

Improvement plan for Port Lincoln High School

2019 to 2021

School name

Port Lincoln High School

Vision statement

Education for all



Plan summary

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

Goals	Targets	Challenge of practice
<p>Improve writing achievement for all students as measured by NAPLAN, language and literacy levels and SACE</p>	<p>40% of all Year 8, 9's and 10's to achieve year level standard for writing 0.5 (5-point scale) grade band shift for all Stage 1 and 2 subjects</p> <p>50% of all Year 8, 9's and 10's to achieve year level standard for writing 0.5 (5-point scale) grade band shift for all Stage 1 and 2 subjects</p> <p>60% of all Year 8, 9's and 10's to achieve year level standard for writing 0.5 (5-point scale) grade band shift for all Stage 1 and 2 subjects</p>	<p>If teachers use the teaching and learning cycle to design and scaffold the writing process for students' writing will move from surface to deep to transfer learning. (Shift Gear)</p>

Improvement plan for Port Lincoln High School

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:

Andrew Wells

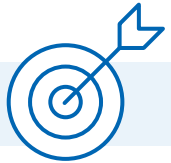
Review, Improvement and Accountability Manager

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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	Improve writing achievement for all students as measured by NAPLAN, language and literacy levels and SACE	2019	40% of all Year 8, 9's and 10's to achieve year level standard for writing 0.5 (5-point scale) grade band shift for all Stage 1 and 2 subjects
		2020	50% of all Year 8, 9's and 10's to achieve year level standard for writing 0.5 (5-point scale) grade band shift for all Stage 1 and 2 subjects
		2021	60% of all Year 8, 9's and 10's to achieve year level standard for writing 0.5 (5-point scale) grade band shift for all Stage 1 and 2 subjects
Goal 2		2019	
		2020	
		2021	
Goal 3		2019	
		2020	
		2021	

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 teachers use the teaching and learning cycle to design and scaffold the writing process for students' writing will move from surface to deep to transfer learning. (Shift Gear)
Goal 2	
Goal 3	

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		Improve writing achievement for all students as measured by NAPLAN, language and literacy levels and SACE		
Challenge of practice		If teachers use the teaching and learning cycle to design and scaffold the writing process for students' writing will move from surface to deep to transfer learning. (Shift Gear)		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers know their student data including NAPLAN, PAT, SACE and EALD	End term 1 2019	Principal Consultant supports the Principal to lead the changes Leadership Team to lead process of information sharing Teachers take charge of learning their data	BI App in Office 365 (Leaders) SLLIPP position - Amy Kayser EALD Scales	
Teachers understand the Teaching & Learning Cycle (School Improvement Shift Gear)	End term 2 2019	Principal Consultant supports the Principal to lead the changes Leadership team leads their staff through the cycle Teacher start to use the cycle in their planning	LID Team - Christine Thomson School Improvement - Shift Gear booklet	
Teachers use the cycle in their planning	End term 4 2019	Leadership Team to drive the change Teachers to make the changes while supported	LID Team - Christine Thomson School Improvement - Shift Gear booklet	



Goal 1 continued		Improve writing achievement for all students as measured by NAPLAN, language and literacy levels and SACE		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers provide regular formative feedback for students that is appropriate for the student	December 2019	<p>Leadership Team to drive the change process</p> <p>Teachers to take responsibility for changing their practice</p>	<p>SEQTA</p> <p>LDAM Strategy</p>	
			Total financial resources allocated	
Success criteria				



Goal 2			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources



Goal 2 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			



Goal 3			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			



Approved by principal

Todd George

24th January 2019

Approved by governing council chairperson

Tabetha Wilkes

Date

Approved by education director

Rowena Fox

Date