

School Improvement Plan for Port Augusta Secondary School



**PORT AUGUSTA
SECONDARY SCHOOL**
Promoting Success for all Students



Vision Statement:

To provide opportunities for student learning success through the implementation of evidence-based teaching strategies and practices to support the improvement of literacy, numeracy and engagement in the middle years, thereby ensuring success at SACE level.



2022 – 2024

School Improvement Plan for Port Augusta Secondary 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.

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 (10 December 2021).
- 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 (18 February 2022).
- 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
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Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Port Augusta Secondary School

Goal 1: To Increase the number of students achieving SEA in Reading and Writing.		ESR Directions: Direction 1 Use evidence and data to monitor the challenge of practice in writing, by developing a school-based assessment tool that identifies impact of teaching practice. Direction 2 Ensure all leaders effectively guide improvement by building their capacity to conduct performance and professional learning processes, with a focus on data literacy. Direction 3 Meet the learning needs of students by building teachers' capacity to understand what data is indicating and how this translates into targeted teaching. Direction 4 Strengthen students' sense of belonging within the learning agenda through teaching strategies that allow students to fully understand and make decision about their learning.
Target 2022: 2022 Year 9 Students currently below SEA achieve SEA (38 out of 141 / 27 %) in NAPLAN Writing. 2022 Year 9 Students currently below SEA achieve SEA (38 out of 141 / 27%) in NAPLAN Reading.	2023: Consolidate and document more accurate targets for 2023 and 2024 at our Student Free Day in Term 1, 2022. This will enable us to use more recent data in particular students new to the school.	2024: Consolidate and document more accurate targets for 2023 and 2024 at our Student Free Day in Term 1, 2022. This will enable us to use more recent data in particular students new to the school.


STEP 2 Challenge of practice
Challenge of Practice:
If all teacher and faculty leaders apply and integrate agreed literacy practices consistently across all subjects, then it will increase the number of students achieving SEA in Reading and Writing.
Student Success Criteria (what students know, do, and understand):
All students understand the subject specific writing demands as described in DfE Genre Maps
All students can comprehend a range of texts through the application of teacher led and reinforced strategies.
All students can use increasingly complex tier two and three vocabulary specific to subject areas in both writing and comprehension.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All Teachers will adopt the "Teaching and Learning Cycle" as the pedagogical model for teaching writing.	2022 -2024	All Teachers: attend T&D to ensure a common approach and understanding around the Teaching and Learning Cycle is implemented. School Literacy Leader: consult, plan and facilitate staff training with Curriculum Leadership Team for all staff. Aboriginal Education Senior Leader to work with AET's to initiate support strategies and pedagogical approaches for Aboriginal Students.	As per DfE Guidebooks and related resources. Locally produced Teaching and Learning Cycle recording / discussion Templates Literacy Handbook (Page 13)
All teachers will document Literacy Strategies focusing on writing, reading and vocabulary (as per strategies provided) in teaching and learning programs.	From 2022	Teachers: submit programs that document literacy strategies Literacy Leader: work with faculties to determine how literacy strategies can be documented and planned for. Faculty Leaders: collect, read and provide feedback on curriculum plans Aboriginal Education Senior Leader: will work with all staff to ensure that the needs of the Aboriginal Learner is a specific focus.	DfE Guidebooks Modelled Programs, Faculty Resources ALAR

<p>All Curriculum Leaders will determine text types to focus on for each year level and design appropriate scaffolds, resources and supports for students in a consistent and uniform way.</p>	<p>2022 ongoing</p>	<p>Faculty Leaders: Lead teachers in learning program development, ensuring consistency around agreed focus text types for each year level. Subject Teachers: Plan and program with a common direction agreed text types AET's: Support teachers to develop resources specific to the needs of aboriginal students. Exec Leadership Team: Monitor the progress of focus text types through performance management meetings and in Curriculum Leadership meetings.</p>	<p>DfE Genre Maps, School design Task Sheets Scope and sequences, Units of work</p>
<p>Faculty leaders will review task design to improve and reflect increasing literacy demands and application of learning.</p>	<p>End of 2023</p>	<p>Faculty Leaders: Provide regular feedback to teachers about learning programs and classroom observations. Subject Teachers: Implement new resources (student tasks) that reflect agreed strategies AET's: Plan for and share designed tasks that maximise success for Aboriginal students. Exec Leadership Team: Work with Curriculum Leaders to ensure that effective task design is implemented across all learning areas.</p>	<p>LDAM Resources</p>
<p>All teachers will engage in moderation of student work samples occurring twice a year across faculties and use assessment of student work to inform teaching and feedback.</p>	<p>Semester 2, 2022</p>	<p>Subject Leaders: Ensure that Faculty meeting time is allocated for moderation. L Curriculum Leadership Team: Report to the team around moderation progress and subsequent planning decisions. Subject Teachers: Collect student work samples for each class and participate in the faculty moderation process. Exec Leadership Team: Monitor and support faculty leaders through Performance Management meetings.</p>	<p>DfE Resources</p>
<p>English teachers focus on building foundations of academic literacy as per guide book recommendations.</p>	<p>2024</p>	<p>English Coordinator: Allocate faculty time and resources to ensure all English Teachers are familiar with, and using guide book recommendations. English Teachers: Plan learning programs and design appropriate learning tasks that focus on building literacy foundations. AET's: Work with English Teachers supporting the specific foundational literacy needs of Aboriginal students.</p>	<p>Guidebooks</p>

Goal 1: To Increase the number of students achieving SEA in Reading and Writing.



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?

<p>Student Success Criteria</p>	<p> ● Yes ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>All students understand the subject specific writing demands as described in DfE Genre Maps All students can comprehend a range of texts through the application of teacher led and reinforced strategies. All students can use increasingly complex tier two and three vocabulary specific to subject areas in both writing and comprehension.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p> ● 90% embedded ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>

All Teachers will adopt the “Teaching and Learning Cycle” as the pedagogical model for teaching writing.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will document Literacy Strategies focusing on writing, reading and vocabulary (as per strategies provided) in teaching and learning programs.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All Curriculum Leaders will determine text types to focus on for each year level and design appropriate scaffolds, resources and supports for students in a consistent and uniform way.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Faculty leaders will review task design to improve and reflect increasing literacy demands and application of learning.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will engage in moderation of student work samples occurring twice a year across faculties and use assessment of student work to inform teaching and feedback.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
English teachers focus on building foundations of academic literacy as per guide book recommendations.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To Increase the number of students achieving SEA in Reading and Writing.



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

Targets 2022: 2022 Year 9 Students currently below SEA achieve SEA (38 out of 141 / 27 %) in NAPLAN Writing. 2022 Year 9 Students currently below SEA achieve SEA (38 out of 141 / 27%) in NAPLAN Reading.	Results towards targets: Click or tap here to enter text.
School Improvement planning template If all teacher and faculty leaders apply and integrate agreed literacy practices consistently across all subjects, then it will increase the number of students achieving SEA in Reading and Writing.	Evidence - has this made an impact? Click or tap here to enter text.

Success Criteria:

All students understand the subject specific writing demands as described in DfE Genre Maps

All students can comprehend a range of texts through the application of teacher led and reinforced strategies.

All students can use increasingly complex tier two and three vocabulary specific to subject areas in both writing and comprehension.

Evidence - did we improve student learning? how do we know?

[Click or tap here to enter text.](#)

Reflection on 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.](#)

Reflection on 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 1 Analyse and Prioritise

<p>Goal 2: To increase the percentage of students reaching SEA and Higher bands in Numeracy.</p>		<p>ESR Directions:</p> <p>Direction 1 Use evidence and data to monitor the challenge of practice in writing, by developing a school-based assessment tool that identifies impact of teaching practice.</p> <p>Direction 2 Ensure all leaders effectively guide improvement by building their capacity to conduct performance and professional learning processes, with a focus on data literacy.</p> <p>Direction 3 Meet the learning needs of students by building teachers' capacity to understand what data is indicating and how this translates into targeted teaching.</p> <p>Direction 4 Strengthen students' sense of belonging within the learning agenda through teaching strategies that allow students to fully understand and make decision about their learning.</p>
<p>Target 2022: 65/130 (50%) of Year 8 Students will achieve SEA on PAT-M 71/141 (50%) of Year 7 Students will achieve SEA on PAT-M</p>	<p>2023: Consolidate and document more accurate targets for 2023 and 2024 at our Student Free Day in Term 1, 2022. This will enable us to use more recent data in particular students new to the school.</p>	<p>2024: Consolidate and document more accurate targets for 2023 and 2024 at our Student Free Day in Term 1, 2022. This will enable us to use more recent data in particular students new to the school.</p>

STEP 2 Challenge of practice

Challenge of Practice:

If we implement evidence-informed numeracy strategies in ways which are contextually relevant to each learning area then we will improve achievement of SEA and HB in numeracy.

Student Success Criteria (what students know, do, and understand):

Students will be able to recognise, use and explain mathematical strategies, including multiplicative thinking and/or proportional reasoning, concrete, representational and abstract mathematical techniques, to solve problems.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
A Data Literacy Priority Action Team (PAT) is formed	End of Term 1, 2022	<p>Principal: to identify interested and / or appropriately skilled staff and form the team. Identify aims and terms of reference.</p> <p>Numeracy and Literacy Senior Leaders: Attend meetings reporting Numeracy and Literacy data to the team.</p> <p>Aboriginal Education Senior Leader: Attend meetings reporting data relating to Aboriginal students to the team.</p>	TRT, T&D Budget, Identified skilled staff. ALAR
All teachers will use PAT M&R, NAPLAN, A to E and Formative Assessment Data to inform planning and teaching.	End of 2022	<p>Data Literacy Priority Action Team: Analyse data and progress towards targets. Report findings to all staff.</p> <p>Faculty Leaders: Facilitate and / or support the assessment tools (PAT M&R, NAPLAN etc.)</p> <p>Teachers: Learning programs will include reflection on student data showing an understanding of class complexities, challenges and opportunities for all students to reach their potential.</p>	Student Free Days, T&D Budget, TRT. ALAR

		Aboriginal Education Staff: Support teachers to gain a useful awareness about the abilities of students in their classes.	
A Maths Teacher Team will be actively involved in the Partnership Cross School Numeracy Project	End of 2022	Identified Teaching Staff: Actively attend T&D, trialling agreed approaches to the teaching and learning of Mathematics. Principal: Support teacher release to participate. Numeracy Senior Leader: Liaise between Project members and the Mathematics Faculty ensuring that learning is shared and implemented. Mathematics Faculty: Actively embrace the Project goals and be willing to trial agreed teaching strategies.	Faculty Meetings, T&D Budget, TRT.
All Mathematics Teachers will implement common teaching strategies to build multiplicative thinking and proportional reasoning across Middle School classes.	End of 2022	Numeracy Senior Leader: Facilitate T&D and use classroom observations and model teaching to support a better understanding. Mathematics Teachers: Participate in T&D trialling and reflecting upon strategies around multiplicative thinking and proportional reasoning.	Faculty Meetings, T&D Budget, Numeracy Budget, TRT.
All Maths teachers will use agreed data sets to identify students for intervention.	End of Term 1, 2022	Maths Teachers: Use the DfE Data Dashboard to gain a comprehensive understanding about students in their classes. Senior Leader Inclusive Education / Aboriginal Education: Manage and allocate Classroom SSO's to support identified students. Deputy Principal: Target available teaching resources to support data driven intervention for particular cohorts / classes / individuals. Numeracy Senior Leader: Inform and direct the allocation of resources towards students with the most perceived need for intervention. Work with Mathematics Teachers to design tasks that reflect the learning styles and needs of particular cohorts / classes / individuals.	Quicksmart T&D Budget, Numeracy Budget, TRT, SSO Support.
Numeracy Senior Leader will implement a targeted intervention program which is monitored and reviewed	2022	QuickSmart staff: implement program and collect data. Share data with Numeracy Senior Leader Numeracy Senior Leader: Collect, collate and review data reporting to Data Literacy Priority Access Team.	Click or tap here to enter text.

Goal 2: To increase the percentage of students reaching SEA and Higher bands in Numeracy.



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 Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Students will be able to recognise, use and explain mathematical strategies, including multiplicative thinking and/or proportional reasoning, concrete, representational and abstract mathematical techniques, to solve problems.	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?

A Data Literacy Priority Action Team (PAT) is formed	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers will use PAT M&R, NAPLAN, A to E and Formative Assessment Data to inform planning and teaching.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
A Maths Teacher Team will be actively involved in the Partnership Cross School Numeracy Project	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All Mathematics Teachers will implement common teaching strategies to build multiplicative thinking and proportional reasoning across Middle School classes.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All Maths teachers will use agreed data sets to identify students for intervention.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Numeracy Senior Leader will implement a targeted intervention program which is monitored and reviewed	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To increase the percentage of students reaching SEA and Higher bands in Numeracy.



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

Targets 2022: 65/130 (50%) of Year 8 Students will achieve SEA on PAT-M 71/141 (50%) of Year 7 Students will achieve SEA on PAT-M	Results towards targets: Click or tap here to enter text.
Challenge of Practice: If we implement evidence-informed numeracy strategies in ways which are contextually relevant to each learning area then we will improve achievement of SEA and HB in numeracy.	Evidence - has this made an impact? Click or tap here to enter text.

<p>Success Criteria – did we improve student learning? Students will be able to recognise, use and explain mathematical strategies, including multiplicative thinking and/or proportional reasoning, concrete, representational and abstract mathematical techniques, to solve problems.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on 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.</p>	
<p>Reflection on 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.</p>	

STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

Direction 1 Use evidence and data to monitor the challenge of practice in writing, by developing a school-based assessment tool that identifies impact of teaching practice.

Direction 2 Ensure all leaders effectively guide improvement by building their capacity to conduct performance and professional learning processes, with a focus on data literacy.

Direction 3 Meet the learning needs of students by building teachers' capacity to understand what data is indicating and how this translates into targeted teaching.

Direction 4 Strengthen students' sense of belonging within the learning agenda through teaching strategies that allow students to fully understand and make decision about their learning.

Target 2022:
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2023:
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2024:
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STEP 2 Challenge of practice

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


Student Success Criteria (what students know, do, and understand):
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STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
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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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
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	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?
	 Needs attention/work in progress		
	 Not on track		
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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?

<p>Targets 2022: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>School Improvement planning template Click or tap here to enter text.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Click or tap here to enter text.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on 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.</p>	
<p>Reflection on 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.</p>	

