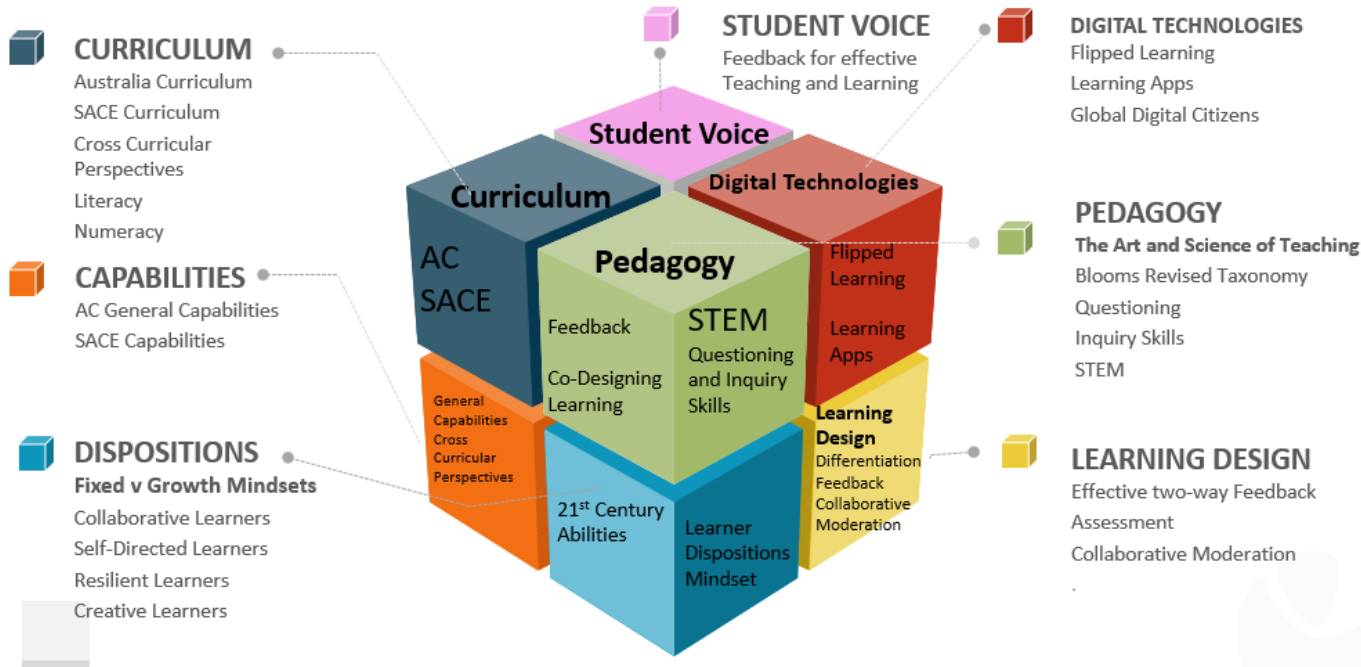# Site Improvement Plan Nuriootpa High School 2018

At Nuriootpa High School we are committed to developing a shift in teaching and learning

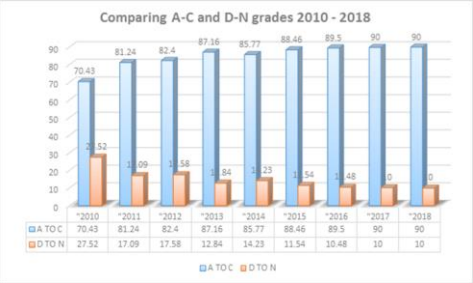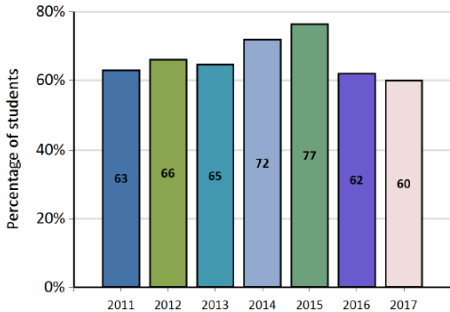### We are interested in developing:

- From Passive to Active learners (DECD TfEL) – including student voice to provide feedback on teaching and learning.
- Questioning - through Inquiry, problem and project based learning – the struggle, the stretch and the transfer of learning.
- Authentic learning experiences with an emphasis on: creativity and critical thinking, communication, collaboration, problem-solving, ethical solutions, and reflection.
- Students, teachers and industry mentors co-designing the learning
- Positive dispositions towards learning

Great start
Children will have the best start to learning and life.

Better futures
Young people are prepared for work in a transforming South Australian economy.

High achievement
We have high standards and support children and young people to achieve their potential.

Fairness for all
All children will receive a quality education, whatever their circumstances.

Learning in partnership
Students, teachers, schools, parents and communities work together.

Success measures
We have identified outcomes and success measures that we know make a difference for children and young people.

CURRICULUM
Australia Curriculum
SACE Curriculum
Cross Curricular Perspectives
Literacy
Numeracy

CAPABILITIES
AC General Capabilities
SACE Capabilities

DISPOSITIONS
Fixed v Growth Mindsets
Collaborative Learners
Self-Directed Learners
Resilient Learners
Creative Learners

STUDENT VOICE
Feedback for effective Teaching and Learning

DIGITAL TECHNOLOGIES
Flipped Learning
Learning Apps
Global Digital Citizens

PEDAGOGY
The Art and Science of Teaching
Blooms Revised Taxonomy
Questioning
Inquiry Skills
STEM

LEARNING DESIGN
Effective two-way Feedback
Assessment
Collaborative Moderation

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
High Achievement **Numeracy Focus**	10% increase in Students achieving DECD SEA in NAPLAN & PAT M **2017 year 9 data** — see table below 10% increase in students achieving medium and high growth in NAPLAN numeracy **2016 data** Numeracy — see table below	Maths Staff and SSOs trained in Big Ideas in Number for students in year 8 Numeracy classes All students will be screened for Trusting the Count Year 8 teaching programs include lesson time per week using BIiN appropriate to the individual needs of students Extra SSO time allocated to support in classrooms in supporting the BIiN initiative Numeracy Task design and questioning is developed through PLC's/PFD's and moderation processes to provide intellectual stretch and challenge. Deeply analyse NAPLAN and PAT-M test results to identify needs in number and identify strategies and PD to address these needs.	Terms 1 & 2 in Faculty PLCs to focus on data analysis and the identified pedagogical shift Spotlight session with SLIIP attended Term 1 Identified trained staff member conducts screening Diagnostic testing to be completed by 10 Term 1 Review each term. Teacher feedback at PD meetings and classroom observations Additional SSO support for identified intervention needs Ongoing as required	<mark style="background:#00FF00">Executive Support and Accountability:</mark> <mark style="background:#00FF00">Gerri Walker& Anne Barclay</mark> <mark style="background:yellow">Leadership Support and Accountability</mark> <mark style="background:yellow">Andrew Turnbull</mark> Commitments to action from PLC's are addressed in PD conversations Classroom observations provide focus and feedback for pedagogical changes PD conversations about confidence implementing appropriate BIiN strategies. Diagnostic Testing results Teacher Judgement A – E grades, NAPLAN & PAT Data analysis	Better Schools Funding Targeted & intense SLLIP support Online resources available on DECD website Better Schools or Partnership funds
	5% Increase in students completing Numeracy at Stage 1 **2017** 90.2% C grade +above 306 semesters Maths **2018** 266 semesters + FLC **Target:** 250 C grade + above (95%)	Continue focus on common deadlines, SD Support for Investigations, SMS contact home re common deadlines and promotion for all year 11 students of the importance of completing Numeracy.	Semester 1 2018	<mark style="background:#00FF00">Executive Support and Accountability:</mark> <mark style="background:#00FF00">Kirsty Gebert</mark> <mark style="background:yellow">Leadership Support and Accountability</mark> <mark style="background:yellow">Andrew Turnbull</mark>	

2017 year 9 data

2017 year 9 data	2017	2018
Below SEA - 5	3	
Below SEA - 6	36	
7	59	
8	42	
9	15	
10	4	
Absent	12	
Exempt	20	
Withdrawn	25	
TOTAL YEAR 9	216	201
STUDENTS AT OR ABOVE SEA	140	150
TOTAL BELOW SEA	76	51

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	51%	50%
Lower progress group	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
High Achievement	All year levels achieving above 90% A to C grades. End of term report data. Comparing A-C and D-N grades 2010 - 2018 Increase in SACE Completion from Potential Completers (October enrolment data) **2017:** 118 out of 128 (92.2%) **2018: Target – 95%** Increase in SACE Completion from February enrolments **2017:** 118 out of 196 (60.2%) **2018: Target – 70%** SACE completers as a percentage of year 12 enrolments* SACE DECD expected achievement Nuriootpa High School 	Further develop Learning Design expertise that engages and intellectually challenges every learner.	Teachers will review and design tasks during Monday PLC time.	<mark>**Executive Support and Accountability: Kirsty Gebert**</mark> **Leadership Support and Accountability All Faculty Leaders** Analysis of A – E grades demonstrates growth in the % of A's & B's attained Analysis of SACE Completion results (December) All staff, Faculty Coordinators, Assistant Principal	T&D funds to support release time for teams. T&D Funds Partnership Funds
		High Impact Teaching Strategy - Differentiation & Questioning	Teachers will review and design tasks during Monday PLC time.	<mark>**Executive Support and Accountability:**</mark>	

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
		Professional learning and time is provided to allow high quality tasks that incorporate Critical and Creative Thinking, LOTS and HOTS to be developed that support learners to demonstrate knowledge, skills and understanding and stretch, enabling them to achieve an "A".	Pedagogy PLC to continue developing resources from TfEL website to share with staff Sharing of good practice to be included on all Faculty PLC agendas	**Jay Ferrin** **Leadership Support and Accountability** **All Faculty Leaders**	
		Digital Technologies Further develop opportunities for Flipped Learning to allow deeper exploration during lesson time. Use professional learning to develop teacher expertise in using Learning Apps (Google Suite, Office 365) to engage learners. AITSL Standards 2.6, 3.4, 4.5	Leadership team to attend Digital Learning Conference in Melbourne Term 1	**Executive Support and Accountability:** **Kirsty Gebert** **Leadership Support and Accountability** **John Barkley**	
		High Impact Teaching Strategy - Feedback Teachers will be provided with an opportunity to participate in student feedback on their practice via the Pivot tool. AITSL Standards 3.6	Pivot tool to be trialled in Term 1, and follow up feedback in Term 2	**Support and Accountability:** **Kirsty Gebert**	
	Build consistency of professional judgement about the evidence and quality of child/student learning	**Collaborative Moderation twice per year.** Engage in moderation for all subject areas. Literacy and Numeracy has a partnership focus for year 7 – 8 moderation AITSL Standards 5.3, 7.4 **FORMATIVE FEEDBACK** Engage in use of Formative assessment to inform learning design for deep understanding Work together to collaboratively design formative assessment practices.	Term 2 Training and Development day Term 4 Training and Development day Monday PLC time	**Support and Accountability:** **Partnership Focus** **Gerri Walker, Kirsty Gebert, Ann Hargreaves** **Leadership Support and Accountability** **All Faculty Leaders**	
Better Futures	Increase in enrolment in STEM subjects at Stage 2 **2018 (yr 12) 2018 (yr 11)**	Development of a career strategy that includes; • Subject specific information and application.	Matt Smith, Sue Clark, Alex Hoffmann – accountable for the	**Executive Support and Accountability:** **Kirsty Gebert**	STEM / Career Development Grant

Priorities	Targets	Strategies	Timelines/Responsibility	Outcomes/Monitoring	Resourcing
	Biology 10 36 (sem1) CAD 16 31 Chemistry 16 37 Physics 13 36 Psychology 36 66 (sem 1) Maths Gen 29 81 Maths Meth 18 60 Spec Math 2 17 Ag 13 56 Electronics 16 31 Woodwork 17 54 Metalwork / Comp 22 28 Increase in students applying for Tertiary Entrance in STEM related fields. **2017** 54% of students selected a direct STEM tertiary pathway, with 34% in the health sciences and 20% in sciences and engineering Destination Data shows a decrease in "unknown" destination. **2016 Data –** 40 students unknown **2017 Data** – 11 students unknown **2018 Data** – 0 students unknown	• Opportunities for students to access external presenters. • Clear directions for STEM careers. • Incorporation of real world links to curriculum • Career counselling – Development of Student Led Conferences aimed at increasing discussion around careers	STEM / Career Development Grant All Faculty Coordinators to work with teachers to incorporate career education into all SACE subjects. All PLP teachers to attend T&D with new course information from 2017 training. Anne Barclay to work with Year Level Teams	**Leadership Support and Accountability** **Matt Smith, Sue Clark, Alex Hoffmann** – accountable for the STEM / Career Development Grant Regular sharing good practice Sharing Good News Stories in Principal's weekly "Share the Vision" Newsletter. Subject Counselling data (August) SATAC applications (September)	
Attendance	Attendance will meet or exceed an attendance target of 90% or above Term attendance rate By year Nuriootpa High School Data Source: Attendance data extracted from the Student Data Warehouse in January 2018.	Review and adapt the current attendance plan Attendance will be a regular agenda item at staff meetings to identify needs and share successes Year Level Managers to provide families with information packs around the importance of regular attendance and attendance is promoted regularly through the Newsletter Good attendance is celebrated through awards and acknowledgement Liaise with the LET team and Partnership colleagues to explore successful attendance initiatives	Term 1 As needed Letters as needed and information in each newsletter Explore House points being awarded for Attendance target of 90% being met	**Executive Support and Accountability:** **Ann Hargreaves** **Leadership Support and Accountability:** **Year Level Managers and Senior Leaders** Deputy Principal in consultation with Data Manager Assistant Principal Daily Operations	Allocate budget to implement attendance improvement strategies Fortnightly attendance Data End of Term Data analysis