across the school to improve learner growth and achievement.	2023	**Senior Leadership:** Develop whole school professional learning plan for explicit numeracy teaching and differentiation. Facilitate access to professional learning opportunities on the importance of number sense and its development so that all teachers respond to a student's developmental stage as appropriate to their learning area. **Leadership**: work with their teams to support development of skills and expertise in explicit numeracy teaching **Teachers:** engage with professional learning and apply their understanding in their teaching **Mathematics teachers:** Teachers of mathematics teach students how to work	Differentiation in maths Transforming tasks low floor and high ceiling mathematics scope and sequence and units of work (plink) Big ideas in number Learning and Assessment Framework for multiplicative thinking (LAF)

	Terms 3 and 4 2022, and ongoing	together effectively and discuss their thinking through guided collaborative inquiry.	
		Use data and evidence to identify students to engage in numeracy intervention which may include Learning+, a one-to-one online maths tutoring program (30mins twice per week), Quicksmart (12 identified year 7 and 8 students)	
		Classroom support SSOs: implement intervention programs for selected students, track and monitor progress.	

Goal 2: Increase the number of students achieving SEA in 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 🟡 Needs attention/work in progress 🔴 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?
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Goal 2: Increase the number of students achieving SEA in Numeracy

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

Targets 2022:	Results towards targets: Click or tap here to enter text.
Challenge of Practice:	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning?	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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STEP 1 Analyse and Prioritise

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

Target 2022:	**2023:**	**2024:**
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STEP 2 Challenge of practice

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

Student Success Criteria (what students know, do, and understand):
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STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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⚖ 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?

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

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SIP template Click or tap here to enter text.	**Evidence -** has this made an impact? Click or tap here to enter text.
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