

Improvement plan for Glossop High School

2019 to 2021

School name

Glossop High School

Vision statement

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



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
Increase Student Achievement in Reading Comprehension	In 2019 100% of students who achieved in the high bands in 2018 Yr 7 NAPLAN Reading will maintain in the high bands in 2019 Yr 8 PAT Reading Comprehension	If all teachers explicitly teach differentiated reading strategies, we will see an improvement in student reading comprehension.
	In 2020 70% of students will achieve SEA in NAPLAN Reading.	
	In 2021 there will be an increase by 10% of the number of Year 9's achieving in the high bands in Year 9 NAPLAN Reading based off their 2019 Year 7 NAPLAN Reading	
Increase Student Achievement in Numeracy	In 2019 100% of students who achieved in the high bands in 2017 Yr 7 NAPLAN Numeracy will maintain in the high bands in 2019 Yr 9 NAPLAN Numeracy	If all teachers explicitly plan for numeracy demands within their curriculum of all subject areas and connect students to this in every day teaching, we will increase student achievement in numeracy.
	In 2020 70% of students will achieve SEA in NAPLAN Numeracy	
	In 2021 70% of Year 10 students who did not achieve SEA in Year 9 PAT Maths will meet SEA in Year 10 PAT Maths	
Increase the percentage of students who complete SACE or are on a positive post school pathway	In 2019 85% of students who are in the Stage 2 February enrollment either complete SACE or exit into a positive post school pathways in the November results	If all staff develop a common evidence based approach to build the wellbeing and engagement of all students, the retention to Year 12/positive post school pathways will improve.
	In 2020 90% of students who are in the Stage 2 February enrollment either complete SACE or exit into a positive post school pathways in the November results	
	In 2021 95% of students who are in the Stage 2 February enrollment either complete SACE or exit into a positive post school pathways in the November results	

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2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase Student Achievement in Reading Comprehension	2019	In 2019 100% of students who achieved in the high bands in 2018 Yr 7 NAPLAN Reading will maintain in the high bands in 2019 Yr 8 PAT Reading Comprehension
		2020	In 2020 70% of students will achieve SEA in NAPLAN Reading.
		2021	In 2021 there will be an increase by 10% of the number of Year 9's achieving in the high bands in Year 9 NAPLAN Reading based off their 2019 Year 7 NAPLAN Reading
Goal 2	Increase Student Achievement in Numeracy	2019	In 2019 100% of students who achieved in the high bands in 2017 Yr 7 NAPLAN Numeracy will maintain in the high bands in 2019 Yr 9 NAPLAN Numeracy
		2020	In 2020 70% of students will achieve SEA in NAPLAN Numeracy
		2021	In 2021 70% of Year 10 students who did not achieve SEA in Year 9 PAT Maths will meet SEA in Year 10 PAT Maths
Goal 3	Increase the percentage of students who complete SACE or are on a positive post school pathway	2019	In 2019 85% of students who are in the Stage 2 February enrollment either complete SACE or exit into a positive post school pathways in the November results
		2020	In 2020 90% of students who are in the Stage 2 February enrollment either complete SACE or exit into a positive post school pathways in the November results
		2021	In 2021 95% of students who are in the Stage 2 February enrollment either complete SACE or exit into a positive post school pathways in the November results

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice	
Goal 1	If all teachers explicitly teach differentiated reading strategies, we will see an improvement in student reading comprehension.
Goal 2	If all teachers explicitly plan for numeracy demands within their curriculum of all subject areas and connect students to this in every day teaching, we will increase student achievement in numeracy.
Goal 3	If all staff develop a common evidence based approach to build the wellbeing and engagement of all students, the retention to Year 12/positive post school pathways will improve.

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Increase Student Achievement in Reading Comprehension		
Challenge of practice		If all teachers explicitly teach differentiated reading strategies, we will see an improvement in student reading comprehension.		
Actions	Timeline	Roles and responsibilities	Resources	
All middle campus staff are aware of the Year 8 students who performed in high bands in Year 7 NAPLAN reading comprehension and can put faces to the data.	Week 2 Term 1	Literacy Leader - Hannah Lindner Information presented about students and their achievement communicated to all teaching staff and classroom SSOs at professional Learning (Week 2, Term 1) Literacy Leader - Hannah Lindner ICT Leader - Dylan Milton ICT Support - Joshua Gregory tracking system through daymap is created to identify and monitor High Band students (week 0)	2018 NAPLAN Data of current Year 8 Students Literacy Leader Time (For the whole initiative for the entire year = \$68,600.50 from Student Centred Funding) Time given in Professional Learning (week 2, Term 1) Daymap external services to create tracking system (\$1000 - Additional ICT Support Funding) (also mentioned in goal 2)	
Professional Learning for all staff (Teachers and Classroom SSOs) in Tactical Teaching Reading to develop skills and activities to explicitly teach reading comprehension across all subjects	Term 1, Week 3 & 8 Term 2, Week 2	Trained Facilitators – Hannah Lindner, Jodi Grove, Sarah Koch & Kirby Kingham facilitate training for the Tactical Reading Professional Learning Teaching Staff and Classroom SSOs Staff actively participate in the training provided	Tactical Teaching Resources – Staff Books (\$90pp = 70x90 = \$6,300 from Training & Development Funding (School operating Grant) TRT for training facilitators (\$1100 from Student Centred Funding) Time given in Professional Learning (Weeks 3 & 8, Term 1 and Week 2, Term 2)	
Each student identified within the high bands 2018 NAPLAN will have a scheduled 45 minute per week academic intervention with the Literacy Leader.	45 minute lesson every week	Literacy Leader - Hannah Lindner Will communicate to all students, parents and staff who are explicitly involved in the intervention strategy. She will conduct extension reading comprehension tasks with challenging texts with the group of students each week to stretch their learning within reading comprehension.	Advanced Text and Comprehension tasks (\$200 from Student Centred Funding)	

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase Student Achievement in Reading Comprehension	
Actions	Timeline	Roles and responsibilities	Resources
All teachers and classroom SSOs implement explicit reading strategies across all learning areas, as supported by the literacy leader	Ongoing 2019	Trained Tactical Teaching Reading Facilitators - Hannah Lindner, Jodi Grove Sarah Koch and Kirby Kingham Support staff to utilise training they have completed in Terms 1 & 2. Support Professional Learning time dedicated to implementing explicit reading strategies, as supported through a mini impact cycle (2 in Term 2, 2 in Term 3, 2 in Term 4)	Visible Learning Strategies Tactical Teaching Resources Time given in professional Learning (2 in Term 2, 2 in Term 3 and 2 in Term 4)
All teachers continue work from Developmental Language Disorder Project re: vocabulary instructions, task design and making language accessible to all learners	Ongoing 2019	Literacy Leader - Hannah Lindner Speech Pathologist - Alyce Ridgway Support staff to continue to develop task design to support accessibility of language for all learners. All Teaching Staff Ensure learning is accessible to all learners by utilising the Developmental Language Disorder Resources and Workshops, as supported through a mini impact cycle, also supported by Professional Learning (2 in Term 2, 2 in Term 3, 2 in Term 4)	Developmental Language Disorder Resources (available on Public drive at both Middle and Senior Campus) Alyce Ridgway, 0.2 speech pathology (\$21700 provided by partnership funding 2019) Time given in professional Learning (2 in Term 2, 2 in Term 3 and 2 in Term 4)
Regular tracking and monitoring of students progress within the High Bands.	Ongoing 2019	Literacy Leader- Hannah Lindner Teachers of High Band Students Work closely with teachers of the high band students around individual interventions (2 meetings per term) strategies to be discussed. Literacy Leader to support regular conversations with students around their progress in reading through weekly intervention group. Analysis of data (grade data, traffic light data, PAT data) through faculty time, leadership meetings and displayed appropriately on the Middle Campus Data wall.	Traffic Light Data Grade Based Data PAT Data Time given in leadership meeting (Term 2 TBA)
Total financial resources allocated			\$97,900.50
Success criteria	Students will be able to consistently demonstrate explicit reading strategies across the range of faculty areas, this will be monitored by a common template for assessment tasks, identifying explicit reading strategies used. Students can identify their literacy intervention goals and work within the goal across all faculty areas. Students can communicate with teachers about literacy growth through class time specifically dedicated to this. All Year 8 students within high bands will be retained in 2019 as demonstrated by their 2019 PAT results.		

Step 3 continued

Plan actions for improvement



Goal 2			
Increase Student Achievement in Numeracy			
Challenge of practice		If all teachers explicitly plan for numeracy demands within their curriculum of all subject areas and connect students to this in every day teaching, we will increase student achievement in numeracy.	
Actions	Timeline	Roles and responsibilities	Resources
Develop a monitoring system to identify and monitor progress of High Band students in year 9	Week 0 Term 1 2019	Numeracy Leader - Sarah Baugh ICT Leader - Dylan Milton ICT Support - Joshua Gregory tracking system through daymap is created to identify and monitor High Band students (week 0)	Daymap external services to create tracking system - (\$1000 - Additional ICT Support Funding) (also mentioned in Goal 1)
Analyse 2017 NAPLAN data, identifying High Band Students and staff being able to put faces to data.	Week 3 Term 1 2019	Numeracy Leader - Sarah Baugh Presents NAPLAN data and leads a restructure of the Year 9 Mathematics program specifically around stretch Year 9 Maths Teachers - Nicole Mentha, Sowkath Rahamathullah, Hannah Waltorivitz, Bianca Smith Work with identified students to understand their data and build capacity for stretch.	2017 NAPLAN data of current Year 9 Students PAT M data of current Year 9 Students DAYMAP - communication strategy between parents, students and staff. Professional Development for Maths staff to assist with growth within stretching students - (4x TRT days = \$2200 - from Student Centred Funding)
Numeracy Leader to assist maths teachers to work closely with High Band students to develop specific high level thinking and to monitor and track students progress.	Weeks 4-5 Term 1 2019	Numeracy Leader - Sarah Baugh Year 9 Maths Teachers - Nicole Mentha, Sowkath Rahamathullah, Hannah Waltorivitz, Bianca Smith Work together to deliver high level thinking skills (from Professional Development week 3 Term 1) to all students and to work closely with all High Band students to develop and monitor a individual numeracy plan.	Scheduled meeting for Numeracy Leader and Year 9 Maths Teachers week 4 Term 1 An individual numeracy plan template. Resources from Professional Development (week 3 Term 1) Release time for Teachers - (2x TRT day = \$1100 from Student Centred Funding)

Step 3 continued

Plan actions for improvement



Goal 2 continued		Increase Student Achievement in Numeracy	
Actions	Timeline	Roles and responsibilities	Resources
Conduct a NAPLAN trial test for all year 9 students to identify students in the High Band who may need specific intervention	Week 10 Term 1 2019	<p>Maths Teachers - Nicole Metha, Sowkath Rahamathullah, Hannah Waltorivitz, Bianca Smith Implement NAPLAN trial test of all students (week 10 Term 1)</p> <p>Numeracy Leader - TBC - Sarah Baugh on Leave Assist a marking session with any interested staff to identify High band students (week 11 Term 1) Assist conversations between maths teachers and identified students to plan for specific levels of intervention required. (week 1 Term 2)</p>	<p>2018 NAPLAN test papers Time provided during a Professional Learning to support a marking session (Monday week 11 Term 1)</p>
Audit all staff regarding understanding and implementation of Numeracy at GHS	Week 6 Term 2 2019	<p>Numeracy Leader - TBC - Sarah Baugh on Leave Develops or acquires an audit process and presents this to leadership (week 4 Term 2) Presents audit to staff and staff complete (week 6 Term 2) Works with other leaders - Clinton Ridgway (DP), David Crouch (SL) and Fiona Gray (STEM & Science Leader) to review data and plan for 2020 whole school numeracy direction (week 8 Term 2, week 4 Term 3 and week 6 term 4)</p>	<p>Audit Process Time provided during a Leadership meeting to present and discuss audit process (Wednesday Week 4 Term 2) Time provided during a Professional Learning to present audit and complete (Monday week 5 Term 2) scheduled meetings for review and planning (week 8 Term 2, week 4 Term 3 and week 6 term 4)</p>
Reflect and Review on 2019 NAPLAN data and High Band retention	Week 3 Term 3 2019	<p>Numeracy Leader - TBC - Sarah Baugh on Leave Maths Teachers - Nicole Metha, Sowkath Rahamathullah, Hannah Waltorivitz, Bianca Smith Other Leaders - Clinton Ridgway, David Crouch and Fiona Gray Review and reflect on NAPLAN 2019 results, specifically in relation to High Band retention. Review process for continual high band retention for 2020 and onwards.</p>	<p>Schedule meeting time to assist in reflection and review (week 3 Term 3) Follow through with the leadership team (Listed in previous action) to work through whole school numeracy direction (Week 4 Term 3 and week 6 term 4)</p>
Total financial resources allocated			\$4,300
Success criteria	<p>Students within the High Bands can analyse their data and work with their maths teacher to develop and maintain a numeracy plan, this will be accomplished in specific lessons in Terms 1, 2, 3 & 4. Students can communicate with their maths teachers about numeracy growth, using test data, NAPLAN data and PAT data. Teacher review of this data will be supported in faculty time in term 2 and 4. All Year 9 students within high bands will be retained in NAPLAN 2019</p>		

Step 3 continued

Plan actions for improvement



Goal 3		Increase the percentage of students who complete SACE or are on a positive post school pathway	
Challenge of practice	If all staff develop a common evidence based approach to build the wellbeing and engagement of all students, the retention to Year 12/positive post school pathways will improve.		
Actions	Timeline	Roles and responsibilities	Resources
Review SACE data from 2018 in conjunction to attendance data, wellbeing data and school leaver data	Term 1 Week 2	Senior School teachers reflect on SACE results and data and provide reflection to Senior School AP (Week 0, Term 1) Senior School AP - Sam Harrington VET Senior Leader - Lyn Sweeny SC Wellbeing Leader - Donna Safralidis Deputy Principal - Clinton Ridgway Riverland SACE Achievement Officer - Nicole Muller Meet to discuss the connection between SACE results, Wellbeing, attendance and school leaver information (week 2, Term 1) generate a report on this information to be shared.	Time Given in Week 0 for Senior School Staff to reflect on SACE data SACE Improvement Tools Schools Online Attendance Data Wellbeing Data School Leaver data Time provided in the meeting scheduled to support leadership meeting (week 2 Term 1)
Develop a 2019 wellbeing plan specific to Year 11 and Year 12 students and their needs	Term 1 Week 5	Senior School AP - Sam Harrington VET Senior Leader - Lyn Sweeny SC Wellbeing Leader - Donna Safralidis Work together to use the SACE Review report to develop a wellbeing plan specific to Year 11 and Year 12 students (week 5, Term 1) Information and wellbeing plan presented to whole school leadership (Week 6, Term 1) Information and wellbeing plan presented in Professional Learning (Week 7, Term 1)	SACE Review Report (generated Week 2, Term 1) Time Provided in Leadership Meeting (week 6, Term 1) Time Provided in Professional Learning (Week 9, Term 1) Wellbeing Sessions for students (Term 1, Weeks 5, 8 & 11. Term 2, Weeks 2, 5,8 & 9)
Development of greater Visible Learning Impact within Senior School Classes	2 days every week.	Deputy Principal - Clinton Ridgway Impact Coach in Semester 1 - Tasha Morath Working closely with Senior Campus staff to develop implementation of Visible Learning within SACE, this will include, micro teaching, peer observation, mini impact cycles and other visible learning strategies. All Teaching Staff Whole School Visible Learning Student Free Day (Tues, Week 7, Term 1)	Teaching Staff Visible Learning Training (\$11000 from Better Schools Agreement Funding) Deputy Principal time .2 (\$31,017.20 from Better Schools Agreement Funding) Impact Coach Work Semester 1 .1 Sem 1 (\$5,612.95 from Better Schools Agreement Funding)

Step 3 continued

Plan actions for improvement



Goal 3 continued		Increase the percentage of students who complete SACE or are on a positive post school pathway	
Actions	Timeline	Roles and responsibilities	Resources
Training of 5 additional staff in Berry Street Education model during 2019 in preparation for 2020 whole school implementation.	Week 8 Term 1 Week 2, Term 2	Deputy Principal - Clinton Ridgway Flexible Learning leader - Danna Cooke Flexible Learning Teachers - Caitlyn Hampel and Rowie Williams 1 more person yet to be determined Staff will participate in 4 days of Berry Street Education Model training (Wed & Thurs, Week 8, Term 1) (Thurs & Fri, Week 2, Term 2) this will support the whole school wellbeing initiative in 2020 where all staff will be trained in Berry Street Education Model. Identified staff will be involved in an action team for the wellbeing 2020 initiative	Training of staff (\$8000 from Student Centred Funding Model) Release time for training (10 x TRT = \$5500 from Student Centred Funding Model) Release time to create an action team for 2020 initiative in term 3 (3 x TRT = \$1650 from Student Centred Funding Model)
Regular tracking and monitoring of student progress to be able to identify and develop individual intervention strategies	Week 6 and 10 of each Term	Senior Campus Wellbeing Team includes Senior School AP - Sam Harrington VET Senior Leader - Lyn Sweeny SC Wellbeing Leader - Donna Saffalidis weekly wellbeing meetings to discuss students progress and develop specific interventions around their individual pathway and learning plan. Deputy Principal - Clinton Ridgway Riverland SACE Achievement Officer - Nicole Muller in conjunction with the Senior Campus Wellbeing team reflection of traffic light data (x3 per semester) and grade base data (once per semester) to be used in review meeting	Interventions where needed might include, extra staffing, tutoring, intervention programs etc. (\$10,000 from Disadvantage Schools Program) Time provided in the weekly calendar to support SC wellbeing team to meet. Time provided in the meeting schedule to support leaders to meet and discuss traffic and grade reports.
The development of a successful Flexible Learning Centre to support students who are disengaged from education	ongoing 2019	Flexible Learning Leader - Danna Cooke Executive Leadership - Emily Griggs/Julie Ahrens, Clinton Ridgway, David Crouch, Sam Harrington and Carina Nicholson A separate FLC plan has been created due to the extensive planning and work for 2019.	Significant funding and resources used to create the Flexible Learning Centre for Glossop High School (approximately \$400,000 from Student Centred Funding)
Total financial resources allocated			\$464,780.00
Success criteria	All students will be able to successfully engage in education and maintain either their enrollment in Senior Secondary Schooling OR exit from school in a positive post school pathway. As determined by EDSAS data. Students will have multiple entry and exit pathways from mainstream school developed by individual learning plans. There will be a growth of students who have either completed their SACE successfully or exited school on a positive post school pathway.		

School improvement plan

Approvals



Approved by principal

Emily Griggs

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7/2/19

Approved by governing council chairperson

Anne Schutz

A blue ink handwritten signature of Anne Schutz, written over a horizontal line.

7/2/19

Approved by education director

Con Karvouniaris

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12/2/19