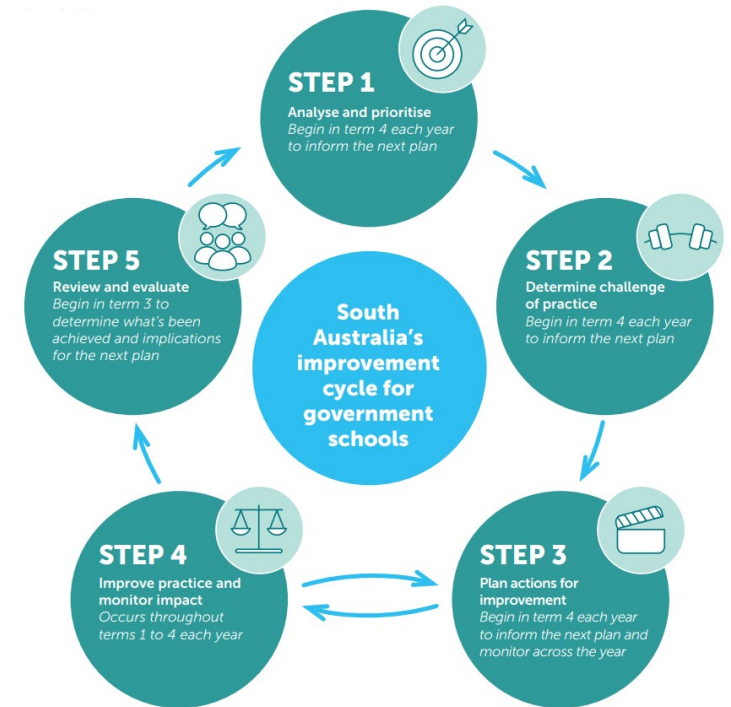


2022 - 2024

2023 School Improvement Plan for Grant High School

Site Number:
0928



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

2023 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.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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 8, Term 4 (9 December 2022).
- 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 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and 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: Grant High School**

<p>Goal 1: Retain and increase the number of students achieving SEA and Higher Bands in Reading</p>			<p>ESR Directions:</p> <ol style="list-style-type: none"> 1. 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 2. 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 3. 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
<p>Achievement towards Goal in 2022: Year 9 - 51% SEA achievement in NAPLAN Reading Year 9 – 9.4% HB achievement in NAPLAN Reading Year 8 - 81% achieved a C or above in end of year English Report Year 8 – 40% achieved an A or B in end of year English report Year 10 – 77.5% achieved a C or above in end of year English report Year 10 – 29% achieved an A or B in end of Year English report</p>	<p>Target 2023: Year 9 - Increase to 65% to achieve SEA in NAPLAN Reading Year 9 – Increase to 15% to achieve HB in NAPLAN Reading Year 8 - 85% to achieve a C or above in end of year English Report Year 8 – 45% to achieve an A or B in end of year English report Year 10 – 80% to achieve a C or above in end of year English report Year 10 – 40% to achieve an A or B in end of Year English report</p>	<p>2024: Year 9 - Increase to 75% to achieve SEA in NAPLAN Reading Year 9 – Increase to 20% to achieve HB in NAPLAN Reading Year 8 - 90% to achieve a C or above in end of year English Report Year 8 – 50% to achieve an A or B in end of year English report Year 10 – 90% to achieve a C or above in end of year English report Year 10 – 50% to achieve an A or B in end of Year English report</p>	

 **STEP 2 Challenge of practice**

Challenge of Practice:
 If we embed consistent, evidence-based approaches to reading instruction as well as implement a Reading Statement of Practice and associated diagnostic and monitoring tools to guide everyday classroom practice, then we will increase the number of students achieving SEA and Higher Bands in Reading.

 **STEP 3 Plan actions for improvement**

	<p>Ongoing – at least once per term</p> <p>Ongoing</p> <p>Ongoing – faculties meet twice per term</p> <p>Termly during faculty meetings</p> <p>End of 2022 ready for implementation in 2023</p>	<p>reading behaviours to identify where students sit within the literacy progressions. This information will be used to co-develop with students, individual SMART reading goals (in the area of fluency, vocabulary and comprehension). These will be communicated to parents/carers (ESR Direction 1)</p> <p>Respond to diagnostic data and individual student reading goals based on fluency, vocabulary and comprehension, through differentiated small group instruction. Teachers to use the Simple View of Reading to differentiate student learning (ESR Direction 2)</p> <p>Regularly use techniques as cold calling, think, pair and share and quizzing to gauge student understanding of knowledge and concepts taught and revise their work to achieve set learning goals</p> <p>Each faculty leader will... Quarantine time in meetings where collaborative planning and moderation can occur (ESR Direction 3)</p> <p>Support implementation of data informed practice, providing release and structured opportunities where formative and summative data can be reviewed and used to inform learning design and individual student goal setting (ESR Direction 1)</p> <p>Leaders in the Leadership team will... Identify in the school’s 2023 Staff Meeting Schedule when review of data using the Achievement Profiles and other formative data will occur (to enable ongoing review against SIP Success Criteria and targets (i.e. identification of students just below SEA and</p>	<p>Time to analyse data</p> <p>Time to co-develop students goals</p> <p>Reading Statement of Practice</p> <p>Time to upskill staff on Simple View of Reading</p> <p>Time to plan and implement learning activities</p> <p>School’s meeting schedule</p> <p>School’s meeting schedule</p> <p>School’s data schedule</p> <p>Time during faculty meetings</p> <p>Time during a leadership meeting</p> <p>School’s meeting schedule</p>
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	<p>Pupil Free Day in Week 6, Term 2 and then as identified in schedule</p> <p>Term 2, 2023</p> <p>Week 0, 2023</p> <p>Week 0, 2023</p> <p>Ongoing – at least once per term</p>	<p>just below HB in NAPLAN and A-E), over time (ESR Direction 1)</p> <p>Facilitate professional learning as per the school’s 2023 Staff Professional Learning Schedule. This will include data literacy, use of diagnostic tools, visualisation tools, manipulatives, collaborative inquiry, cold calling, think, pair and share and quizzing to support monitoring of students’ thinking/understanding and retrieval of knowledge/concepts learned</p> <p>Communicate decision-making processes for qualification for wave 2 and 3 intervention including clear evidence and data ‘cut points’ for flowing in and out of interventions (ESR Direction 1)</p> <p>Train targeted teachers and SSOs in the administration of diagnostic screening tools such as MAZE, ORF and Essential Assessments (ESR Direction 1)</p> <p>Allocate SSO staff into intervention programs and ensure these staff are appropriately trained</p> <p>Establish processes where progress can be reviewed on a regular basis to ensure success is occurring, the required adjustments are being made and that students are being exited from the wave 2 process in a timely way (where appropriate) (ESR Direction 1)</p>	<p>Expert in Data informed practice, including analysis of data</p> <p>Time to learn and then implement learning into teaching programs</p> <p>Additional diagnostic tools such as MAZE and ORF</p> <p>Champion in Waves of Intervention</p> <p>Time to refine and communicate process and upskill staff</p> <p>1 hour of allocated time</p> <p>Time for relevant coordinators to create timetable and list of students</p> <p>School’s meeting schedule</p> <p>Dedicated time in faculty meeting</p> <p>Clearly documented process</p>
	<p>Ongoing – revise lists termly</p> <p>Week 0, 2023 – review to be conducted at the end of Term 2</p>	<p>Each teacher will... Collaboratively work within their faculty teams to map the key tier 2 and 3 vocabulary for each unit of learning (ESR Direction 3)</p> <p>Collaboratively develop in faculty teams, literacy plans in relation to the explicit</p>	<p>Clear understanding of Tier 2 and 3 vocabulary</p> <p>Collaboration time to generate lists</p> <p>Faculty time and collaborative planning time</p>

<p>Teachers will support reading for learning by identifying and preparing core texts for each new topic in their subject area, developing modelled and shared reading activities that build understanding of the language as well as knowledge of the content</p>	<p>Ongoing – to be identified in teachers LAP’s</p> <p>Ongoing</p> <p>Completed by end of Term 1, 2023 and ongoing</p> <p>Ongoing – need to be explicitly identified in teachers LAP’s in Semester 2, 2023</p>	<p>teaching of carefully selected Tier 2 & 3 vocabulary (ESR Direction 3)</p> <p>Implement digital word walls that contain tier 2 and 3 words for each unit of work</p> <p>Plan for multiple opportunities to hear, see and use agreed Tier 2 & 3 words</p> <p>Provide multiple opportunities for students to interact in a range of well-designed and structured academic conversations to build their vocabulary</p> <p>Carefully choose core texts for shared reading and discussion before students begin independent research. Activities using these core texts will include and build essential tier 2 and 3 vocabulary</p> <p>Implement an explicit approach to reading in their learning area by:</p> <ul style="list-style-type: none"> • identifying quality written or visual (image or video) core texts for each topic or unit of work • Making sure these texts are challenging but accessible through supported reading activities and adapt if they are too complex for some students • Making sure the core texts provide key learning for the topic to allow for students who don’t undertake independent research beyond the core texts • Provide additional scaffolding, including collaborative reading activities • Build understanding of a topic so all learners can engage with the assessment task and experience success (ESR Directions 2 and 3) 	<p>List of relevant tier 2 and 3 words</p> <p>Time to create a word wall</p> <p>Time for designing LAP’s</p> <p>Leader and teacher expertise</p> <p>Time to identify and share quality texts</p> <p>Tools and time to collect relevant student data</p> <p>PD on collecting, analysing and using data to inform practice</p> <p>Time to analyse student data</p> <p>Time to adjust teacher LAP’s and create scaffolds to support learner engagement and outcomes</p>
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	<p>Ongoing throughout 2023 and 2024</p> <p>End of 2022, ready for 2023 – revise and adjust as required</p> <p>Ongoing – each staff member to be observed at least once per term</p> <p>Spotlights of practice during faculty meetings – twice per term</p> <p>Ongoing – during faculty meetings each term</p>	<p>Have the opportunity to engage in the following professional learning:</p> <ul style="list-style-type: none"> • Reading Instruction and Cognitive Load Theory • The Big 6 and the Simple View of Reading • Reading comprehension (YouTube, 2 minute) with Mandy Nayton, Chief Executive Officer of Dyslexia SPELD Foundation WA. • Reading comprehension – essential steps before, during and after text reading course (plink) with Mandy Nayton to learn about the essential components of effective reading comprehension instruction. • Reading brain and implications for explicit teaching course (plink) with Dr Maryanne Wolf to gain a new understanding of reading development in typical and diverse learners <p>Each leader will... Contribute to the development and implementation of a 2023 Staff Professional Learning Schedule</p> <p>Support and release staff to engage in peer/leader observations and review of planning, programming</p> <p>Review planning documentation, identifying best practice examples with a view of communicating this across and within teams to support consistency of approach</p> <p>Quarantine time in faculty and staff meetings to enable teachers to collaboratively work within teams to map the key tier 2 and 3 vocabulary for each unit of learning and then develop literacy plans in relation to the explicit teaching of</p>	<p>Dedicated time for professional learning sessions</p> <p>Experts/champions to run the PD sessions</p> <p>Time to implement learning into teacher’s LAP’s</p> <p>The resources listed in the previous column</p> <p>Time during leadership to create a schedule</p> <p>Observation checklist</p> <p>Time to conduct observations and follow-up conversations</p> <p>School’s meeting schedule</p> <p>Dedicated time during faculty meetings</p> <p>School’s meeting schedule</p> <p>Dedicated time during faculty meetings</p>
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		carefully selected Tier 2 & 3 vocabulary (ESR Direction 3)	
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.



STEP 1 Analyse and Prioritise

Site name: Grant High School

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

ESR Directions:

1. 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
2. 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
3. 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

Achievement towards Goal in 2022:
40% of As and Bs at Stage 1 and 68% at Stage 2;
overall 44% at SACE level

Target 2023:
60% of As and Bs at SACE level

2024:
70% of As and Bs at SACE level



STEP 2 Challenge of practice

Challenge of Practice:

If we embed a cohesive and consistent approach to using High Impact Teaching Strategies (HITS), including the co-creation and implementation of a Pedagogical Statement of Practice, then we will increase the number of students achieving in the higher bands (A and B) in SACE.



STEP 3 Plan actions for improvement

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

- Be able to articulate their learning goal, the purpose of their learning and the relevance it has to their life beyond school
- Assess worked examples and actively seek feedback from teachers
- Analyse and implement feedback from teachers to build and develop their own skills and capabilities
- Process errors in ways that benefit their learning and stimulate their thinking to keep on moving forward
- Reflect on their learning journey in a meaningful manner and explain what they need to do next
- Focus on specific, actionable steps for improvement

How and when will this be monitored, tracked and measured?

- Learning and Assessment Plans will be submitted by Week 3 of Terms 1 and 3 and monitored by AoL leaders to ensure quality and implementation
- Classroom observations with template reflecting the Pedagogical Statement of Practice will be conducted once per term (Principal and line managers).
- SACE achievement data will be reviewed and analysed at the beginning of Terms 1 and 3 in leadership and faculty meetings
- Performance development meetings will occur termly – Terms 1 and 3 to review PDP and Terms 2 and 4 to review classroom observation data
- Summary data from classroom observations published to teaching staff in Week 9 each term through the Principal’s weekly email

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
<p>Develop and implement a Pedagogical Statement of Practice and associated monitoring tool to support consistency of implementation and monitoring of quality evidenced based teaching and learning practices across the school</p>	<p>Terms 2, 3 and 4 in 2022</p> <p>Week 0, 2023 and ongoing – observations will occur at least once per term</p> <p>Terms 2, 3 and 4 in 2022</p> <p>Term 4, 2022 to be used starting in Term 1 2023 and then ongoing</p>	<p>Each teacher will... Participate in the co-design of a Pedagogical Statement of Practice and associated monitoring tool (ESR Direction 1)</p> <p>Implement the agreed Pedagogical Statement of Practice and Ideal 80 minute lesson, using the associated monitoring tool to self/peer audit quality and consistency of teaching practice at scheduled times throughout the year (terms 2 and 4) (ESR Direction 2)</p> <p>Each faculty leader/community leader/leadership team member will... Facilitate collaborative discussion at specified faculty and whole of staff meetings where the development of a one pager (two sided) Pedagogical Statement of Practice and associated monitoring tool, can occur (ESR Direction 1).</p> <p>Develop a monitoring tool that sits alongside the Statement of Practice and ideal 80 minute lesson to support fidelity of implementation and self/peer/leader review will form part of this work. Leaders (line managers) to engage in monitoring/review</p>	<p>Dedicated time in Community Meetings and pupil free days for collaboration</p> <p>HITS resources – including staff training</p> <p>Pedagogical Statement of Practice</p> <p>Time in week 0</p> <p>Observation Checklist</p> <p>List of in-class activities to support the statement of practices</p> <p>Dedicated time in Community Meetings and pupil free days for collaboration</p> <p>HITS resources</p> <p>Pedagogical Statement of Practice</p> <p>Time to create an observation checklist</p>

	<p>Ongoing – observations at least once per term. Data to be collated and shared with staff at the end of each term</p> <p>Semester 2, 2023</p>	<p>of implementation biannually (ESR Direction 1)</p> <p>Leaders in the leadership team will... Document and record when self-peer- leadership observation/review in relation to the GHS Pedagogical Statement of Practice will occur. Data analysis and formulation of potential next steps in professional learning to be identified (ESR Directions 1 & 3)</p> <p>Develop a data schedule, which will capture all reporting and data collection and analysis activities in the site.</p>	<p>Yearly calendar</p> <p>Observation schedule</p> <p>Time for observations and line management meetings</p> <p>Examples of data schedules</p> <p>Time to create our own data schedule</p>
<p>Teachers will use agreed high impact teaching strategies referenced in the GHS Pedagogical Statement of Practice to support individual student growth and achievement</p>	<p>Ongoing</p> <p>Planning to occur at the beginning of each term and to be reviewed throughout the term. Moderation to occur at the ends of Terms 2 and 4.</p> <p>Ongoing</p>	<p>Each teacher will... Structure lessons to reinforce routines, scaffold learning via specific steps/activities, as per the school’s Pedagogical Statement of Practice (ESR Direction 2)</p> <p>In faculty teams, collaboratively plan and moderate to establish clear goals that articulate the skills that students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit. This will give a shared understanding of the concept of quality and what they are aiming for.</p> <p>Feedback will be provided regularly to move students towards this concept. Feedback will be structured in the following way to help the student:</p> <ul style="list-style-type: none"> • Reflect on what they did and what they need to do next • Process errors in ways that benefit their learning and stimulate their thinking • To keep on moving forward • Focus on specific, actionable steps for improvement 	<p>Professional development on high impact teaching strategies</p> <p>List of in-class activities to support the statement of practices</p> <p>Pedagogical Statement of Practice</p> <p>Dedicated time in faculty meetings</p> <p>Observation checklist</p> <p>Time to conduct observations</p> <p>Student feedback tool</p> <p>Professional reading on effective teaching strategies</p>

	<p>Planning to occur at the beginning of each term and to be reviewed throughout the term. Moderation to occur at the ends of Terms 2 and 4.</p> <p>Ongoing</p> <p>Ongoing – faculties meet twice per term</p> <p>Termly during faculty meetings</p> <p>End of 2022 ready for implementation in 2023</p>	<ul style="list-style-type: none"> • Be clear and meaningful about where they are at in their individual learning journey (ESR Direction 3) <p>In faculty teams, regularly engage in collaborative planning and moderation to evaluate impact of implemented learning goals on student achievement. This will involve teachers presenting a LAP including learning goals, sample student work, feedback that has moved the student forward, challenges along the way and future direction for student learning. (ESR Direction 3)</p> <p>Regularly use techniques as cold calling, think, pair and share and quizzing to gauge student understanding of knowledge and concepts taught and revise their work to achieve set learning goals</p> <p>Each faculty leader will... Quarantine time in meetings where collaborative planning and moderation can occur (ESR Direction 3)</p> <p>Support implementation of data informed practice, providing release and structured opportunities where formative and summative data can be reviewed and used to inform learning design and individual student goal setting (ESR Direction 1)</p> <p>Leaders in the Leadership team will... Identify in the school’s 2023 Staff Meeting Schedule when review of data using the Achievement Profiles and other formative data will occur (to enable ongoing review against SIP Success Criteria and targets, over time (ESR Direction 1)</p> <p>Hear about student learning goals during ‘walk throughs’ and ‘observations’ and</p>	<p>School’s meeting schedule</p> <p>Dedicated time in faculty meetings</p> <p>LAP Checklist</p> <p>Formative assessment strategies</p> <p>School’s meeting schedule</p> <p>Dedicated faculty meeting time</p> <p>School meeting schedule</p> <p>School’s data schedule</p> <p>Time during faculty meetings</p> <p>Time during a leadership meeting</p> <p>Schools meeting schedule</p> <p>Observation Checklist</p>
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 **STEP 1 Analyse and Prioritise** **Site name: Grant High School**

<p>Goal 3: Click or tap here to enter text.</p>	<p>ESR Directions:</p> <ol style="list-style-type: none">1. Ensure consistent growth for all students through the collaborative development and implementation of consistent expectations, and systems, to track, monitor and respond to achievement data2. 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 learning3. 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
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<p>Achievement towards Goal in 2022: Click or tap here to enter text.</p>	<p>Target 2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>
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 **STEP 2 Challenge of practice**

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



STEP 3 Plan actions for improvement

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

Click or tap here to enter text.

How and when will this be monitored, tracked and measured?

Click or tap here to enter text.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will... Each leader will...	Click or tap here to enter text.

<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Each leader will... Each teacher will...</p>	<p>Click or tap here to enter text.</p>
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Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.
- 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).
- Complete every step - The [School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.





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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?

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

Student Success Criteria	<input checked="" type="radio"/> Yes	Evidence	
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	 Needs attention/work in progress	<p align="center">Are we improving student learning? How are we tracking against our student success criteria?</p>	<p align="center">What are our next steps? Potential adjustments?</p>
	 Not on track		

<ul style="list-style-type: none"> • 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 2 and 3 language relevant to learning area in written and oral language 	<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>
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<p align="center">Actions</p>	 90% embedded	<p align="center">Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p align="center">What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress  Not on track		




Teachers will use agreed teaching strategies referenced in the GHS Reading Statement of Practice to support individual student growth and achievement in reading	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will support reading for learning by identifying and preparing core texts for each new topic in their subject area, developing modelled and shared reading activities that build understanding of the language as well as knowledge of the content	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.
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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 **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?

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







Student Success Criteria	 Yes	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">Are we improving student learning?</p> <p style="text-align: center;">How are we tracking against our student success criteria?</p>	<p style="text-align: center;">What are our next steps?</p> <p style="text-align: center;">Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		

<ul style="list-style-type: none"> Assess worked examples and actively seek feedback from teachers Analyse and implement feedback from teachers to build and develop their own skills and capabilities 	<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>Actions</p>	<p>  90% embedded  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Develop and implement a Pedagogical Statement of Practice and associated monitoring tool to support consistency of implementation and monitoring of quality evidenced based teaching and learning practices across the school</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>Teachers will use agreed high impact teaching strategies referenced in the GHS Pedagogical Statement of Practice to support individual student growth and achievement</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>

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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.

 **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?

Goal 3: Click or tap here to enter text.

Student Success Criteria	 Yes	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 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	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?
	 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.
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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?

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

Targets 2023:

- Year 9 - Increase to 65% to achieve SEA in NAPLAN Reading
- Year 9 – Increase to 15% to achieve HB in NAPLAN Reading
- Year 8 - 85% to achieve a C or above in end of year English Report
- Year 8 – 45% to achieve an A or B in end of year English report
- Year 10 – 80% to achieve a C or above in end of year English report
- Year 10 – 40% to achieve an A or B in end of Year English report

Results towards targets:

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Challenge of Practice:

If we embed consistent, evidence-based approaches to reading instruction as well as implement a Reading Statement of Practice and associated diagnostic and monitoring tools to guide everyday classroom practice, then we will increase the number of students achieving SEA and Higher Bands in Reading.

Evidence - has this made an impact?

Click or tap here to enter text.

Success Criteria:

- Be able to articulate their identified reading goal and 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 2 and 3 language relevant to learning area in written and oral language

Evidence - did we improve student learning? how do we know?

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Evaluate our 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?

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Review 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?

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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?

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

Targets 2023:
60% of As and Bs at SACE level

Results towards targets:
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Challenge of Practice:
If we embed a cohesive and consistent approach to using High Impact Teaching Strategies (HITS), including the co-creation and implementation of a Pedagogical Statement of Practice, 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:**
- Be able to articulate their learning goal, the purpose of their learning and the relevance it has to their life beyond school
 - Assess worked examples and actively seek feedback from teachers
 - Analyse and implement feedback from teachers to build and develop their own skills and capabilities
 - Process errors in ways that benefit their learning and stimulate their thinking to keep on moving forward
 - Reflect on their learning journey in a meaningful manner and explain what they need to do next
 - Focus on specific, actionable steps for improvement

Evidence - did we improve student learning? how do we know?
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Evaluate our 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?
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Review 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?
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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?

Goal 3: [Click or tap here to enter text.](#)

Targets 2023:
[Click or tap here to enter text.](#)

Results towards targets:
[Click or tap here to enter text.](#)

Challenge of Practice:
[Click or tap here to enter text.](#)

Evidence - has this made an impact?
[Click or tap here to enter text.](#)

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

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

Evaluate our 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?

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Review 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?

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