## UNLEY HIGH SCHOOL 2017 SITE IMPROVEMENT PLAN

**Key Outcome:** Improved student learning, academic achievement, challenge, engagement and equity

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<th>UHS priorities</th>
<th>2017 Targets</th>
<th>Strategies</th>
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| **Priority 1:** Overall academic achievement and engagement is enhanced | **SACE Achievement**<br>The % of A - and above grades for each subject at Stage 2 SACE is equal to or above that subject’s State %.<br>(2016 students achieved 24.9% overall with State at 23.9%)<br>The % of D+ and below grades for each subject at Stage 2 SACE is equal to or below that subject’s State %.<br>Responsibility: Learning Area Coordinator with Professional Learning Team (PLT)/Learning Area (LA) | Each Learning Area analyses the data in each SACE Stage 2 LA subject, and that of the ‘lead in’ Stage 1 subjects, and develops a plan to improve achievement through a focus on areas of need highlighted in the data e.g. external assessment, work completion, etc. Strategies include<br>• teacher support for collaborative planning, task re-design, marking and moderation<br>• heightened interventions e.g. use of C & C- grade as a follow-up flag rather than D, increased effective use of Learning Centre, student progress discussions with Home group teachers<br>• Focus on formative feedback to students to assist learning<br>**Year 8-10 Achievement**<br>Grade distributions for all subjects in Year 8-10 indicate that students are experiencing high levels of achievement with no more than 5% of students obtaining D and E grades in any Learning Area<br>Responsibility: LA Coordinators with PLTs/LA, Digital Pedagogies Committee | Enhance the capacity for explicit effective teaching<br>• Focus professional learning on enhancing pedagogy, task design and collaborative moderation, critical and creative thinking, growth mindset<br>• Strengthen performance and development processes by developing a clear ‘line of sight’ between Site Improvement targets, PLT/LA plans and individual performance development plans<br>• Strengthen student voice by using Teaching for Effective Learning (TFEL) Compass to provide teachers with student feedback about practice in at least one class<br>• Continue to explore how digital technologies can help teachers best use ‘in-class’ time e.g. flipped and Google classrooms<br>• Use LMS to provide unit plans/LAPs to assist students and parents to plan work deadlines and support work completion<br>**NAPLAN results**<br>Achieving the DECD standard in NAPLAN of 1 level above National Minimum Standard<br>Increasing the % of students in the top 2 bands - intellectual stretch<br>Retaining students in the higher bands from year 7 to 9 - intellectual stretch<br>Responsibility: LA Coordinators with PLT/LA, Results Plus Committee | Increase the emphasis on targeted teaching and intervention strategies to stretch each student’s learning<br>• Results Plus Committee develops whole school agreements and classroom-oriented practices to improve the teaching of numeracy and literacy across learning areas<br>• Use Education Dashboard and data cycles to effectively monitor, track and improve student performance to better ‘put faces’ to data such as NAPLAN, PAT, attendance and school achievement<br>• Formalise intervention through developing a policy and process document<br>• Review and monitor the effectiveness of the Literacy, Numeracy & EAL class structures to ensure differentiation of the curriculum engages and challenges
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<th>Priority 2: Enhancement of our respectful, productive environment with a focus on wellbeing to promote learning</th>
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| **Attendance**  
Working towards the state attendance target of 95%  
Responsibility: Attendance working group & Home group/Subject/Year Level team |
| **Respectful relationships**  
Student, Staff and Parent opinion surveys indicate a rating of 4 or more in all questions  
Responsibility: Admin Leaders Team, YL teams |
| **Increase attendance by**  
- Reviewing attendance processes to ensure currency  
- All staff committing to follow up and interventions as documented  
- Continuing to educate students and parents about research correlating attendance to achievement, engagement and wellbeing  
- Reviewing the Survey of Wellbeing and Student Engagement (formerly MDI) data for trends with potential impact |
| **Continue to promote respectful relationships through**  
- Using TFEL Compass, Opinion survey and Student Voice student feedback to increase input into practices that impact on students, their behaviour and learning  
- Providing Staff PD refreshers in Code of Ethics, Protective Practices, new related policies, and continued collegiate support, and involvement in decision making  
- Focussing on awareness raising through Pastoral Care and through parent groups/communications about how our values can be enacted, through discussion of Behaviour Code and Learning Code, and through involvement with programs, speakers and organisations like White Ribbon, Positive Education, etc. |