



Glossop High School

2018 Site Improvement Plan Summary

Vision

Our school's pride, innovation and excellence will lead to learning, independence and success for all of our students .

Values

- Determination
- Safety
- Respect
- Learning

2018 Strategic Directions

- Improve learner outcomes and engagement
- Develop capacity of staff
- Develop sustainable systems
- STEM facilities and ICT upgrade
- Strengthen Student Voice

Seek Truth Without Fear

Glossop High School 2018 Site Improvement Priorities

Goals	Strategies	Targets
Wellbeing	<ul style="list-style-type: none"> Review year level attendance and achievement data in year level teams twice per term Identify and document students at risk as early as possible and support teachers to take action. Provide a dynamic personalised learning program that includes student voice. Build positive relationships with students and families. Parents and students will support the school through attendance to promote student success. 	<ul style="list-style-type: none"> Achieve DECD standard of 95% attendance across all year levels Reduce the number of unexplained absences across all year levels
Writing and Reading	<ul style="list-style-type: none"> Leaders work with staff to use triangulated data to develop learning goals and identify strategies for intervention for individual learners. Promote reading within faculties and work with teachers to identify, source and share subject specific reading materials to be used within subjects. Staff explicitly teaching the writing demands of their subject. Staff provide feedback to students through formative assessment to identify learning goals in relation to writing. 	<ul style="list-style-type: none"> Year 8 <80% Year 9 <74%, Year 10 <81% students achieving SEA in PAT-R Comprehension. Year 8 <50%, Year 9 <45%, Year 10 <68% students increase their scaled score (show growth) in PAT-R. 98% Stage 1 Literacy completion (20 credits) (97.02% in 2017)



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Numeracy improvement	<ul style="list-style-type: none"> Deliver and coordinate professional development to improve pedagogy – Thinking Maths, etc Reassign PAT tests at the appropriate level Use research based, effective pedagogy Tracking student learning, providing learning intervention and extension and reporting to parents/carers on a regular basis Use specific interventions using Maths Online and Quicksmart for learners identified through data analysis 	<ul style="list-style-type: none"> Improve national minimum standard to 96% with increased attendance High level growth in NAPLAN numeracy to 18% PAT M: Increase by a year's growth in a year for all students 88% of students to pass Year 11 Maths by the end of Semester 1 85% of students achieve at least a 'C' Grade in Maths in the Australian Curriculum
SACE success for all Students	<ul style="list-style-type: none"> Faculty leaders to engage in conversations with faculty members around SACE and other data Senior Campus Leadership team to engage with Traffic Light and report data to follow up "extreme cases" with parents Tracking through traffic light, report data, SACE Pattern Checks and other data Enable moderation within faculty or across sites to improve marking and task design Close monitoring of VET/ASBA students by Leaders Communicate with parents around good and poor performance Have high expectations of students 	<p>Stage 1</p> <ul style="list-style-type: none"> 10% below C grade 96% completion of compulsories VET - All ASBA students complete SACE 95% completion rate for Thursday VET Certificate III <p>Stage 2</p> <ul style="list-style-type: none"> 100% SACE Completion 3% below C- grade

