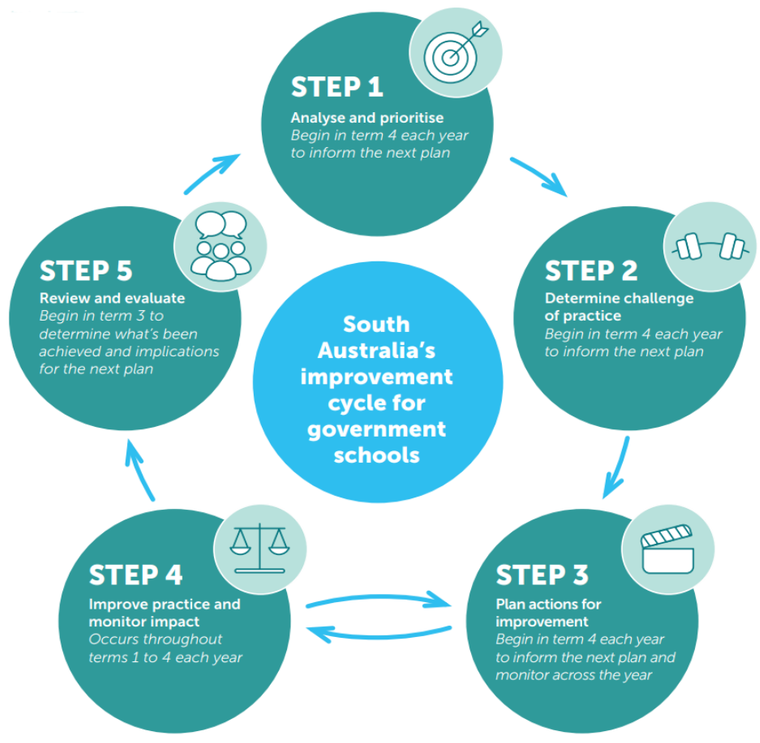
2022 - 2024

# 2023 School Improvement Plan for

## Whyalla Secondary College

Site Number:
1035

Whyalla Secondary College
Inspiring Possibilities




**Vision Statement:**

Whyalla Secondary College has a clear vision of the person we hope our students will become.

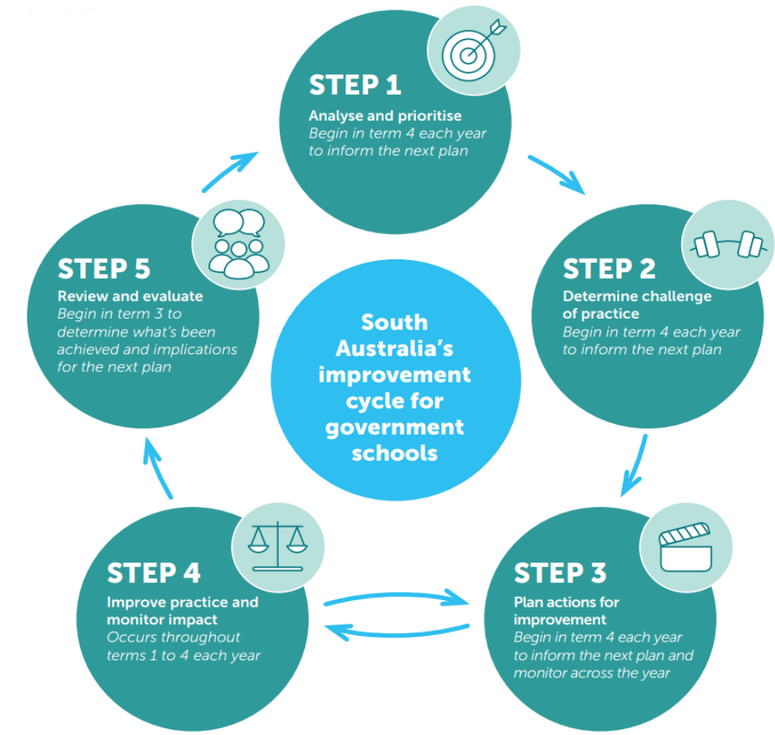
We aspire to provide a stimulating and challenging education that builds upon the vast and varied talents and interests of our diverse community, preparing our students for all pathways. We aim to foster not just academically successful students, but socially informed, culturally competent, responsible, multi-talented young citizens. Our tagline, 'Inspiring Possibilities', reflects our passion to encourage different ideas, cultures, paths and experiences. We strive to empower our students to seize the day and turn their potential into the possible.

The College values support this vision with a focus on Inclusion, Innovation and Integrity.

Government of South Australia
Department for Education

2022 - 2024

# 2023 School Improvement Plan for Whyalla Secondary College




**Completing the template:**

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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 (16 December 2022).
- 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 (24 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and 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: Whyalla Secondary College

**Goal 1: Increase the number of students achieving SEA and in the higher bands in reading**

**ESR Directions:**

1. EJEHS
   Further strengthen the school's intentional and collective approach to improvement planning by ensuring responses to self-review are evidence based and new staff connect to challenge of practice.
   Deliver purposeful teaching that ensure how differentiation is implemented consistently, design learning plans that respond to student achievement data.
   Develop greater independence in learning to build student resilience and persistence and consider teacher behaviours that best promote students' autonomy.
2. WHS
   Monitor impact of implementations and actions by establishing systems of self-review.
   Strengthen positive learning culture through collective identification of classroom management strategies.
   Maximise student engagement through consistent teaching strategies.
   Deepen differentiated practice by building teachers' capacity to understand student achievement data through systematic Performance and Development.
3. SHS
   Strengthen teacher's capacity to generate learning design that is informed by curriculum standards by ensuring regular, dedicated planning forums are convened and strategically led across the school.

| Achievement towards Goal in 2022: | Target 2023: | 2024: |
|---|---|---|
| **Increase the number of students achieving SEA and in the higher bands in reading.**<br><br>***Targets have been adjusted based on the 2022 NAPLAN results for Year 7 and 9.*** | NAPLAN<br>50% of students (81 out of 162 students) to achieve SEA in reading at Yr. 7<br><br>15% of students (24 out of 162 students) to achieve higher bands in reading at Yr. 7<br><br>NAPLAN<br>40% of students (78 out of 195 students) to achieve SEA in reading at Yr. 9<br><br>10% of students (19 out of 195 students) to achieve higher bands in reading at Yr. 9 | NAPLAN<br>52.5% of students (85 out of 162 students) to achieve SEA in reading at Yr. 7<br><br>17.5% of students (28 out of 162 students) to achieve higher bands in reading at Yr. 7<br><br>NAPLAN<br>42.5% of students (83 out of 195 students) to achieve SEA in reading at Yr. 9<br><br>12.5% of students (24 out of 195 students) to achieve higher bands in reading at Yr. 9 |

## STEP 2 Challenge of practice

**Challenge of Practice:**
**If we have a consistent approach to reading for meaning to increase surface to deeper learning in the middle years by using Before, During and After (BDA) strategies that elicit questioning, reflection and deeper thinking, then we will increase the number of students achieving in SEA and the higher bands in reading.**

## STEP 3 Plan actions for improvement

**Student Success Criteria** (what students know, do, and understand):
We will see each student be able to:

- **analyse, infer, evaluate and comprehend subject texts to a deeper level of understanding and provide written samples of their learning**
- **are able to independently apply reading strategies to demonstrate existing knowledge, comprehension and analysis of texts**

**How and when will this be monitored, tracked and measured?**
This will be measured through lesson observations across all learning area shows student demonstration of using these range of strategies during lesson. Students have shown increased ability to interpret and analyse texts.
Term Plans, co-teaching collaborative documents, and Learning Area Leader feedback on planning documents will provide this evidence.
As part of our professional development in 2023, our WSC Professional Learning Calendar each term will be dedicated to sessions to build knowledge reading strategies to support comprehension skill development. Learning Activities designed within all learning areas will show increase in student understanding and use of process of before, during and after reading text approaches Teachers will also engage in professional learning that develops knowledge in differentiated learning approaches and use of reading data to assess where students are at and what their next steps are .
As a SIP team, we will work together to track our progress using a traffic light system every 5 weeks.

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**What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice**

| Actions | Timeline | **Roles & Responsibilities –** How will this be done? | Resources |
|---|---|---|---|
| **Each teacher will explicitly teach differentiated learning strategies based on Tomlinson's model.** | • Week 1 and 2, T2 planning and professional learning sessions<br>• Term plans each term<br>• Week 3, 6, 9 of each term learner review meetings<br>• Week 6, Term 2 and 4 Classroom Observations conducted | **Each teacher will…**<br>Teacher will, with the support of leaders;<br>• Understand Tomlinson's model of differentiation.<br>• Document Tomlinson's model in Term Plans identifying and highlighting the 4 areas of differentiation *Content, Process, Product, Learning Environment*.<br>• Identify and plan for students with One Plans that require specific differentiation.<br>• Access approved PD (through PLINK and/or advised by leadership) and support to understanding of developing reading strategies for surface to deep learning.<br>• Work collaboratively with leaders to engage in classroom observations to deepen their understanding of the applications of close reading (differentiation, peer)<br>• Use data sets to identify areas of growth for students who require further targeted reading to provide differentiated learning instruction.<br>**Each leader will…**<br>• Leaders will provide feedback to teachers on Term Plans each term, providing specific detail of differentiated strategies used.<br>• Provide professional learning to support teachers to use data and other evidence to differentiate practice in task design and pedagogy. | Professional Learning for Literacy leaders<br>DfE Literacy Guidebooks<br>Anne Tomlinson's Differentiation Resources<br>CELF-5 screening test record forms pack 25 = $42.5<br>NAPLAN reading data<br>PAT-R Data (for Scale Score)<br>Orbis 7-9 Literacy Professional Development Program<br>Macq lit Program<br>WSC Multitiered Systems of Support (MTSS) Procedure<br>WSC Learner Review Key Process Statement<br>PLINK courses<br>WSC Classroom Observations school procedure |
| **Every teacher will strengthen the design and use of highly effective closed reading instruction and focus on BDA strategies used across all classrooms.** | • Week 1 and 2 planning and professional learning sessions in Term 3<br>• Week 4 and 6 Learning Area Meetings each Term<br>• Week 3 PL all staff PL session (BDA Strategies) | **Each teacher will…**<br>• Use highly effective closed reading practices (provided in Learning Area Meetings) to teach comprehension skills, and use Before, During and After (BDA) strategies to support students to access and comprehend subject-specific texts (Tier 1).<br>• Use learning area approved specific strategies for Before Reading, During Reading and After Reading.<br>• Use a minimum of 3 BDA strategies per semester to ensure to illicit deep understanding<br>• Use the schools' Termly Plan proforma included in the WSC Curriculum Development Guide to stipulate what reading skills will be targeted, based on evidenced-based scaffold and comprehension instruction.<br>• Work with leaders to unpack and unbed in learning design, the DfE curriculum units to understand the ways core texts can be used across subjects.<br>• Work collaboratively with leaders to use the DfE literacy guidebooks to explicitly teach and model closed reading instruction to students.<br>**Each leader will…**<br>• Implement and monitor the Classroom Observations school procedure to support teachers to embed BDA strategies in Term Plans (Learning Areas).<br>• Work collaboratively to determine allocated time to BDA learning as part of the professional learning calendar to engage in Classroom Observations that explicitly look for teaching of close reading instruction.<br>• Implement consistent text-type resources within learning area to support assessment types | DfE Literacy Guidebooks (stretch)<br>DfE Best Advice paper: Teaching reading in the secondary years, The 'Big 6 of Reading'<br>Stephen Graham resources<br>Classroom observations DfE resources (including Classroom Practice Continuum)<br>Secondary genre mapping resources LID<br>WSC Curriculum Development Guide<br>Tactical Teaching Reading (Wave 1) |

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| **Each teacher will access and use student reading data to inform Term Plans.** | • Week 0 OnePlan meeting and goal setting<br>• Week 7, Term 2 Curriculum meeting (Interpreting data)<br>• Week 8, Term 2 Curriculum Meeting (Using Data to Support Priority Groups) | **Each teacher will…**<br>• Use school unit planning tools and DfE supporting curriculum resources to demonstrate how they are catering for class complexity, and document how they are explicitly teaching comprehension skills, particularly involving understanding how to read and analyse student data.<br>• Collaborate in learning area meeting time to identify the data sets with NAPLAN and PAT-R teachers to establish and support student reading goals.<br>• Embed specific comprehension skills in classroom practice, and leaders will support by conducting classroom observations.<br>• Use 3-week Learner Review data to support priority groups (SWD, Aboriginal Learners) in school approved literacy intervention programs.<br>**Each leader will…**<br>Be supported by leaders to identify texts to extend student engagement and skill in reading.<br>Leaders will provide professional development in support of increasing teacher understanding of using data to inform learning design.<br>Leaders will schedule data-informed literacy intervention programs, in addition to classroom learning that are targeted and purposeful. | PowerBI data (primary and secondary schools' data)<br>Brightpath testing and resources<br>PAT-R data<br>NAPLAN data<br>Data Walls<br>ACER resources<br>DfE literacy guidebooks/Best Advice Series - Literacy<br>Classroom observations school procedure<br>Classroom observations DfE resources<br>OnePlans resources<br>ALAR document |
| **Click or tap here to enter text.** | Click or tap here to enter text. | **Each teacher will…**<br><br>**Each leader will…** | Click or tap here to enter text. |
| **Click or tap here to enter text.** | Click or tap here to enter text. | **Each teacher will…**<br><br>**Each leader will…** | Click or tap here to enter text. |
| **Click or tap here to enter text.** | Click or tap here to enter text. | **Each teacher will…**<br><br>**Each leader will…** | Click or tap here to enter text. |

| STEP 1 Analyse and Prioritise | Site name: Whyalla Secondary College |
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| **Goal 2:** Click or tap here to enter text. | **ESR Directions:**<br>1. EJEHS<br>Further strengthen the school's intentional and collective approach to improvement planning by ensuring responses to self-review are evidence based and new staff connect to challenge of practice.<br>Deliver purposeful teaching that ensure how differentiation is implemented consistently, design learning plans that respond to student achievement data.<br>Develop greater independence in learning to build student resilience and persistence and consider teacher behaviours that best promote students' autonomy.<br>2. WHS<br>Monitor impact of implementations and actions by establishing systems of self-review.<br>Strengthen positive learning culture through collective identification of classroom management strategies.<br>Maximise student engagement through consistent teaching strategies.<br>Deepen differentiated practice by building teachers' capacity to understand student achievement data through systematic Performance and Development.<br>3. SHS<br>Strengthen teacher's capacity to generate learning design that is informed by curriculum standards by ensuring regular, dedicated planning forums are convened and strategically led across the school. |

| **Achievement towards Goal in 2022:** Click or tap here to enter text. | **Target 2023:** Click or tap here to enter text. | **2024:** Click or tap here to enter text. |
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## STEP 2 Challenge of practice

**Challenge of Practice:**
Click or tap here to enter text.

## STEP 3 Plan actions for improvement

| **Student Success Criteria** (what students know, do, and understand): Click or tap here to enter text. | **How and when will this be monitored, tracked and measured?** Click or tap here to enter text. |
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**What actions should be taken to improve our practice and reach our goals? -** High-impact actions to address challenge of practice

| **Actions** | **Timeline** | **Roles & Responsibilities –** How will this be done? | **Resources** |
|---|---|---|---|
| Click or tap here to enter text. | Click or tap here to enter text. | **Each teacher will…**<br>**Each leader will…** | Click or tap here to enter text. |
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| Click or tap here to enter text. | Click or tap here to enter text. | **Each teacher will**<br><br>**Each leader will…** | Click or tap here to enter text. |

## STEP 1 Analyse and Prioritise

## Site name: Whyalla Secondary College

**Goal 3:** Click or tap here to enter text.

**ESR Directions:**

1. EJEHS
   Further strengthen the school's intentional and collective approach to improvement planning by ensuring responses to self-review are evidence based and new staff connect to challenge of practice.
   Deliver purposeful teaching that ensure how differentiation is implemented consistently, design learning plans that respond to student achievement data.
   Develop greater independence in learning to build student resilience and persistence and consider teacher behaviours that best promote students' autonomy.
2. WHS
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| **Achievement towards Goal in 2022:** | **Target 2023:** | **2024:** |
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| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## STEP 2 Challenge of practice

**Challenge of Practice:**
Click or tap here to enter text.

## STEP 3 Plan actions for improvement

| **Student Success Criteria** (what students know, do, and understand): | **How will this be monitored, tracked and measured?** |
|---|---|
| Click or tap here to enter text. | Click or tap here to enter text. |

**What actions should be taken to improve our practice and reach our goals? -** High-impact actions to address challenge of practice

| **Actions** | **Timeline** | **Roles & Responsibilities –** How will this be done? | **Resources** |
|---|---|---|---|

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| **Click or tap here to enter text.** | Click or tap here to enter text. | **Each teacher will…**<br><br>**Each leader will…** | Click or tap here to enter text. |
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2022 - 2024

# 2023 School Improvement Plan for Whyalla Secondary College

## Step 4 – Improve practice and monitor impact

## Step 5 – Review and evaluate

### Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.

- 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).

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

**Goal 1:** Increase the number of students achieving SEA and in the higher bands in reading

## 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<br>Are we improving student learning?<br>How are we tracking against our student success criteria? | What are our next steps?<br>Potential adjustments? |
|---|---|---|---|
| We will see each student be able to:<br>• **analyse, infer, evaluate and comprehend subject texts to a deeper level of understanding and provide written samples of their learning**<br>• **are able to independently apply reading strategies to demonstrate existing knowledge, comprehension and analysis of texts** | Click or tap here to enter text. | 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<br>Are we doing what we said we would do?<br>Are we improving student learning?<br>How do we know which actions have been effective? | What are our next steps?<br>Potential adjustments? |
|---|---|---|---|
| **Each teacher will explicitly teach differentiated learning strategies based on Tomlinson's model.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Every teacher will strengthen the design and use of highly effective closed reading instruction and focus on BDA strategies used across all classrooms.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Each teacher will access and use student reading data to inform Term Plans.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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**Goal 2:** **Click or tap here to enter text.**

## 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<br>Needs attention/work in progress<br>Not on track | **Evidence**<br>**Are we improving student learning?**<br>**How are we tracking against our student success criteria?** | **What are our next steps?**<br>**Potential adjustments?** |
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| **Actions** | 90% embedded<br>Needs attention/work in progress<br>Not on track | **Evidence**<br>**Are we doing what we said we would do?**<br>**Are we improving student learning?**<br>**How do we know which actions have been effective?** | **What are our next steps?**<br>**Potential adjustments?** |
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**Goal 3:** **Click or tap here to enter text.**

## 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<br>Needs attention/work in progress<br>Not on track | **Evidence**<br>**Are we improving student learning?**<br>**How are we tracking against our student success criteria?** | **What are our next steps?**<br>**Potential adjustments?** |
|---|---|---|---|
| **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. |
| **Actions** | 90% embedded<br>Needs attention/work in progress<br>Not on track | **Evidence**<br>**Are we doing what we said we would do?**<br>**Are we improving student learning?**<br>**How do we know which actions have been effective?** | **What are our next steps?**<br>**Potential adjustments?** |
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**Goal 1: Increase the number of students achieving SEA and in the higher bands in reading**

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

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| **Targets 2023:**<br>**NAPLAN**<br>**50% of students (81 out of 162 students) to achieve SEA in reading at Yr. 7**<br><br>**15% of students (24 out of 162 students) to achieve higher bands in reading at Yr. 7**<br><br>**NAPLAN**<br>**40% of students (78 out of 195 students) to achieve SEA in reading at Yr. 9**<br><br>**10% of students (19 out of 195 students) to achieve higher bands in reading at Yr. 9** | **Results towards targets:**<br>Click or tap here to enter text. |
| **Challenge of Practice:**<br>**If we have a consistent approach to reading for meaning to increase surface to deeper learning in the middle years by using Before, During and After (BDA) strategies that elicit questioning, reflection and deeper thinking, then we will increase the number of students achieving in SEA and the higher bands in reading.** | **Evidence -** has this made an impact?<br>Click or tap here to enter text. |
| **Success Criteria:**<br>We will see each student be able to:<br>• **analyse, infer, evaluate and comprehend subject texts to a deeper level of understanding and provide written samples of their learning**<br>• **are able to independently apply reading strategies to demonstrate existing knowledge, comprehension and analysis of texts** | **Evidence -** did we improve student learning? how do we know?<br>Click or tap here to enter text. |

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| **Evaluate our 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?<br>**Click or tap here to enter text.** |
| **Review 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?<br>**Click or tap here to enter text.** |

**Goal 2:** 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?

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| **Targets 2023:**<br>Click or tap here to enter text. | **Results towards targets:**<br>Click or tap here to enter text. |
| **Challenge of Practice:**<br>Click or tap here to enter text. | **Evidence -** has this made an impact?<br>Click or tap here to enter text. |
| **Success Criteria:**<br>Click or tap here to enter text. | **Evidence -** did we improve student learning? how do we know?<br>Click or tap here to enter text. |

**Evaluate our 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?
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**Review 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.

**Goal 3:** 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?

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|---|---|
| **Targets 2023:**<br>Click or tap here to enter text. | **Results towards targets:**<br>Click or tap here to enter text. |
| **Challenge of Practice:**<br>Click or tap here to enter text. | **Evidence -** has this made an impact?<br>Click or tap here to enter text. |
| **Success Criteria:**<br>Click or tap here to enter text. | **Evidence -** did we improve student learning? how do we know?<br>Click or tap here to enter text. |

**Evaluate our 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?
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