Improvement plan for Grant High School

2019 to 2021

School name

Grant High School

Vision statement

Grant High School is committed to building future-ready citizens.

Future-ready citizens are resilient, creative, life-long learners. They approach all aspects of their lives with passion, enthusiasm and determination, in order to be meaningful contributors to their communities.

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
SACE completion rates (February - December) for Aboriginal Learners will be the same as non-Aboriginal learners.	SACE completion rates for Aboriginal learners will be 80% of non-Aboriginal learner completion rate. SACE completion rates for Aboriginal learners will be 90% of non-Aboriginal learner completion rate. SACE completion rates for Aboriginal learners will be 100% of non-Aboriginal learner completion rate.	Engaging students consistently in all learning areas.
SACE completion rates (February - December) for Flexible Learning Centre students will be the same as mainstream students.	SACE completion rates for Flexible Learning Centre students will be 80% of mainstream students completion rate. SACE completion rates for Flexible Learning Centre students will be 90% of mainstream students completion rate. SACE completion rates for Flexible Learning Centre students will be 100% of mainstream students completion rate.	Increasing baseline expectations of Flexible Learning Centre students beyond Flexible Learning Options (FLO) rules.
All students will improve their Area of Learning-specific writing skills.	70% of students in Years 8-10 will be deemed competent against all AOL-specific writing checklists 80% of students in Years 8-10 will be deemed competent against all AOL-specific writing checklists 90% of students in Years 8-10 will be deemed competent against all AOL-specific writing checklists	Ensuring teacher confidence to deliver this learning effectively through the use of scaffolds for teachers (checklists).

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How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.

- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.

- Email this plan (steps 1 to 3) to your education director.

- Publish your school improvement plan on your school website.

- Work through **step 4** *(Improve Practice and Monitor Impact)* regularly throughout the school year. This step does not need to be published on your website.

- Complete **step 5** *(Review and Evaluate)* in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.

- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

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Step 1

Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	SACE completion rates (February - December) for Aboriginal Learners will be the same as non-Aboriginal learners.	2019	SACE completion rates for Aboriginal learners will be 80% of non-Aboriginal learner completion rate.
		2020	SACE completion rates for Aboriginal learners will be 90% of non-Aboriginal learner completion rate.
		2021	SACE completion rates for Aboriginal learners will be 100% of non-Aboriginal learner completion rate.
Goal 2	SACE completion rates (February - December) for Flexible Learning Centre students will be the same as mainstream students.	2019	SACE completion rates for Flexible Learning Centre students will be 80% of mainstream students completion rate.
		2020	SACE completion rates for Flexible Learning Centre students will be 90% of mainstream students completion rate.
		2021	SACE completion rates for Flexible Learning Centre students will be 100% of mainstream students completion rate.
Goal 3	All students will improve their Area of Learning-specific writing skills.	2019	70% of students in Years 8-10 will be deemed competent against all AOL-specific writing checklists
		2020	80% of students in Years 8-10 will be deemed competent against all AOL-specific writing checklists
		2021	90% of students in Years 8-10 will be deemed competent against all AOL-specific writing checklists

Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice

Goal 1	Engaging students consistently in all learning areas.
Goal 2	Increasing baseline expectations of Flexible Learning Centre students beyond Flexible Learning Options (FLO) rules.
Goal 3	Ensuring teacher confidence to deliver this learning effectively through the use of scaffolds for teachers(checklists).

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	SACE completion rates (February - December) for Aboriginal Learners will be the same as non-Aboriginal learners.
Challenge of practice	Engaging students consistently in all learning areas.

Actions	Timeline	Roles and responsibilities	Resources
Faculty-based curriculum audit and resource development	Term 4 2018- Term 4 2019	Faculty leaders to lead audit and support staff with developing unit plans and LAPs with clear connections to the cross-curriculum priority and flexible assessment	Narragunnawali SACE Board developed PD programs (TBA - based on Strategic Priority 4 - Capacity Building) Local resources including Aunty Michelle Jaqueline Furr and Mark Lovett
Staff cultural competence training	Term 1 2019 (repeated)	All staff complete three modules delivered by the 3Rs website and the PD resources on Narragunnawali	3Rs modules Narragunnawali PD resources Local resources including Aunty Michelle Jaqueline Furr and Mark Lovett
Aboriginal student engagement through specific space designed for work completion and homework time	2019-2021	Nominated breakout space staffed by AETs, APAS tutor and volunteer teachers. Students report for incursion with work to complete. Could tie in with the WorkAbout/AIME program	Designated space and staffing SACE Board

Goal 1 continued	SACE completion rates (February - December) for Aboriginal Learners will be the same as non-Aboriginal learners.		
Actions	**Timeline**	**Roles and responsibilities**	**Resources**
Aboriginal students engage with local services and opportunities to support SACE completion, including AIME, APP, SAASTA, Burrandies,WorkAbout		AETs liaise with WorkAbout/AIME to set up a regional program consisting of mentor-trained students. Establish dates for APP and TAFESA to work with students on program planning and opportunities such as STEM camps etc	WorkAbout/AIME program - nominated students for mentors Mark Lovett (APP) Treena Brennan (TAFESA) Wirltu Yarlo (Adelaide Uni)
Promotion of SAASTA to Years 8 and 9 as engagement support - possibly use some resources of the connect program.		Conducted through dedicated information sessions and Course Counselling.	SAASTA staff, reps and students
Total financial resources allocated			
Success criteria	Student engagement expressed through attendance, survey, interviews and learning plans SACE completion rates Student grades in C bands or higher Staff feedback through survey and interview		

Goal 2	SACE completion rates (February - December) for Flexible Learning Centre students will be the same as mainstream students.
Challenge of practice	Increasing baseline expectations of Flexible Learning Centre students beyond Flexible Learning Options (FLO) rules.

Actions	Timeline	Roles and responsibilities	Resources
Tightening of protocols in FLC in order to align practices much more clearly with mainstream	Term 4 2018	Principal, SACE Community Leader and FLC Coordinator to establish practices around record-keeping; timetable; subject offerings and resourcing for 2019.	Time
Review of the FLC and its practices	Term 1 2019	Kathleen Hoare and her team to lead review	Staff and students to be available for interview - possible need for TRT coverage
Consider recommendations from review.	Term 2 2019	Leadership Committee to be main forum for consideration of recommendations	Time

Goal 2 continued	SACE completion rates (February - December) for Flexible Learning Centre students will be the same as mainstream students.		
Actions	Timeline	Roles and responsibilities	Resources
Revise SIP in light of review recommendations	Semester 2 2019	Admin and FLC Coordinator to determine way forward	Time
		Total financial resources allocated	
Success criteria	TBA after review		

Goal 3	All students will improve their Area of Learning-specific writing skills.
Challenge of practice	Ensuring teacher confidence to deliver this learning effectively through the use of scaffolds for teachers (checklists).

Actions	Timeline	Roles and responsibilities	Resources
Areas of Learning construct writing checklists against which to record student competence in subject-specific writing	Term 1 2019	Area of Learning Coordinators to manage process with faculty members. Checklists to be presented at a Leadership meeting in Week 5.	Time
Teachers collect baseline data around students' writing competence through teaching first AOL-specific writing task. Data is collected by AOL Coordinators	Term 2 2019	Area of Learning Coordinators support teachers through this process	Time
AOL collaborative moderation process addressing issues identified by AOL coordinator through interrogation of checklist data	Semester 2 2019	AOL Coordinators and teachers supported by Leadership Committee	Financial resources and time to deliver/learn. Student Free Days?

Goal 3 continued	All students will improve their Area of Learning-specific writing skills.		
Actions	**Timeline**	**Roles and responsibilities**	**Resources**
AOL Coordinators access appropriate resources and expertise to deliver any PD required to address gaps identified through checklists and moderation processes	2020	Admin team in liaison with Area of Learning Coordinators	Time and money to support purchase of teaching resources and or PD.
Use of checklists and data interrogation ongoing with a schedule established at the beginning of 2020.	2020-2021	Professional Learning Community Leader in consultation with AOL Coordinators	Time
	Total financial resources allocated		To be determined at the end of 2019
Success criteria	Improvement in student achievement data through each iteration of checklist cycle		

Approved by principal

Fleur Roachock

8/02/2019

Approved by governing council chairperson

Damian Buckley

8/02/2019

Approved by education director

Adam Box

8/02/2019