

# GOLDEN GROVE HIGH SCHOOL

## SITE IMPROVEMENT PLAN (2019-2021)

### GOAL 1

Improve student achievement in writing.

### TARGET

15% of Year 9 students achieve high band proficiency (bands 9 and 10) in Year 9 Writing.

### CHALLENGE OF PRACTICE

If we develop a common approach and explicitly teach and scaffold the structure and language features of identified genres, then we will improve student achievement in writing.

### ACTIONS

- Language features and structure of text types specific to individual learning areas are explicitly taught.
- Subject specific vocabulary is explicitly taught.
- Reading for understanding in increasingly complex texts is explicitly taught.
- Collaborative approaches are facilitated to improve oral language skills (from 2021)

### SUCCESS CRITERIA

When we talk with students and look at their writing they are able to:

- Explain the text type, structure and language features of assessment tasks.
- Make use of annotated exemplars provided to guide and improve their writing.
- Use meta-language appropriately when discussing and writing texts.
- Accurately use subject specific vocabulary when discussing and writing texts.
- Confidently deconstruct complex texts.

### GOAL 2

Increase the number of students achieving high bands in Year 9 NAPLAN numeracy.

### TARGET

12% of Year 9 students achieve high band proficiency (bands 9 and 10) in Year 9 NAPLAN Numeracy.

### CHALLENGE OF PRACTICE

If we use the Maths Pathway model (modules, mini-lessons and rich learning tasks) for Year 8 and 9 students to deepen fluency, understanding and problem solving skills, then we will increase the number of students achieving in the high bands in Year 9 NAPLAN Numeracy.

### ACTIONS

- Students with high band achievement and those at risk of not being retained in high band are identified and interventions are used to increase likelihood of retaining students in high band in Year 9 NAPLAN numeracy.
- All middle school students are challenged and engaged in their Maths learning using a personalised and differentiated learning model.
- Numeracy concepts present in all learning areas are explicitly taught.

### SUCCESS CRITERIA

When we talk with students about their Maths they are able to:

- Explain how the Maths Pathway model personalises their experience to provide learning that is just right for them at the time.
- Articulate their thinking and the strategies they use to problem solve.
- Reflect on their learning and set goals for improvement in each fortnightly cycle, remembering mistakes are a natural part of the learning process.
- Explain how they transfer numeracy concepts and skills to their learning on their other subjects.

### GOAL 3

Increase the number of A grades for Year 11 boys in Stage 1 SACE.

### TARGET

18% A grades achieved by Year 11 boys in their SACE results in December 2020.

### CHALLENGE OF PRACTICE

If we provide Year 11 boys with access to a broader range of assessment submission formats, then we will increase the number of 'A' grades for Year 11 boys in Stage 1 of the SACE.

### ACTIONS

- Potential 'A' grade students are identified.
- Assessment submission formats are negotiated within course requirements.
- Moderated and annotated exemplars in a range of assessment submission formats are provided to demonstrate 'A' grade work.
- Formative feedback is used to improve learning and achievement.
- Teams investigate and explore research focused on improving boys engagement and achievement.

### SUCCESS CRITERIA

When we talk with students at look at their work they are able to:

- Discuss the alternate (non-written) formats available for summative assessment tasks.
- Access and use annotated exemplars to improve the standard of their summative work.
- Actively use the feedback provided by teachers to improve their work.