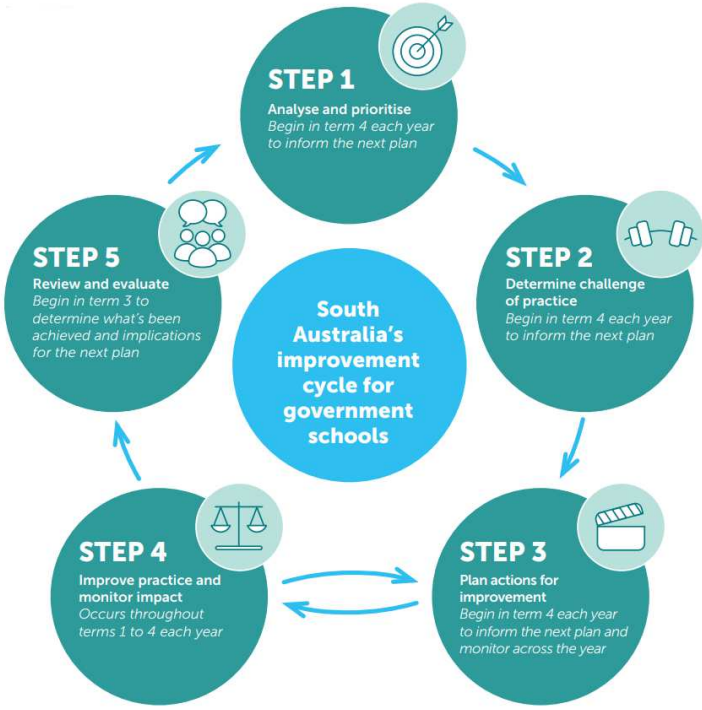
2022 - 2024

2023 School Improvement Plan for

Port Lincoln High School

Site Number:
0791



Vision Statement:

Vision Statement:

Our vision is to inspire learning through quality teaching, to value difference and celebrate the successes of everyone as they realise their potential and contribute positively to the community.

We value being:
Responsible – *because being dependable and honouring our commitments develops our potential*
Respectful – *because positive thinking, talking, feeling and behaving allows everyone to feel safe to express themselves*
Inclusive – *because belonging helps us feel part of our community and prepares us for life*

2022 - 2024

2023 School Improvement Plan for

Port Lincoln 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

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 8, Term 4 (9 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).
- 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: Port Lincoln High School

Goal 1: Improve writing from Year 7 to Year 12 (V8 9th December)	**ESR Directions:** As stated on the 2022 One Year Return Agreement	
Achievement towards Goal in 2022: **Year 7 NAPLAN Data (2021 Year 5)** **SEA 66 students (52%)** **HB 6 students (5%)** **48% students below SEA** **Year 9 NAPLAN Data (2021 Year 7)** **SEA 80 students (45%)** **HB 20 students (11%)** **55% students below SEA** **Year 10 A-E data from 2022** **English Grades** **SEA** **Mid Semester 1 – 98 students (80%)** **End Semester 1 - 95 students (78%)** **Mid Semester 2 – 93 students (76%)** **HB** **Mid Semester 1 – 77 students (63%)** **End Semester 1 - 65 students (53%)** **Mid Semester 2 – 50 students (41%)**	**Target 2023:** NAPLAN Year 7 student writing achievement: - SEA – 57% (72/127 Students) - HB – 10% (12/127 students) Year 9 student writing achievement: - SEA – 50% (81/162 Students) (63% in 2022) - HB – 16% (25/162 Students) (9% in 2022) SACE Stage 1 Literacy achievement: - SEA – Actual numbers in 2023 (85%) - HB - SEA – Actual numbers in 2023 (58%)	**2024:** Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
If we use student data to inform differentiated teaching practice (including for Stretch) by using the Teaching & Learning Cycle to design and scaffold the writing process, then we will improve student writing from Year 7 to 12.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):
We will see SACE students:

- **Develop and stretch their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication when they create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.**

and

we will see Year 7-10 students:

- **Use an expanded technical and academic vocabulary for precision when writing academic texts.**
- **Create and edit literary texts, that may be a hybrid, which experiment with text structures, language features and literary devices for purposes and audiences.**
- **Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.**

when we observe teaching and learning.

How and when will this be monitored, tracked and measured?
Termly teacher observations – Leadership team and sub-school support teachers

PDPs written based on the Indicators of Quality – Written at the beginning of the year, 6-month review and 12-month review lead by line managers

Teacher programming reflect the use of the curriculum units, LAPs and agreed High Impact Teaching Strategies (HITS) – at beginning of semesters by Curriculum Leader Team as indicated by the school's Data Management Plan – Deputy Principal

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
Teachers provide visible learning intentions and success criteria that students can articulate. Students are supported by knowing what they need to learn. Students self-assess their achievement against the success criteria.	April – 22 (30%) teachers understand and use learning intentions and success criteria in their classrooms. December - 59 (80%) teachers are using learning intentions and success criteria in their classrooms. December - 22 (30%) are using explicit and clear learning intentions and success criteria that are measurable, understood by students and students know how to be successful.	Each teacher will… - Commit to using visual success criteria that explicitly addresses the lesson and students understand the why and what they need to do to be successful. - Plough back at the end of the lesson and connect with the lesson intentions and success criteria - Provide formative assessment opportunities during the lesson to allow students to self-assess against the success criteria - Celebrate their successes with colleagues - Engage in continuous reporting utilising the LMS software Each leader will… - Lead by example in their own teaching practice - Provide teachers PD time to develop a range of formative assessment strategies to allow students to self-assess against the success criteria - Use Growth Coaching techniques to support teachers to achieve the action within the agreed timeline (Curriculum Leaders and Sub-School Support) - Facilitate teacher feedback following lesson observations that generate agreed follow up actions with agreed timelines - Ensure there is consistency across the site with regard to lesson intentions and success criteria - Celebrate teacher successes	– Sub-School support staff – Curriculum Leaders – Faculty meetings – Lesson observation templates – EAL/D teacher – Growth Coaching International – Av Swami – Sample formative assessment templates – The 7 to 10 Curriculum Units – Secondary Project Officer - Sonia Arnold – The BRIDGE Unit – Orbis teacher and Instructional Leadership PD – SEQTA ‘Essential Learnings’ are updated – ALAR – EAL/D Hub

Each Year 7 & 8 teacher will implement the DfE units of work to strengthen the sequencing of curriculum including quality differentiated teaching practice (QDTP) to deliver a viable curriculum.	- Once each term all teachers are observed and provided written targeted feedback with agreed teacher actions moving forward - Year 7 & 8 teachers use the available DfE curriculum units of work	Each teacher will - Adapt the DfE curriculum units of work incorporating differentiation techniques - Collaborate with other year level teachers and learning areas - Agree to non-negotiables within sub-schools for all teachers Each leader will - Lead the teacher PD that supports teachers as they adapt the DfE curriculum units (Curriculum Leaders) - Lead a process that delivers agreed non-negotiables within sub-schools for all teachers - Onboard new teachers with the curriculum units - Lead PLCs for teachers to collaborate across year levels to support QDTP - Investigate a new timetable that aligns with the time allocations of the Curriculum Units - Observe teacher practice and provide written feedback with specific pre-agreed focus in mind and approved actions moving forward - Use Growth Coaching techniques to support teachers to achieve the action within the agreed timelines	– DfE curriculum units of work – Curriculum planning – Teacher observations using agreed feedback templates – LET Curriculum Lead & Curriculum Implementation Leader – Classroom resources – Orbis teacher and Instructional Leadership PD – Whole School Agreements
Teachers provide welcoming classrooms, that encourage students to take healthy risks in their learning.	- Once each term all teachers are observed and provided written feedback on agreed learning environment criteria	Each teacher will… - Be allocated a learning space to teach from - Welcome students into the learning environment - Set up classroom spaces that are inviting and encourage appropriate risk taking for all students including stretch	- Classroom spaces timetabled with teachers in mind - Classroom resources - Tomlinson's differentiation model and following support resources - Regulation training for teachers - Orbis teacher PD - Resilience Project

		- Delivering Resilience Project (TRP) in Dharna Group - Update student One Plans with learning goals that provide students with stretch while remaining realistic - Use regulation techniques in classrooms for students who require these HITS - Agree to and uphold sub-school agreements on how learning spaces are used Each leader will… - Lead a process where agreements are committed to across sub-schools that provide consistency and predictability for all students - Support the delivery of the Resilience Project (TRP)	
Leaders use department resources and evidence based, coherent pedagogical approaches such as (QDTP) including the use of teacher champions to drive the work on using high impact teaching strategies and classroom observation feedback.	- Termly written teacher feedback based on lesson observations - Scheduled Orbis Instructional Leadership PD - Termly Growth Coaching conversation of teachers after classroom observations	Each teacher will… - Be open minded to Growth Coaching conversations - Agree to and deliver on actions before the next classroom observation - Observe other teachers Each leader will… - Provide written feedback to teacher based on targeted classroom observations - Undertake Growth Coaching conversations with teachers - Assist teachers to develop and agree to improvement actions	Orbis Instructional Leadership Student learning data sets Growth Coaching PD and associated resources
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… 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… Each leader will…	Click or tap here to enter text.

STEP 1 Analyse and Prioritise

Site name: Port Lincoln High School

Goal 2: **Click or tap here to enter text.**	**ESR Directions:** As stated on the 2022 One Year Return Agreement

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.

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.

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… 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… 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… 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… 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… 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… Each leader will…	Click or tap here to enter text.

STEP 1 Analyse and Prioritise

Site name: Port Lincoln High School

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

ESR Directions:
As stated on the 2022 One Year Return Agreement

Achievement towards Goal in 2022:	**Target 2023:**	**2024:**
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): **Click or tap here to enter text.**	**How and when will this be monitored, tracked and measured?** 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**
Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… 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… 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… 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… 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… 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 leader will… Each teacher will…	Click or tap here to enter text.

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.

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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?

Goal 1: Improve writing from Year 7 to Year 12 (V8 9th December)

Student Success Criteria	Yes	Evidence	

	Needs attention/work in progress Not on track	Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
We will see SACE students: - **Develop and stretch their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication when they create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.** **and** **we will see Year 7-10 students:** - **Use an expanded technical and academic vocabulary for precision when writing academic texts.** - **Create and edit literary texts, that**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

may be a hybrid, which experiment with text structures, language features and literary devices for purposes and audiences. - **Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.** **when we observe teaching and learning.**			
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?**

Teachers provide visible learning intentions and success criteria that students can articulate. Students are supported by knowing what they need to learn. Students self-assess their achievement against the success criteria.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Each Year 7 & 8 teacher will implement the DfE units of work to strengthen the sequencing of curriculum including quality differentiated teaching practice (QDTP) to deliver a viable curriculum.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers provide welcoming classrooms, that encourage students to take healthy risks in their learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders use department resources and evidence based, coherent pedagogical approaches such as (QDTP) including the use of teacher champions to drive the work on using high impact teaching strategies and classroom observation feedback.	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.
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.

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?

Goal 2: Click or tap here to enter text.

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?**
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 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?
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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?

Goal 3: Click or tap here to enter text.

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

Goal 1: Improve writing from Year 7 to Year 12 (V8 9th December)

Targets 2023: **<u>NAPLAN</u>** **Year 7 student writing achievement:** - **SEA – 57% (72/127 Students)** - **HB – 10% (12/127 students)** **Year 9 student writing achievement:** - **SEA – 50% (81/162 Students) (63% in 2022)** - **HB – 16% (25/162 Students) (9% in 2022)** **<u>SACE</u>** **Stage 1 Literacy achievement:** - **SEA – Actual numbers in 2023 (85%)** - **HB - SEA – Actual numbers in 2023 (58%)**	**Results towards targets:** Click or tap here to enter text.
Challenge of Practice: **If we use student data to inform differentiated teaching practice (including for Stretch) by using the Teaching & Learning Cycle to design and scaffold the writing process, then we will improve student writing from Year 7 to 12.**	**Evidence -** has this made an impact? Click or tap here to enter text.
Success Criteria: **We will see SACE students:** - **Develop and stretch their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication when they create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.**	**Evidence -** did we improve student learning? how do we know? Click or tap here to enter text.

and **we will see Year 7-10 students:** - **Use an expanded technical and academic vocabulary for precision when writing academic texts.** - **Create and edit literary texts, that may be a hybrid, which experiment with text structures, language features and literary devices for purposes and audiences.** - **Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.** **when we observe teaching and learning.**	
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? **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? **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?

Goal 2: Click or tap here to enter text.

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

Goal 3: Click or tap here to enter text.

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