Site Number: 0928

School Improvement Plan for 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.



2022 - 2024

School Improvement Plan for Grant 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 - <u>The School Improvement Planning Handbook</u> 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





STEP 1 Analyse and Prioritise		Site name: Grant High School	
Goal 1: Increase the number of students achieving SEA in Reading		consistent expectations, and systems, to Continue to use improvement planning implement high impact strategies to street Develop and implement structures and	es through the collaborative development and implementation of track, monitor and respond to achievement data. processes that build staff capacity to improve teaching practice and engthen the impact on student learning. processes that strategically align the work of middle leaders to the riorities that positively impact on teaching practice and learner
Target 2022:	2023:		2024:
55% SEA achievement students in Year 7 (91/166 students) 65% SEA achievement students in Year 9 (103/188 students)		and 9	75% SEA achievement students in Years 7 and 9

O STEP 2 Challenge of practice

Challenge of Practice:

If we embed a whole school approach to reading instruction by using high quality literature and focusing on the disciplinary purpose and features of texts in every learning area, then we will increase the number of students achieving SEA in Reading

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

We will see students retrieving relevant explicit information from texts in response to questions when we set and review comprehension/critical reading tasks in all faculty areas We will see students interpreting explicit information from texts in research tasks when we conduct regular in-house moderation

We will see students inferring implicit information from texts when we conduct regular classroom observations (peer and leaders) and talk to students about what they are learning

STEP 3 Plan action

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each teacher will engage in professional learning that will enable us to establish what we mean by reading; this will include discipline-focused nuance, as well as shared expectations as to how it should be explicitly taught. This work will culminate in the construction of a Statement of Expectations about the teaching of literacy.	SFD Term 1 2022 Statement of Expectation completed by the end of Term 1.	PD to be organised by FR in conjunction with Admin team and appropriate experts. Teaching and classroom support staff to actively engage in PD	Expert help TBA DfE Literacy Guidebooks High Intervention Teaching Strategies Time (faculty meetings, Student Free Days, after school PD)
Each teacher will design learning that meets the requirements of the Literacy Statement of Expectations, integrating the literature language and literacy strands from the Australian Curriculum that includes selecting rich literature that connects to and builds on students' experiences.	End of Semester 1 2022 and ongoing	Principal has overarching responsibility Area of Learning leaders supporting teachers	DfE Literacy Guidebooks High Intervention Teaching Strategies Time (faculty meetings, Student Free Days, after school PD)
Leaders will develop Reading experts on staff whose role is to support and strengthen reading instruction across the whole school	End of Semester 1 2022 and ongoing	Principal leading Area of Learning leaders who support teachers and SSOs	DfE Literacy Guidebooks High Intervention Teaching Strategies Time (faculty meetings, Student Free Days, after school PD)

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Literacy intervention processes will be reviewed and refined in line with current best practice	End of Semester 1	FR in conjunction with Admin and JC (Learning Plan leader) Teachers SSOs	Appropriate research and expert support Financial support for program chosen SSO deployment to support program.
All teachers will regularly access and respond to diagnostic data to review and refine teaching and learning strategies in accordance with individual student needs	Ongoing	Teachers supported by DW and JY	Financial support of appropriate diagnostic tools Time and processes for testing Time for analysis and planning
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Goal 1: Increase the number of students achieving SEA in Reading

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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?

Student Success Criteria	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?
We will see students retrieving relevant explicit information from texts in response to questions when we set and review comprehension/critical reading tasks in all faculty areas We will see students interpreting explicit information from texts in research tasks when we conduct regular in-house moderation We will see students inferring implicit information from texts when we conduct regular classroom observations (peer and leaders) and talk to students about what they are learning	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	90% embedded	Evidence	
Actions	Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning?	What are our next steps? Potential adjustments?
	Not on track	How do we know which actions have been effective?	rotentiai aujustinents:
Each teacher will engage in professional learning that will enable us to establish what we mean by reading; this will include discipline-focused nuance, as well as shared expectations as to	Click or tap here to enter	Click or tan hara to antar taxt	Click or tap here to enter text.
how it should be explicitly taught. This work will culminate in the construction of a Statement of Expectations about the teaching of literacy.	text.	Click or tap here to enter text.	Click of tap here to enter text.

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Leaders will develop Reading experts on staff whose role is to support and strengthen reading instruction across the whole school	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Literacy intervention processes will be reviewed and refined in line with current best practice	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will regularly access and respond to diagnostic data to review and refine teaching and learning strategies in accordance with individual student needs	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 1: Increase the number of students achieving SEA in Reading

students about what they are learning

Targets 2022: 55% SEA achievement students in Year 7 (91/166 students) 55% SEA achievement students in Year 9 (103/188 students)	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we embed a whole school approach to reading instruction by using high quality literature and focusing on the disciplinary purpose and features of texts in every learning area, then we will increase the number of students achieving SEA in Reading	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: We will see students retrieving relevant explicit information from texts in response to questions when we set and review comprehension/critical reading tasks in all faculty areas. We will see students interpreting explicit information from texts in research tasks when we conduct regular in-house moderation. We will see students inferring implicit information from texts when we conduct regular classroom observations (peer and leaders) and talk to	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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Poflection on Actions — did we do what we said we would do? how effective	yo wara aur taachar/laadar actions? why? w	hich 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 Click or tap here to enter text.		
ener of tap here to enter text.		
Deflection on any improvement alonging and involvementation, how offer		was this a in information and also was 2.11 and a supplier with a supplier that it is a larger and the cities to a supplier with a larger and the cities to a supplier with a
		resulting in informed change? How do we know? how effectively have staff students and families been ly 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	
	Ensure consistent growth for all students through the collaborative development and implementation of consistent expectations, and systems, to track, monitor and respond to achievement data.
Goal 2: Increase the number of students achieving in the higher bands (A and B) in SACE	Continue to use improvement planning processes that build staff capacity to improve teaching practice and implement high impact strategies to strengthen the impact on student learning.
	Develop and implement structures and processes that strategically align the work of middle leaders to the school's improvement plan and other priorities that positively impact on teaching practice and learner achievement.

2024:

70% As and Bs at SACE level

STEP 2 Challenge of practice

Challenge of Practice:

50% As and Bs at SACE level

Target 2022:

If we develop teachers' ability to deepen students' critical and metacognitive awareness by collaborating with learning area leaders and developing scaffolds for critical evaluation then we will increase the number of students achieving in the higher bands (A and B) in SACE

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

We will see students posing questions to identify and clarify information and ideas when we conduct regular classroom observations

2023:

60% As and Bs at SACE level

We will see students connecting ideas and organising information logically, and transferring knowledge into new and familiar contexts as necessary when we undertake regular in-house moderation. We will see students drawing reasoned conclusions and evaluating outcomes, when we have engaged them in a thorough research process and assess their summative tasks

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Learning Area Leaders will develop an approach that is used in common ways across learning areas, adapting to specific contexts to ensure skill development in researching and identifying credible, accurate and current sources occurs sequentially across year levels at the site (Inspire Literacy Guidebook)	End of Term 1 2022	Principal supporting Area of Learning leaders	DfE Literacy Guidebooks
All teachers will explicitly teach students how to evaluate the currency., accuracy, relevance bias, reputation and credibility of sources using the site's whole school approach (Inspire Literacy Guidebook)	2022 and ongoing	Area of Learning leaders supporting teachers	DfE Literacy Guidebooks

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All teachers will implement peer tutoring and grouping strategies, which include the use of supporting frameworks such as question frames, so that students are trained in the roles of tutor and tutee (Inspire Literacy Guidebook)	2022 and ongoing	Area of Learning leaders supporting teachers	DfE Literacy Guidebooks Professional Associations PLATO Time (faculty meetings, Student Free Days and after school PD)
All teachers will scaffold reading of complex texts to support peer tutoring to occur (Inspire Literacy Guidebook)	Term 1 2022 and ongoing	Area of Learning leaders supporting teachers	DfE Literacy Guidebooks High Intervention Teaching Strategies Time (faculty meetings, Student Free Days, after school PD)
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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.

Goal 2: Increase the number of students achieving in the higher bands (A and B) in SACE

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	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?
We will see students posing questions to identify and clarify information and ideas when we conduct regular classroom observations We will see students connecting ideas and organising information logically, and transferring knowledge into new and familiar contexts as necessary when we undertake regular in-house moderation We will see students drawing reasoned conclusions and evaluating outcomes, when we have engaged them in a thorough research process and assess their summative tasks	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	Evidence Are we doing what we said we would do?	What are our next steps?
	Not on track	Are we improving student learning? How do we know which actions have been effective?	Potential adjustments?
Learning Area leaders will collaborate to develop scaffolds that support teachers in improving SACE students' critical and metacognitive awareness	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will employ intentional strategies that support students in improving critical and metacognitive awareness, with a particular focus on research skills	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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Leaders will develop SACE experts on staff whose role is to support and strengthen SACE achievement in Stages 1 and 2, focusing on high level reading and research skills	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Establish and maintain an effective peer observation program, focusing on refining high impact teaching strategies and scaffolds to improve critical and metacognitive awareness.	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 the number of students achieving in the higher bands (A and B) in SACE

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: 50% As and Bs at SACE level	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we develop teachers' ability to deepen students' critical and metacognitive awareness by collaborating with learning area leaders and developing scaffolds for critical evaluation then we will increase the number of students achieving in the higher bands (A and B) in SACE	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? We will see students posing questions to identify and clarify information and ideas when we conduct regular classroom observations We will see students connecting ideas and organising information logically, and transferring knowledge into new and familiar contexts as necessary when we undertake regular in-house moderation We will see students drawing reasoned conclusions and evaluating outcomes, when we have engaged them in a thorough research process and assess their summative tasks	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

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Poflection on Actions — did we do what we said we would do? how effective	yo wore our toacher/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		
Click or tap here to enter text.		
		s resulting in informed change? How do we know? how effectively have staff students and families been
involved in improvement planning? now do we know? to what extent is ou steps?	r plan enacted collaboratively and coneren	tly across the school? what do we need to do to improve this? what have we learned and what are our next
Click or tap here to enter text.		

STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

Ensure consistent growth for all students through the collaborative development and implementation of consistent expectations, and systems, to track, monitor and respond to achievement data.

Continue to use improvement planning processes that build staff capacity to improve teaching practice and implement high impact strategies to strengthen the impact on student learning.

Develop and implement structures and processes that strategically align the work of middle leaders to the school's improvement plan and other priorities that positively impact on teaching practice and learner achievement.

Target 2022: Click or tap here to enter text. **2023:** Click or tap here to enter text.

2024:

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€ STEP 2 Challenge of practice

Challenge of Practice:

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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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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	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.	Click or tap here to enter text.	
	90% embedded	Evidence		
Actions	Needs attention/work in progress	Are we doing what we said we would do?	What are our next steps?	
	Not on track	Are we improving student learning? How do we know which actions have been effective?	Potential adjustments?	
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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?
Targets 2022:	Results towards targets:
Click or tap here to enter text.	Click or tap here to enter text.
SIP template	Evidence - has this made an impact?
Click or tap here to enter text.	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.	Click or tap here to enter text.
	we 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

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.

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