

UNLEY HIGH SCHOOL 2017 SITE IMPROVEMENT PLAN

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

UHS priorities	2017 Targets	Strategies
<p>Priority 1: Overall academic achievement and engagement is enhanced</p>	<p>SACE Achievement The % of A - and above grades for each subject at Stage 2 SACE is equal to or above that subject's State %. <i>(2016 students achieved 24.9% overall with State at 23.9%)</i></p> <p>The % of D+ and below grades for each subject at Stage 2 SACE is equal to or below that subject's State %.</p> <p>Responsibility: Learning Area Coordinator with Professional Learning Team(PLT)/Learning Area (LA)</p> <p>Year 8-10 Achievement 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</p> <p>Responsibility: LA Coordinators with PLTs/LA, Digital Pedagogies Committee</p> <p>NAPLAN results Achieving the DECD standard in NAPLAN of 1 level above National Minimum Standard Increasing the % of students in the top 2 bands - intellectual stretch Retaining students in the higher bands from year 7 to 9 - intellectual stretch</p> <p>Responsibility: LA Coordinators with PLT/LA, Results Plus Committee</p>	<p>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</p> <ul style="list-style-type: none"> • teacher support for collaborative planning, task re-design, marking and moderation • 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 • Focus on formative feedback to students to assist learning <p>Enhance the capacity for explicit effective teaching</p> <ul style="list-style-type: none"> • Focus professional learning on enhancing pedagogy, task design and collaborative moderation, critical and creative thinking, growth mindset • Strengthen performance and development processes by developing a clear 'line of sight' between Site Improvement targets, PLT/LA plans and individual performance development plans • Strengthen student voice by using Teaching for Effective Learning (TfEL) Compass to provide teachers with student feedback about practice in at least one class • Continue to explore how digital technologies can help teachers best use 'in-class' time e.g. flipped and Google classrooms • Use LMS to provide unit plans/LAPs to assist students and parents to plan work deadlines and support work completion <p>Increase the emphasis on targeted teaching and intervention strategies to stretch each student's learning</p> <ul style="list-style-type: none"> • Results Plus Committee develops whole school agreements and classroom-oriented practices to improve the teaching of numeracy and literacy across learning areas • 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 • Formalise intervention through developing a policy and process document • Review and monitor the effectiveness of the Literacy, Numeracy & EAL class structures to ensure differentiation of the curriculum engages and challenges

<p>Priority 2: Enhancement of our respectful, productive environment with a focus on wellbeing to promote learning</p>	<p>Attendance Working towards the state attendance target of 95%</p> <p>Responsibility : Attendance working group & Home group/ Subject/Year Level team</p> <p>Respectful relationships Student, Staff and Parent opinion surveys indicate a rating of 4 or more in all questions</p> <p>Responsibility : Admin Leaders Team, YL teams</p>	<p>Increase attendance by</p> <ul style="list-style-type: none"> • 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 <p>Continue to promote respectful relationships through</p> <ul style="list-style-type: none"> • 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.
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