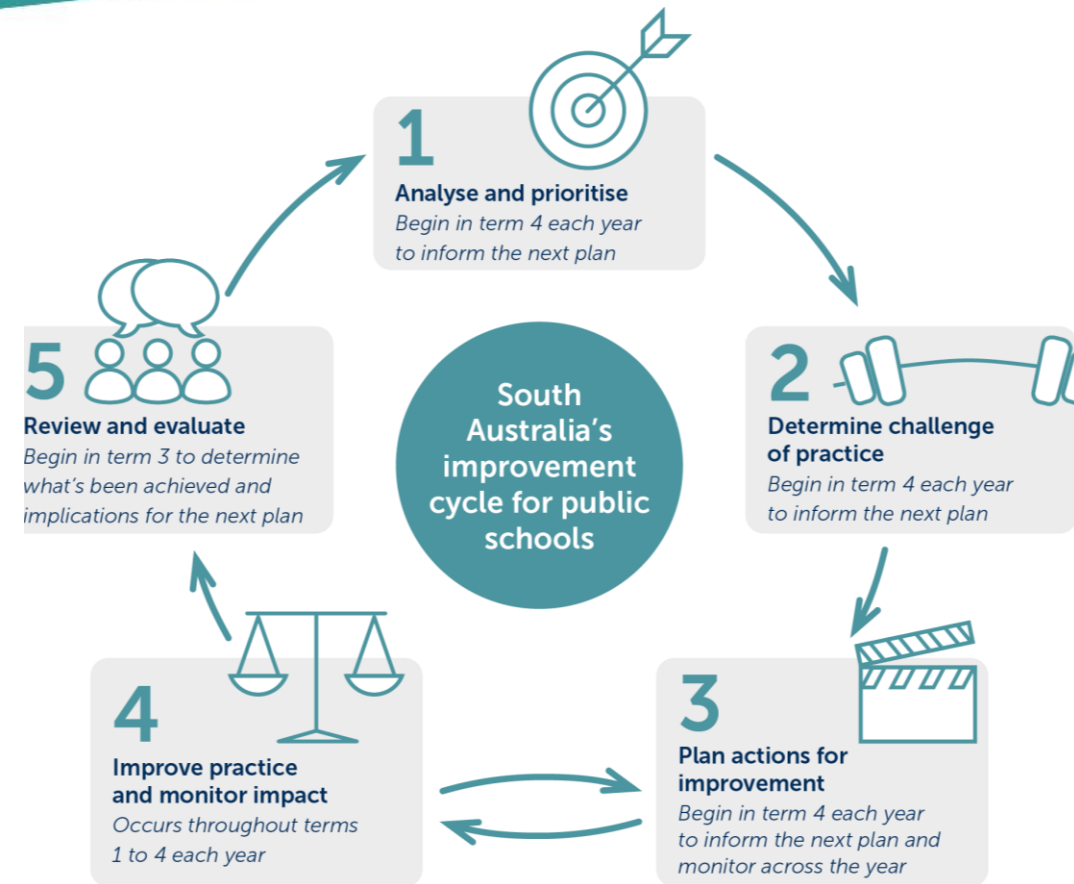


2022 - 2024

School Improvement Plan for Glenunga International High School

Site Number:
0927



Vision Statement:

All students achieve their Personal Best through high quality Targeted Teaching combined with appropriate additional support.



Government of South Australia

Department for Education

2022 – 2024

School Improvement Plan for Glenunga International High School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Glenunga International High School

Goal 1: Improve achievement of Higher Band students in Years 7 to 10.		ESR Directions: Direction 1 Strengthen student ownership of learning by broadening the measures of learning growth, incorporating 21 st century skills to enable rich coaching conversations with mentor teachers. Direction 2 To ensure currency and consistency of pedagogical practice, continuously monitor and review the effectiveness of current frameworks in supporting the design and delivery of learning in a 21 st century context. Direction 3 Continue to refine the differentiated approach to developing middle leaders and teacher leaders to lead change and develop people. Direction 4 Further student ownership of learning through the effective use of student feedback to refine task and learning design.	
Target 2022: 91% B or better in English Yr 7 NAPLAN Reading: 75% retained in HB Yr 9 NAPLAN Reading: 73% retained in HB 90% B or better in Maths Yr 7 NAPLAN Numeracy: 77% retained in HB Yr 9 NAPLAN Numeracy: 75% retained in HB	2023: 92% B or better in English Yr 7 NAPLAN Reading: 77% retained in HB Yr 9 NAPLAN Reading 75% retained in HB 91% B or better in Maths Yr 7 NAPLAN Numeracy: 79% retained in HB Yr 9 NAPLAN Numeracy: 77% retained in HB	2024: 93% B or better in English Yr 7 NAPLAN Reading: 79% retained in HB Yr 9 NAPLAN Reading: 77% retained in HB 92% B or better in Maths Yr 7 NAPLAN Numeracy: 81% retained in HB Yr 9 NAPLAN Numeracy: 79% retained in HB	


STEP 2 Challenge of practice
Challenge of Practice:

If each Maths and English teacher in years 7 to 10 know who the Higher Band students in their classes are, in particular those who are just above, those who are just below and those who have fallen out of the line for Higher Bands, and target their teaching using strategies from the Glenunga Pedagogical Framework to monitor, track and challenge students to achieve a B or better, then we will improve outcomes for Higher Bands students.

Student Success Criteria (what students know, do, and understand):


When we look at student work we see evidence of the control of skills and understanding of content and concepts, that achieves a “B” grade or better in the Australian Curriculum Achievement Standards.






STEP 3 Plan actions for improvement



Actions	Timeline	Roles & Responsibilities	Resources
Identify HB students in each Year 7 – 10 English and Maths classes. Highlight those students who are just above the cut off for Higher Bands.	Term 1	English and Maths Leaders English and Maths Teachers AP Data to provide information on Power BI	Power BI Higher Bands data NAPLAN
Use Dylan Wiliam’s formative assessment strategies to establish what students know and what they need to learn next. Adjust teaching to move each student forward. English and Maths teachers working in teams use PAT R and M, and LEAP Levelling data to identify specific areas for learning improvement of individual students in their classes.	Term 1	English and Maths Leaders English and Maths Teachers individually and in Teacher Teams AP Data to provide information on Power BI	Power BI HB NAPLAN data

<p>Target teaching to the areas of improvement in Reading and Numeracy, for each student having collaboratively developed and recorded teaching strategies from the Glenunga Pedagogical Framework.</p>	<p>Term 1, 2, 3, 4</p>	<p>English and Maths Leaders English and Maths Teachers individually and in Teacher Teams AP Data to provide information on Power BI</p>	<p>Power BI HB NAPLAN data</p>
<p>Involve parents and students in the improvement process:</p> <ul style="list-style-type: none"> - Letter to families to explain expectations of students and process that teachers will use with them to ensure success. This includes required tutoring sessions on Wednesday late start mornings to support student learning. - Student, Parent, Teacher Conferences in Term 2 to evaluate progress and plan next steps. - Contact with family if student not performing at a B grade or better during the term. 	<p>Term 1,2, 3, 4</p>	<p>English and Maths Leaders English and Maths Teachers AP Data to provide information on Power BI</p>	<p>Letter to families. Wednesday morning late start support from teachers and tutors in literacy and maths. Conference logistics. Time for teachers to contact home.</p>
<p>Use Learning Partnership strategies from the Glenunga Pedagogical Framework to evaluate their impact on student learning:</p> <ul style="list-style-type: none"> - Teachers seek feedback from their students on how well the strategies are positively impacting on their learning and how they can improve learning for their students. - Teachers share the feedback with students and explain how they will change their pedagogy based on this feedback. 	<p>Term 1 to 4</p>	<p>English and Maths Leaders English and Maths Teachers Students</p>	<p>Student Feedback to teachers on to what extent their teaching is impacting on their learning. This feedback is recorded on Google Drive in various Learning Areas and referenced in PD&A meetings.</p>
<p>Use Reflective Practice strategies from the Glenunga Pedagogical Framework to evaluate their impact on student learning:</p> <ul style="list-style-type: none"> - English and Maths teachers collaboratively work in teams to use evidence of learning to evaluate impact of teaching strategies on learning of HB students. In particular, use of achievement data to establish who has learned and who has not and at what level, compared across classes. Look at student work and student feedback to better understand the impact of learning design on student achievement. - Teachers collaboratively reflect on this evidence, develop and record strategies for continuous improvement, monitor impact. 	<p>Term 1 to 4</p>	<p>English and Maths Leaders English and Maths Teachers</p>	<p>Achievement Data. Teaching and Learning Cycles that document Learning Design. Student work</p>

Goal 1: Improve achievement of Higher Band students in Years 7 to 10.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

<p>Student Success Criteria</p>	<p>  Yes  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>When we look at student work we see evidence of the control of skills and understanding of content and concepts, that achieves a “B” grade or better in the Australian Curriculum Achievement Standards.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p> 90% embedded</p>	<p>Evidence</p>	

	 Needs attention/work in progress	Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Not on track		
Identify HB students in each Year 7 – 10 English and Maths classes. Highlight those students who are just above the cut off for Higher Bands.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use Dylan Wiliam’s formative assessment strategies to establish what students know and what they need to learn next. Adjust teaching to move each student forward. English and Maths teachers working in teams use PAT R and M, and LEAP Levelling data to identify specific areas for learning improvement of individual students in their classes.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Target teaching to the areas of improvement in Reading and Numeracy, for each student having collaboratively developed and recorded teaching strategies from the Glenunga Pedagogical Framework.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Involve parents and students in the improvement process: <ul style="list-style-type: none"> - Letter to families to explain expectations of students and process that teachers will use with them to ensure success. This includes required tutoring sessions on Wednesday late start mornings to support student learning. - Student, Parent, Teacher Conferences in Term 2 to evaluate progress and plan next steps. Contact with family if student not performing at a B grade or better during the term.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use Learning Partnership strategies from the Glenunga Pedagogical Framework to evaluate their impact on student learning: <ul style="list-style-type: none"> - Teachers seek feedback from their students on how well the strategies are positively impacting on their learning and how they can improve learning for their students. Teachers share the feedback with students and explain how they will change their pedagogy based on this feedback.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use Reflective Practice strategies from the Glenunga Pedagogical Framework to evaluate their impact on student learning: <ul style="list-style-type: none"> - English and Maths teachers collaboratively work in teams to use evidence of learning to evaluate impact of teaching strategies on learning of HB students. In particular, use of achievement data to establish who has learned and who has not and at what level, compared across classes. Look at student work and student feedback to better understand the impact of learning design on student achievement. - Teachers collaboratively reflect on this evidence, develop and record strategies for continuous improvement, monitor impact. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: 91% B or better in English Yr 7 NAPLAN Reading: 75% retained in HB Yr 9 NAPLAN Reading: 73% retained in HB</p> <p>90% B or better in Maths Yr 7 NAPLAN Numeracy: 77% retained in HB Yr 9 NAPLAN Numeracy: 75% retained in HB</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>SIP Template 2022-2024 If each Maths and English teacher in years 7 to 10 know who the Higher Band students in their classes are, in particular those who are just above, those who are just below and those who have fallen out of the line for Higher Bands, and target their teaching using strategies from the Glenunga Pedagogical Framework to monitor, track and challenge students to achieve a B or better, then we will improve outcomes for Higher Bands students.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: When we look at student work we see evidence of the control of skills and understanding of content and concepts, that achieves a “B” grade or better in the Australian Curriculum Achievement Standards.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	



STEP 1 Analyse and Prioritise

Goal 2: Improve literacy for Year 7 to 10 students who are not at the LEAP level for their cohort.		ESR Directions:	
		Direction 1	Strengthen student ownership of learning by broadening the measures of learning growth, incorporating 21 st century skills to enable rich coaching conversations with mentor teachers.
		Direction 2	To ensure currency and consistency of pedagogical practice, continuously monitor and review the effectiveness of current frameworks in supporting the design and delivery of learning in a 21 st century context.
		Direction 3	Continue to refine the differentiated approach to developing middle leaders and teacher leaders to lead change and develop people.
		Direction 4	Further student ownership of learning through the effective use of student feedback to refine task and learning design.
Target 2022: 40% of students improve by at least 2 levels. 95% by at least 1 level. 100% achieve a C or better in English and English Literacy Plus.	2023: 45% of students improve in LEAP levels by at least 2 levels. 95% by at least 1 level. 100% achieve a C or better in English and English Literacy Plus.	2024: 50% of students improve in LEAP levels by at least 2 levels. 95% by at least 1 level. 100% achieve a C or better in English and English Literacy Plus.	

STEP 2 Challenge of practice

Challenge of Practice:

If we target our interventions to students whose learning and achievement may be limited by their level of literacy skills, and we regularly measure progress and make the necessary adjustments, then we will improve their learning outcomes.

Student Success Criteria (what students know, do, and understand):

When we look at evidence of learning in student work during the year we see improved control of English language skills in reading and writing. Improved performance in grades, LEAP Levels and PAT R.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Identify students whose literacy skills are limiting their academic progress using NAPLAN, PAT R and LEAP levels by levelling every student's sample work to obtain a base line of their skills. Place these students in an additional line of literacy development (English Literacy Plus) where specialist teachers can work with them to build their control of language skills. Ensure specialist teachers understand the targets.	Term 4 2021	Deputy Principal Curriculum and Teaching English Learning Area Leader, EAL Teacher Leader and Team Assistant Principal Data Improvement	LEAP Levels PAT R and NAPLAN results Teachers for ELP Program (7 classes)
Use PAT R and LEAP Levels to diagnose areas for improvement in literacy. Design curriculum that will improve students' skills and target teaching using the Glenunga Pedagogical Framework to impact their learning.	Term 1 2022	English and English Literacy Plus teachers Deputy Principal Curriculum and Teaching English Learning Area Leader, EAL Teacher Leader and Team Assistant Principal Data Improvement	LEAP Levels PAT R and NAPLAN results
Discuss with students and families the need for continued development and explain the process for improvement. Share data showing link between ELP improvement and performance in Year 12 subjects. Use additional support provided by tutors in the Pod on late start Wednesdays to ensure students are developing their skills.	Term 1 2022 and then ongoing	English and English Literacy Plus teachers English Learning Area Leader and Team The POD Leader and tutors	Discussion logistics LEAP Levels PAT R and NAPLAN results POD staffing and tutors

Apply the Glenunga Reading Strategy to improve PAT R results. Monitor student progress in literacy skills and adjust strategies to ensure success.	Terms 1 to 4 2022	English and English Literacy Plus teachers English Learning Area Leader and Team	LEAP Levels PAT R and NAPLAN results
Apply Reflective Practice strategies from the Glenunga Pedagogical Framework to analyse evidence of learning, moderate student work and identify where curriculum and pedagogy can be improved to lift student achievement.	Terms 1 to 4 2022	English and English Literacy Plus teachers English Learning Area Leader and Team	LEAP Levels PAT R and NAPLAN results
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Improve literacy for Year 7 to 10 students who are not at the LEAP level for their cohort.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	When we look at evidence of learning in student work during the year we see improved control of English language skills in reading and writing. Improved performance in grades, LEAP Levels and PAT R.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Identify students whose literacy skills are limiting their academic progress using NAPLAN, PAT R and LEAP levels by levelling every student's sample work to obtain a base line of their skills. Place these students in an additional line of literacy development (English Literacy Plus) where specialist teachers can work with them to build their control of language skills. Ensure specialist teachers understand the targets.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Use PAT R and LEAP Levels to diagnose areas for improvement in literacy. Design curriculum that will improve students' skills and target teaching using the Glenunga Pedagogical Framework to impact their learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Discuss with students and families the need for continued development and explain the process for improvement. Share data showing link between ELP improvement and performance in Year 12 subjects. Use additional support provided by tutors in the Pod on late start Wednesdays to ensure students are developing their skills.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Apply the Glenunga Reading Strategy to improve PAT R results. Monitor student progress in literacy skills and adjust strategies to ensure success.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Apply Reflective Practice strategies from the Glenunga Pedagogical Framework to analyse evidence of learning, moderate student work and identify where curriculum and pedagogy can be improved to lift student achievement.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Improve literacy for Year 7 to 10 students who are not at the LEAP level for their cohort.



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2022: 40% of students improve by at least 2 levels. 95% by at least 1 level. 100% achieve a C or better in English and English Literacy Plus.	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we target our interventions to students whose learning and achievement may be limited by their level of literacy skills, and we regularly measure progress and make the necessary adjustments, then we will improve their learning outcomes.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria – did we improve student learning? When we look at evidence of learning in student work during the year we see improved control of English language skills in reading and writing. Improved performance in grades, LEAP Levels and PAT R.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

[Click or tap here to enter text.](#)

Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)

STEP 1 Analyse and Prioritise

Goal 3: Ensure that students not achieving SEA in Year 5, 7 and 9 NAPLAN Reading and Numeracy are achieving a “C” grade or better in English and Maths in Years 7 to 11.		ESR Directions: Direction 1 Strengthen student ownership of learning by broadening the measures of learning growth, incorporating 21 st century skills to enable rich coaching conversations with mentor teachers. Direction 2 To ensure currency and consistency of pedagogical practice, continuously monitor and review the effectiveness of current frameworks in supporting the design and delivery of learning in a 21 st century context. Direction 3 Continue to refine the differentiated approach to developing middle leaders and teacher leaders to lead change and develop people. Direction 4 Further student ownership of learning through the effective use of student feedback to refine task and learning design.
Target 2022: 100% of SEA achievement in NAPLAN Reading and Numeracy in Years 7 and 9 100% of below SEA students in Reading and/or Numeracy in Years 7 to 11, achieve a “C” grade or better in English and Maths	2023: 100% of SEA achievement in NAPLAN Reading and Numeracy in Years 7 and 9 100% of below SEA students in Reading and/or Numeracy in Years 7 to 11, achieve a “C” grade or better in English and Maths	2024: 100% of SEA achievement in NAPLAN Reading and Numeracy in Years 7 and 9 100% of below SEA students in Reading and/or Numeracy in Years 7 to 11, achieve a “C” grade or better in English and Maths

STEP 2 Challenge of practice

Challenge of Practice:
 If Maths and English teachers know the students who did not achieve the SEA, and they provide specialised targeted teaching combined with integrated support from interventions like 'Maths with Support', 'English Literacy Plus', POD and Sub Schools, then, students will achieve a 'C' grade or better in English and Maths in Years 7 to 11.

Student Success Criteria (what students know, do, and understand):
 When we look at student work, we see evidence of control of skills and understandings that reflect a “C” or better in English and Maths.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Identify students who are below SEA through Power BI Data. English and Maths Leaders work with English and Maths teachers to review NAPLAN, PAT R and M data to diagnose what targeted improvement students need in their knowledge, skills and understandings. Teachers collaboratively develop and implement improvement strategies. Cross check to ensure that ATSI students are included in this process if necessary.	Term 1 to 4	Director of Studies English and Maths Leaders and their Teams	Data from Power BI Maths with Support and English Literacy Plus classes Teacher time to meet and develop and reflect on evidence of learning
Implement curriculum interventions to ensure that students are appropriately involved in Maths with Support and English Literacy Plus.	Term 1 to 4	Director of Studies English and Maths Leaders and their Teams	Data from Power BI Maths with Support and English Literacy Plus classes Teachers for ELP Program (7 classes) POD staffing and tutors

<p>Ensure provision of targeted support for identified students through the POD (support program):</p> <ul style="list-style-type: none"> - Teachers and tutors are allocated to coach students. - Achievement monitored by English and Maths teachers - Attendance and Wellbeing monitored by Sub School Support Team and contact made with families where improvement occurs or stalls. - Literacy and Numeracy Committee evaluates progress through termly meetings with reports from English and Maths Leaders and EL Connectors to Sub Schools. - Collaborate with Inclusive Education team to ensure that interventions are best practice for individual student needs. 	Term 1 to 4	<p>English and Maths Leaders and their Teams Literacy and Numeracy Committee – Director of Studies and AP Data Improvement Sub School Support Teams Wellbeing Team and POD Team and Tutors Inclusive Education Team</p>	Data – achievement, attendance, wellbeing POD staffing and tutors
<p>Deliver targeted teaching to enable students to achieve/adjust their improvement goals.</p>	Term 1 to 4	English and Maths Leaders and Teachers	Teacher time to meet and develop and reflect on evidence of learning
<p>Monitor impact of goal setting and targeted teaching on student achievement. Revise strategies if “C” grade not achieved.</p>	Term 1 to 4	<p>Deputy Principal Curriculum English and Maths Leaders and their teams Assistant Principal Data Improvement</p>	Teacher time to meet and develop and reflect on evidence of learning Power BI data
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 3: Ensure that students not achieving SEA in Year 5, 7 and 9 NAPLAN Reading and Numeracy are achieving a “C” grade or better in English and Maths in Years 7 to 11.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	When we look at student work, we see evidence of control of skills and understandings that reflect a “C” or better in English and Maths.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	● 90% embedded ● Needs attention/work in progress ● Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Identify students who are below SEA through Power BI Data. English and Maths Leaders work with English and Maths teachers to review NAPLAN, PAT R and M data to diagnose what targeted improvement students need in their knowledge, skills and understandings. Teachers collaboratively develop and implement improvement strategies. Cross check to ensure that ATSI students are included in this process if necessary.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Implement curriculum interventions to ensure that students are appropriately involved in Maths with Support and English Literacy Plus.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Ensure provision of targeted support for identified students through the POD (support program): <ul style="list-style-type: none"> - Teachers and tutors are allocated to coach students. - Achievement monitored by English and Maths teachers - Attendance and Wellbeing monitored by Sub School Support Team and contact made with families where improvement occurs or stalls. - Literacy and Numeracy Committee evaluates progress through termly meetings with reports from English and Maths Leaders and EL Connectors to Sub Schools. Collaborate with Inclusive Education team to ensure that interventions are best practice for individual student needs.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Deliver targeted teaching to enable students to achieve/adjust their improvement goals.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Monitor impact of goal setting and targeted teaching on student achievement. Revise strategies if “C” grade not achieved.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 3: Ensure that students not achieving SEA in Year 5, 7 and 9 NAPLAN Reading and Numeracy are achieving a “C” grade or better in English and Maths in Years 7 to 11.



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2022: 100% of SEA achievement in NAPLAN Reading and Numeracy in Years 7 and 9 100% of below SEA students in Reading and/or Numeracy in Years 7 to 11, achieve a “C” grade or better in English and Maths	Results towards targets: Click or tap here to enter text.
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<p>SIP Template 2022-2024 If Maths and English teachers know the students who did not achieve the SEA, and they provide specialised targeted teaching combined with integrated support from interventions like 'Maths with Support', 'English Literacy Plus', POD and Sub Schools, then, students will achieve a 'C' grade or better in English and Maths in Years 7 to 11.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? When we look at student work, we see evidence of control of skills and understandings that reflect a “C” or better in English and Maths.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	