

GAWLER HIGH SCHOOL



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Established 1907

A history of achievement. A future of potential.

SITE IMPROVEMENT PLAN

2012

The following document takes into consideration DECS Priorities, Regional Improvement Plan and areas our school community consider critical to learners achievement and well being.

Data used in this plan have been sourced from NAPLAN, SPERS data, ACER testing within the school, Markbook school data and school achievement data from the SACE Board.

	Key Findings from Data					Improvement Targets	Strategies																																																																						
Improving students Literacy Skills	<table border="1"> <tr> <td>2011</td> <td>School mean</td> <td>Similar schools</td> <td>Region</td> <td>State mean</td> </tr> <tr> <td>Reading</td> <td>547</td> <td>558</td> <td>562.1</td> <td>572.9</td> </tr> <tr> <td>Writing</td> <td>495</td> <td>532</td> <td>518.2</td> <td>560</td> </tr> <tr> <td>Spelling</td> <td>540.9</td> <td>558</td> <td>554.6</td> <td>575</td> </tr> <tr> <td>Grammar</td> <td>533.2</td> <td>545</td> <td>549</td> <td>567</td> </tr> </table> <p>Naplan data for year 9 2010 reinforces that 50% of students are at or below National and State minimum standard.</p> <p>Progress year 7 -9</p> <table border="1"> <tr> <td>Reading</td> <td colspan="2">Year 7 -9</td> </tr> <tr> <td></td> <td>Progress Group</td> <td>Site</td> </tr> <tr> <td></td> <td>Lower 25%</td> <td>35.5</td> </tr> <tr> <td></td> <td>Middle 50%</td> <td>49.2</td> </tr> <tr> <td></td> <td>Upper 25%</td> <td>15.3</td> </tr> </table> <p>Progress was similar to 2010 and mirrored grades at year 12</p> <table border="1"> <tr> <td></td> <td colspan="2">% Students in Band 5 & 6</td> <td colspan="2">% students in Band 9 & 10</td> </tr> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2010</td> <td>2011</td> </tr> <tr> <td>Reading</td> <td>50.3</td> <td>44.4</td> <td>11.2</td> <td>8.3</td> </tr> <tr> <td>Writing</td> <td>61.1</td> <td>65.8</td> <td>7.7</td> <td>6.9</td> </tr> <tr> <td>Spelling</td> <td>36.7</td> <td>41.1</td> <td>13.5</td> <td>7.5</td> </tr> <tr> <td>Grammar</td> <td>41.9</td> <td>47.3</td> <td>12.9</td> <td>5.5</td> </tr> </table> <p>Data from testing at year 8 shows that around 50% are below NMS. NAPLAN confirms the divide between lower, middle and upper achievement. In 2010 10% of students failed to write the narrative which impacted on the overall percentage. Many of these students were capable writers but failed to contribute</p>					2011	School mean	Similar schools	Region	State mean	Reading	547	558	562.1	572.9	Writing	495	532	518.2	560	Spelling	540.9	558	554.6	575	Grammar	533.2	545	549	567	Reading	Year 7 -9			Progress Group	Site		Lower 25%	35.5		Middle 50%	49.2		Upper 25%	15.3		% Students in Band 5 & 6		% students in Band 9 & 10			2010	2011	2010	2011	Reading	50.3	44.4	11.2	8.3	Writing	61.1	65.8	7.7	6.9	Spelling	36.7	41.1	13.5	7.5	Grammar	41.9	47.3	12.9	5.5	<p>Develop a <i>Whole school literacy improvement plan</i> which is sustainable and integrated with the site plan and school priorities.</p> <p>Literacy At year 9 level we move the school mean level by 5 points in each of the areas to that of similar SES schools</p> <p>Progress from yr 7 – 9; movement of 2 % from lower level to medium and 4% from medium to upper. 28% lower, 53% medium, 19% upper</p> <p>The proportion of students in band 5 and 6 is less than 35% The proportion of students in bands 9 & 10 is greater than 10%</p> <p>All ATSI, GOM & NEP have appropriate learning plans</p> <p>Continue intervention strategies for NEP students, using the Multilit Kit.</p> <p>All staff involved in teaching subject literacy content.</p>	<p>Develop a literacy focus team to</p> <ul style="list-style-type: none"> Map what all areas are currently doing to address Literacy in their areas Establish long, medium and short term goal setting skills to help teaching staff to maintain their focus. Promote and share teaching methodology and literacy practices in staff meetings regularly. Provide induction for new staff in Literacy practices. <p>Goal Setting:</p> <ul style="list-style-type: none"> Focus on explicit teaching of higher order skills, such as Bloom's taxonomy. Teaching subject specific genre and vocabulary in learning areas. Model examples of explicit teaching practices. Specific focus on developing appropriate Reading Comprehension skills in all learning areas Specific focus on developing appropriate Language Conventions (Spelling, Grammar and Punctuation) in all learning areas. Provide and support staff in external PD opportunities To analyse year 7 NAPLAN data from feeder schools in September, 2010 to set classes for 2011, minimising disruption for students. Provide ATSI students with literacy tutoring through APAS and AET
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	Key Findings from Data			Improvement Targets			Strategies		
Engagement Attendance	<ul style="list-style-type: none"> The schools attendance rate in 2011 was 81.4 for semester 1; this is less than the 2010 figure of 83.5. Attendance levels were considerably lower in the senior years particularly year 10. These figures were for term 2. There is greater involvement of students to range of programs both in and outside of the school. I believe the lower figure has been contributed by the poor record keeping Term 2 saw the onset of influenza, which affected many students attendance for extended period. School data from subject attendance showed a drop off in attendance to lessons from about week 7 of term 1 and continued to fall at all year levels in term 2,3 &4 ATSI student attendance in semester 1 was lower than for all students for the same period, 71.4 and a change of 10% from 2009 (83.9). Since the inception of the MGM, SMS system there has been a drop in unexplained absences, taken in homecare. The data also showed that some families have become complacent about receive text messages around non attendance and many students left after roll call or following breaks. A number of chronic non attendees have re-engaged in organised programs:. FLO, Gawler 15, TAFE options 	<ul style="list-style-type: none"> Improve attendance rates to 86% from 83.5 in 10 Improvement of record keeping from Mark book to EDSAS Continue to reduce the unexplained/unauthorised absences Continue to monitor ATSI attendance and achieve Barossa attendance rates Reduce the proportion of students who are chronic non attenders by 10% in the term 2 census All current students (including ATSI student) under 17 will be learning or earning All staff have accurate subject rolls and closely monitor attendance through Daymap student management system All staff and TRT'S have laptops and the school full wireless access More staff contacts per week with students 	<ul style="list-style-type: none"> Introduction of Daymap for all staff will allow closer student attendance monitoring. Provision of laptops to all staff and a full wireless network for school Further refine record keeping by Home care teachers, Student Service staff and year level managers Publish watch list through Daymap PD of staff in attendance process / practices Ensuring students attending VET programs, sport , excursions and outside of school learning activities are recorded accurately on the day Aboriginal Education team monitor and follow up attendance issues with students and families ACEO works more closely with ATSI families in relation to attendance issues and student pathways Using a range of programs ie FLO, VET, TAFE RISE IVEC, tute Platform, Tute Centre, Growing your future, Evolutions, IT futures, twelve 25 to reengage students in to learning programs Introduction of new timetable with shorter lessons , more contacts and appropriate pedagogies More effective follow up to patterned non attendance to lessons 						
	Key Findings from Data			Improvement Targets			Strategies		

Senior Secondary Achievement

- Stage 1 English and Mathematics are compulsory components of the SACE.

Failing grades

	2009	2010	2011
English	22%	10%	7%
Mathematics	29%	26%	19%

Stage 2 achievement data (A-E) mirrors the progress data at year 9

	Year 7 -9	Year 12
	Progress Group	Grade distribution
Lower	31.4	D,E 22
Middle	53	C, B- 60
Upper	16	B,A 18

Figures for year 12 could vary between high B's, High C's and Low C's.

The mean achievement score has shown improvement over the past 3 years from 10.85 in 07, 11.56 in 08 and 11.31 in 09 however in 10 it fell slightly to 11.12, to 13 in 2001

- In 2012 we are aiming to achieve a 95% pass rate in English
- In 2011 we are aiming to achieve a 85% pass rate in Mathematics
- In 2012 successful completion of the PLP to 90%
- Completion of the research project to 95%

- Progress students from failing grades (14%) to passing and middle achievement (49%) to higher achievement. 37%

- Achieve a mean achievement score of C+

- Aim for a 85% completion rate of SACE

- Provide 3 pathways for students in mathematics and English.
- The introduction of Literacy and Numeracy for work and community life. Both options provide students who are in the lower bands an opportunity to pass the New SACE requirements
- Ensure counselling processes takes in to account students abilities and preferred pathways.
- Provide mentoring program to Senior Students
- Provide appropriate feedback throughout assessment period
- Provide alternative subject options to students who are failing or are struggling, ie Community studies and integrated learning.
- Provide arrange of learning pathways, in line with the personal Learning Plan of Senior Students
- Select and train specialist research project teachers
- Closer monitoring of compulsory elements of the SACE, Literacy, numeracy, PLP Research project and 3 –unit sequences
- Provide appropriate T&D to ensure staff can effectively deliver the compulsory elements of SACE
- Support year 12 ATSI students through mentoring program and achievement monitoring.

STRATEGIC PLAN Literacy

GOAL: to improve student literacy and learning outcomes for all year 8 & 9 students through quality teaching and learning practices in literacy across the curriculum.

UNDERSTANDING: All learning areas have distinctive literacy practices that students need to learn to achieve success.

PRIORITY: Increase Reading Comprehension and successful usage of Language Conventions (Spelling, Grammar and Punctuation) in year 8→9, (2011), and 9→10. 2012.

Document and embed these practises into curriculum documentation and delivery.

Current Situation	Improvement Target 2010-2012	Strategies	Process (including timelines & documentation)	Responsibility
<p>In 2010, year 8 tests (based on ACER and Westwood) for reading, comprehension, vocabulary and spelling were conducted in week 5, term 1.</p> <p>A break down of student results indicates that of the 131 students tested for reading comprehension; approximately half did not meet a minimum standard score. Analysis of data shows that 41 students achieved a score of less than 15%. 32 students achieved a score of between 16% and 40%. 23 students achieved a score of between 41% and 50%.</p>	<p>Develop a <u>Whole school literacy improvement plan</u> which is sustainable and integrated with the site plan and school priorities.</p> <p>To establish consistency across the whole teaching staff in the correction of student work in note taking and grammar.</p> <p>Curricula across all areas should include documentation about literacy (and other school priorities).</p> <p>NAPLAN results in 2011 will show a progression from yr 7 –</p>	<p><i>Develop a literacy focus team to</i></p> <ul style="list-style-type: none"> • Map what all areas are currently doing to address Literacy in their areas • Establish long, medium and short term goal setting skills to help teaching staff to maintain their focus. • Promote and share teaching methodology and literacy practices in staff meetings regularly. • Provide induction for new staff in Literacy practices. <p>Goal Setting:</p> <ul style="list-style-type: none"> • Focus on explicit teaching of higher order skills, such as Bloom's taxonomy. • Teaching subject specific genre and vocabulary in learning areas. • Model examples of explicit teaching practices. 	<ul style="list-style-type: none"> • Promote Literacy activities (newsletters, bulletin) across all subject areas and into wider school community. • Use PD opportunities to promote concepts and strategies of literacy across the whole school and to plan delivery of literacy. (eg Stephen Graham, ESL in the Mainstream), TEFL. • Initiate and utilise classroom observation. Share and document good practice. • Small steps :Teachers to include literacy target setting in lesson and unit planning 	<p>Literacy Coordinator CMT Literacy focus team</p> <p>Literacy Coordinator</p> <p>All teaching staff</p> <p>Curriculum Coordinators and teaching staff</p> <p>Curriculum Coordinators and teaching staff</p>

<p>Even allowing for variables such as non-completion, absence, and so on, this indicates that many of our students are not at age specific standards.</p> <p>Naplan data for year 9 2010 reinforces that 50% of students are at or below National and State minimum standard.</p> <p>Intervention strategies for NEP students.</p> <p>Small Literacy focus group developed.</p>	<p>9; movement of 2 % from lower level to medium and 4% from medium to upper. 28% lower, 53% medium, 19% upper</p> <p>The proportion of students in band 5 and 6 is less than 35% The proportion of students in bands 9 & 10 is greater than 10%</p> <ul style="list-style-type: none"> Continue intervention strategies for NEP students, using the Multilit Kit. To measure SACSA and classroom assessment every term Increase the number of students achieving the minimum standard All staff involved in teaching subject literacy content. <ul style="list-style-type: none"> Increase student participation in wider reading. All ATSI students have an ILP that is circulated to all appropriate staff 	<ul style="list-style-type: none"> Specific focus on developing appropriate Reading Comprehension skills in all learning areas Specific focus on developing appropriate Language Conventions (Spelling, Grammar and Punctuation) in all learning areas. Provide and support staff in external PD opportunities To analyse year 7 NAPLaN data from feeder schools in September, 2010 to set classes for 2011, minimising disruption for students. <p>Provide training for Ancillary and interested teaching staff for use of Multi Lit program.</p> <p>T& D for CMT with Peta Gadd, as per Northern Area Region literacy and comprehension plan.</p> <p>Use of Human resources in supporting ATSI students in literacy through APAS program and AET</p> <p>Embed a wider reading program, incorporating Premier's Reading challenge into year 8 &9 English classes, in 2011.</p>	<ul style="list-style-type: none"> Develop subject specific glossaries of vocabulary to be explicitly taught to students. Develop genre related scaffolding for all learning areas by end of 2011: <ul style="list-style-type: none"> Exposition Report Procedure <p>Test year 8 and 9 students using ACER and Westwood at the beginning of each academic year to establish literacy progression.</p> <p>Training term 1, 2011.</p> <p>All teachers of English in years 8&9 provide time in class for shared reading activity.</p>	<p>Literacy Coordinator/CMT</p> <p>Leadership</p> <p>English staff</p> <p>Literacy Coordinator /Special Ed Coordinator and staff</p> <p>All teaching staff</p> <p>All teaching staff English/Literacy Coordinator, Teacher Librarians and English staff.</p>
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