## SITE IMPROVEMENT PLAN 2015 – 2017

**LOXTON HIGH SCHOOL**

### Improve Wellbeing

**Improve the quality of engagement for all students**

**Intervention**
- All students are supported to achieve their full potential.
- One Plan (ILP, IEP, NEP, FLTP)
- The Learning Centre (TLC)
- NAPLAN Improvement Action Plan
- Case Management
- Anti-Bullying Whole School Action Plan

### Improve Learning

**Improve Academic Performance of all students**

**A ‘Loxton’ Curriculum**
- A ‘Loxton Curriculum’ develops Literacy and Numeracy and allows students to study mandated subjects, subjects related to chosen career and subjects for enjoyment / passion. (Within the context of the school community).
- Continue to review curriculum offerings.
- Review Course Counselling.
- Incorporate Middle School philosophy.
- Make modifications e.g. NEP.
- Make subject continuance recommendations.
- Primary School curriculum transition thinking
- Allow 5th subject offering at Year 12
- Teach IT skills at all year levels / up-skill teachers

### Improve Teaching

**Each class to have an ‘Expert’ Teacher**

**Performance & Development**
- Implementation of the UHS Performance & Development Operational Processes and Procedures - Action Plan
- Improve pedagogy through professional learning.
- Continue working on the implementation of the Australian Curriculum (What) using TEL framework to guide pedagogy (How). Provide time for faculties to develop and review.

### Opportunities for Involvement

**Student / Family voice influences school culture.**
- Student & Parent Satisfaction Surveys
- Culture of whole school participation
- Inclusive Decision Making Policy

### Attendance

**Caring and supportive relationships lead to a sense of belonging achieving a 93% attendance rate.**
- Attendance Policy reviewed
- Attendance Data identifies high priority students and support strategies.
- Daymap professional development
- Lunchtime activities program established

### Powerful Learners

**We build skilled life-long learners - independent thinkers who are organised, persistent, optimistic and resilient. Students understand why they are learning and where they are going. (Talk about learning)**
- Literacy and Numeracy is built across all subjects.
- Intellectual stretch - high expectations and celebrations.
- Teach students how to learn.
- Staff model learning.
- Regular review of Learning.
- Build foundations from Year 8.
- Parents are involved and informed.
- Futures Pathways mapped (Career Strategy)
- Value every individual and their needs

### Foundation Skills

**Students develop organisation, confidence, resilience, persistence, relationship and problem solving skills to support their learning.**
- Peer Support Program re-established
- The Work It ‘Peer Skills and Helping’ re-established.
- The Seasons for Growth Program is offered for students who have experienced significant loss and grief in their life.

### SACE Improvement

**We aim for 100% SACE Completion**
- Apply for the SACE Improvement Grant.
- Complete a SACE Improvement Plan
- Recognise and reward ‘best effort’
- Use SACE rubrics and rules Years 8-12.
- Encourage staff to take on SACE roles
- Flexible approach to staffing small SACE classes.
- Subject teachers recommend progression.

### Fostering School Culture and High Expectations

**New and existing staff embrace the school culture and high expectations of students.**
- School Culture is reinforced by the Leadership & Staff.
- Staff are supported in encouraging and developing school culture amongst the student cohort.
- Prefects / SRC attend leadership programs.
- Decisions are communicated clearly & consistently.
- Processes/consequences are followed consistently by all staff. Keep items on the agenda for discussion/review, Staff involvement in extracurricular and out of school Activities.

---

**Respect; Trust; Optimism; Commitment; Support**

**Expectations ; Traditions; Culture**
### WELLBEING: IMPROVE QUALITY OF ENGAGEMENT FOR ALL STUDENTS

<table>
<thead>
<tr>
<th>PRIORITY AREA</th>
<th>TARGET</th>
<th>ACTION/STRATEGY</th>
<th>WHO BY?</th>
<th>WHEN BY?</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERVENTION</td>
<td>All students are supported to achieve their full potential.</td>
<td>One Plans (ILP, IEP, NEP, Flexible Learning and Transition Plans) will be prepared for the following students (Disability - verified, Severe Learning Difficulty - not verified, Aboriginal, Guardianship of the Minister, English as an Additional Language or Dialect. These plans will be readily accessible to all teachers and inform teaching and learning programs.</td>
<td>Director of Wellbeing Special Needs Coordinator Student Counsellor/ICAN FLO Coordinator ICAN FLO Case Managers Day Map Coordinator Subject teachers</td>
<td>Conclusion of Semester 1</td>
<td>One Plan templates developed and agreed Data collection processes established and data collected One Plan meetings are held with key stakeholders One Plans accessible via Daymap EALD Training &amp; Development Evidence of differentiated learning programs to support learners School Services Officers provide targeted in-class support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Learning Centre “The Learning Centre – TLC” will be established to provide additional learning support in literacy and numeracy and other subjects for identified students. The centre will also provide an opportunity to create flexible learning programs and timetabling solutions in supporting students to maintain engagement, sense of belonging and success in a mainstream school setting.</td>
<td>Special Needs Coordinator SSO Team Student Counsellor Maths Coordinator English Coordinator Learning Area Coordinators and Teachers</td>
<td>Term 1</td>
<td>Semester Reviews Ongoing Term 1 Funding is provided to establish the Learning Centre A venue is determined and timetable established Protocols and processes are established for operation of the centre Staffing is determined and associated training and support provided Data is used to identify students e.g. NAPLAN Benchmarks and students are invited and timetabled into the centre Learning Programs e.g. Lexia, Reading Plus and Maths Pathways investigated, purchased and implemented. Data is used to review the progress being made by students utilising the centre Review process are implemented and future development e.g. expansion, staffing are determined Consideration is given to the need for and employment of a Special Education Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A NAPLAN Improvement Action Plan (see attachment) is developed and implemented to improve the literacy and numeracy skills of Year 8 students.</td>
<td>Principal Director of Wellbeing Director of Teaching Learning Area Coordinators &amp; Faculty Teams Languages &amp; Maths Coordinators and teams Literacy Committee Special Needs Coordinator School Services Officers</td>
<td>Term 1 2015 Ongoing 2015 and 2016</td>
<td>In 2016 Loxton High School’s NAPLAN average performance results will be above the National Average Performance Results for all assessment criteria.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A case management approach will be implemented to support students with low academic performance and who have a high potential to disengage. Case management support will also be provided for students living with significant social and emotional challenges.</td>
<td>Director of Wellbeing Student Counsellors Aboriginal Community Education Officer Home Group Teachers</td>
<td>Ongoing 2015</td>
<td>Week 5 Stop Light Survey data assisting to identify students Case management discussion and planning at Wellbeing and Aboriginal Education Team meetings Referral of students to external agencies and support services Students receive mentoring through a case managed approach</td>
</tr>
<tr>
<td>OPPORTUNITIES FOR INVOLVEMENT</td>
<td>Student/Family voice and involvement influences school culture.</td>
<td>Student &amp; Parent Satisfaction Surveys will be conducted so that data can be collected to inform whole school decision making</td>
<td>Leadership</td>
<td>At the conclusion of Semester 1</td>
<td>Satisfaction surveys are implemented, data collated and reviewed by Leadership with recommendations made for continuous improvement.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A culture of whole school participation will be promoted by encouraging all students and parents to participate in school events and whenever opportunities become available.</td>
<td>All</td>
<td>Ongoing</td>
<td>Students readily participate in school extra-curricular activities especially whole school events. Parents are represented on a range of committees. Parent attendance and involvement at school events is increased. Parents, students and staff actively support school fundraising activities. The Governing Council fulfils its membership with a broad representation of school families and community members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A decision making policy involving a consultative process will be adopted for decisions that impact the whole school to ensure inclusivity of all stakeholders.</td>
<td>All Staff, Student Representation &amp; Governing Council</td>
<td>Term 1 2015</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>Caring and supportive relationships lead to a sense of belonging achieving a 93% attendance rate.</td>
<td>Our Attendance Policy and associated processes are reviewed and reinforced to all stakeholders.</td>
<td>Principal Director of Wellbeing Home Group Teachers</td>
<td>Term 1 2015</td>
<td>Teachers, parents and students understand expectations for regular high attendance rates at school and the associated benefits to learning. Unexplained absences decrease as a result of understanding attendance expectations and processes. The DECD goal of 93% attendance is achieved and exceeded. Students reengage with schooling and attendance improves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance data will be reviewed to determine high priority students for Student Counsellor intervention and/or referral to DECD attendance counsellor.</td>
<td>Home Group Teachers</td>
<td>Monthly &amp; Ongoing</td>
<td>Increased communication with students and parents regarding non-attendance leading to greater accountability and improved attendance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Daymap attendance software will be investigated to understand how its applications and data collection may be used to help track and improve attendance.</td>
<td>IT Coordinator Student Counsellor</td>
<td>Term 2</td>
<td>Students are actively engaged in fun activities rather than just sitting in groups at lunchtime. Students willingly participate in the lunchtime activities offered. Students begin to suggest and lead their own lunchtime activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A lunchtime activities program is established to provide fun activities fostering a sense of belonging and enjoyment of school for targeted groups of students. Student led activities will be encouraged and supported.</td>
<td>Director of Wellbeing Student Counsellor Pastoral Support Worker</td>
<td>Term 2 Ongoing 2015</td>
<td></td>
</tr>
</tbody>
</table>
### FOUNDATION SKILLS

**Students develop organization, confidence, resilience, persistence, relationship and problem solving skills to support their learning.**

The Peer Support program is re-established.

**Director of Wellbeing Student Counsellor Interested teachers and staff**

**Developmental Semester 1 Implementation Semester 2**

**Staff attend Peer Support Training and Development.**

A structure to implement Peer Support is determined

A Peer Support Program is implemented.

Learning Assessment Plans are written for the Peer Support Program and students receive SACE accreditation for course completion.

- The Work R "Peer Skills and Helping" Workshop is re-established for all Year 9 Students
  - **Student Counsellors Pastoral Support Worker**
  - **Semester 1 Term 2 Week 10 Semester 1 Term 4 Week 9**
  - Students are empowered to help each other when presented with problems
  - Students seek the support of adults when problems are serious in nature

- The Seasons for Growth Program is offered for students who have experienced significant loss and grief in their life.
  - **Student Counsellor Pastoral Support Worker**
  - **Semester 2 2015**
  - Students are trained to implement the program
  - The program is implemented for identified students

### LEARNING : IMPROVE ACADEMIC PERFORMANCE FOR ALL STUDENTS

<table>
<thead>
<tr>
<th>PRIORITY AREA</th>
<th>TARGET</th>
<th>ACTION/STRATEGY</th>
<th>WHO BY?</th>
<th>WHEN BY?</th>
<th>INDICATOR</th>
</tr>
</thead>
</table>
| **A 'Loxton' Curriculum (Meeting the needs of students and the community.)** | A 'Loxton' curriculum develops literacy and numeracy and allows students to study mandated subjects, subjects related to chosen career and subjects of enjoyment/passion, within the context of the school community. | Continue to review curriculum offerings to create an engaging, powerful curriculum. Review course counselling – make it a team effort. Incorporate Middle School philosophy into timetable structure Make modifications e.g. NEP Make subject continuance recommendations on Accelus' report Teach IT skills at all levels/up-skill teachers Work with community and feeder schools Staff expertise is maximised in the delivery of curriculum Allow 5th subject offering at Year 12 (keep to 4) Research Project @Year12 | Leaders 2 staff (HGP & senior), student, parent, LD & Leaders Jane T Subject Teachers All teachers Yr 8 Team Leaders, Timetabler | Ongoing Term 2 Tm 2 ready for start Term 3 Ongoing Term 2,4 reports Ongoing Ongoing Start semester By 2016/7 | Students engaged, less subject changing Students actively participate Pathways accessible Middle school principles met NBP students remain engaged & attain SACE
No ‘surprises’ in classes
Confident use of ICT
Students ‘high school ready’ Leaders/Teachers wishes taken into account |
| **Powerful Learners** | We build skilled life-long learners- independent thinkers who are organised, persistent, optimistic and resilient. | Students understand why they are learning and where they are going/headed. (Talk about learning with students) Literacy and numeracy is built across all subjects Intellectual stretch - high expectations and celebrations Teach students how to learn (e.g. ‘Elevate Education’ courses at Middle School) Staff model learning by undertaking their own Regular review of knowledge, skills and understanding. Build foundations from Year 8 Parents are involved and informed Futures pathways mapped (Career Strategy) Value every individual and their needs. | All Teachers Lit & num coaches All staff Year level teams All staff TY, H Gp Teachers All staff | All actions ongoing | Students can work independently/self-motivated
NAPLAN results
Higher grades
Aust Curriculum standards attained Desired pathways followed e-portfolio
Parent portal, ‘Schoolbag’
Career Strategy embedded
Less anti-social behavioural reports |
| **SACE Improvement** | We aim for 100% completion from SACE starters and individual academic excellence. Employment gained. | Apply for the SACE Improvement grant and complete a SACE Improvement Plan. Use ‘SACE-speak’, rubrics and SACE rules at all year levels (in clear language) Recognise and reward ‘best effort’ (not all A+ students) Staff involved in moderation, exam marking, networking, hub groups Provide opportunity, succession plans (to teach all levels) | LD, MZ/ T All staff All staff Interested staff Faculties | 2015 | TEL polar map for each student
Students meet rules
Public recognition, academic prizes
Reward stickers
Increase in staff involved
Plans in place
Subject range maintained
Appropriate placement |
**Flexible approach to staffing small senior classes e.g. combined classes**
Subject teachers recommend progression in subject

**TEACHING: EVERY CLASS HAS AN ‘EXPERT’ TEACHER ACTION PLAN**

<table>
<thead>
<tr>
<th>PRIORITY AREA</th>
<th>TARGET</th>
<th>ACTION/STRATEGY</th>
<th>BY WHOM?</th>
<th>WHEN BY?</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE AND DEVELOPMENT (Improving Pedagogy)</strong></td>
<td>All staff engage in an ongoing process of performance planning, professional learning, feedback and review in order to maximise student learning outcomes.</td>
<td>Implementation of the LHS Performance &amp; Development Operational Processes and Procedures - Action Plan</td>
<td>All Teachers &amp; Leaders</td>
<td>Ongoing</td>
<td>All staff are active learners, working on their pedagogy - leading to improved learning, wellbeing and standards of achievement for students.</td>
</tr>
<tr>
<td></td>
<td>Improve pedagogy through professional learning:</td>
<td>- Where possible teachers need to teach a subject for a minimum of 3 years.</td>
<td>All Teachers</td>
<td>Ongoing</td>
<td>Improvement in student engagement and student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>- Use learner data to identify professional development needs.</td>
<td>- Release time for teachers to access targeted professional development including SACE clarifying forums and moderation marking.</td>
<td>Curriculum Leaders</td>
<td>Alternate years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Visit other schools for best practice – AC training &amp; development days.</td>
<td>- Provide time for staff to explore, experiment, review and share their learning from professional development sessions.</td>
<td>Director of Teaching/Leaders</td>
<td>Thurs PD &amp; Fac Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue working on the implementation of the Australian Curriculum (What) using the Tfel framework to guide pedagogy (How). Provide time for faculties to develop and review.</td>
<td></td>
<td></td>
<td>Ongoing</td>
<td>Students are being taught the Australian Curriculum for each subject and are assessed against the achievement standards.</td>
</tr>
<tr>
<td><strong>LEARNER DATA MANAGEMENT</strong></td>
<td>Learner data is collected and informs -Teaching practice -Professional development needs</td>
<td>Data collection - NAPLAN, PATMath, PATR &amp; eWrite - SACE Results/ Moderation feedback - Formative Assessment - Lexia / MathsPathway</td>
<td>Director of Teaching, MathsCoordinator, Maths/English Teachers SACE Teachers &amp; Co-ordinator All teachers SSO’s &amp; English/ Maths Teachers</td>
<td>T1-3</td>
<td>Students’ literacy and numeracy skills are at or above the national standard. Pass rate is 100% A grades _% Students track their own progress. Special needs students’ progress through the Lexia standard levels.</td>
</tr>
<tr>
<td></td>
<td>All student data accessible through Accelerus. Data can be extracted and presented as information to highlight teaching needs. Use ‘Stop Light’ impression data to identify students at risk – put strategies in place to support these students.</td>
<td></td>
<td>SSO’s, Director of Teaching &amp; All Teachers</td>
<td>Ongoing</td>
<td>Specialised Curriculum is taught to students based on individual needs e.g. Year 10 Maths &amp; English classes. Student end of term reports indicate progress.</td>
</tr>
<tr>
<td></td>
<td>Develop smaller working parties to investigate/suggest areas for improvement strategies e.g. NAPLAN improvement.</td>
<td></td>
<td>Interested teachers</td>
<td>When needed</td>
<td>Action plans are implemented leading to improvement in areas identified.</td>
</tr>
<tr>
<td><strong>FOSTERING SCHOOL CULTURE AND HIGH EXPECTATIONS</strong></td>
<td>New and existing staff embrace the school culture and high expectations of students</td>
<td>School culture is reinforced by the leadership team. Staff are supported in encouraging and developing school culture amongst the student cohort.</td>
<td>Principal &amp; Leaders</td>
<td>Ongoing</td>
<td>Mass participation in whole school events and extra-curricular activities. Improved engagement of students leading to improved attendance.</td>
</tr>
<tr>
<td></td>
<td>Prefects’ SRC attend leadership programs to build and foster skills to assist in developing school culture among peers.</td>
<td></td>
<td>Staff on Prefects and SRC Term 1/2 (Course availability)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decisions are communicated clearly and consistently. Processes/consequences are followed consistently by all staff. Keep items on the agenda for discussion/review.</td>
<td>Leaders All Staff</td>
<td>Ongoing</td>
<td>Greater student compliance with school values/expectations. School tone data indicates 100% of students following school policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff involve themselves outside of their comfort zones - involvement in extracurricular and out of school socialising activities.</td>
<td>All Staff</td>
<td>Ongoing</td>
<td>Improvement in positive relationships with staff and students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>