

HAMILTON SECONDARY COLLEGE

SITE IMPROVEMENT PLAN 2017- 2019

FOCUS AREA	Strategy Priority		Strategy	Evidence	Who	When	Targets 2019
Raise Achievement	Improve skill development and higher levels of achievement in literacy	Track monitor and respond to every learner's growth	<ol style="list-style-type: none"> Track, Monitor and respond to every learner's growth through analysis of qualitative and quantitative data including: <ul style="list-style-type: none"> NAPLAN PAT-R PAT-M Traffic light mid-term Term academic results EALD levelling Qualitative data (WASS-FLO) LLN data (VET & adult) ABELS VET Competency completion Track and monitor the attendance of all students and in particular identified groups including (ATSI, EALD, NEP, and specific gender) and implement improvement strategies. 	<p>Teacher PD goals include improving student growth</p> <p>Data informs the goals in teachers' PD plans & articulated through PD discussion questions: What do we see in the data Why do we see it What do we do about it What else do we need to know</p> <p>Year8 –year 12 attendance is improved to 95%</p>	All staff	Discussed in PD meetings	<p><u>NAPLAN</u> 5% improvement in the number of students who achieve above the mean national standard in reading and Numeracy</p> <p><u>ATTENDANCE</u> Attendance improvement of 5% by 2018</p>
		Have a numeracy and literacy improvement cycle	<ol style="list-style-type: none"> Use the: Inform/Action/Review progress/refine cycle to inform teacher actions and practice. All staff focus on increasing the intellectual stretch: <ul style="list-style-type: none"> in the upper bands of Literacy and Numeracy improving academic results 	<p>Teachers set student (individual and group) learning goals for literacy and Numeracy in accordance to Wave 1,2,3 model</p> <p>All staff access and use data to inform their teaching</p>	Tracking and Monitoring team	Fortnight	<p><u>At Middle School & SACE level:</u></p> <ul style="list-style-type: none"> At least 15% of grades are in the A grade range At least 45% of grades are in the B grade range At least 38% of grades are in the C grade range
						All staff	Ongoing cycle
					Faculty teams	Ongoing	

		Enact changes in pedagogical practices	<ol style="list-style-type: none"> 5. To build leaders' capacity lead their teams in analysing data to inform and improve their classroom practice. 6. Build teacher capacity to confidently explicitly teach Evaluation, Analysis and synthesis 7. Strengthening task design to ensure that assessment tasks are cognitively demanding 8. Strengthen the cycle of Moderation process across all faculties 9. Strengthen verbal and written student feedback process 10. Raise awareness and explore pedagogical practices through the STEM agenda. 	<p>Faculty leaders to provide evidence through their P.D reviews each term</p> <p>Classroom observations are in-cooperated as part of teachers' ongoing self-improvement reflective practices. Leaders use this process as basis to provide teachers with written providing professional feedback.</p> <p>Improved consistency of teacher judgement of student achievement</p> <p>Student surveys provide evidence that they have received quality feedback</p>	Leaders staff	Semester Semester	<ul style="list-style-type: none"> • No more than 2% of grades are in the D/E grade range <p>ATARs:</p> <ul style="list-style-type: none"> • 15% are over 90 • 20% are in the 80s • 30% are in the 70s • 25% are in the 60s • 10% are in the 50s <p><u>SACE COMPLETION</u></p>
		Identify and enact clear intervention procession process	<p>Implement intervention strategies according to wave 1,2,3 to ensure the growth of every student including:</p> <ul style="list-style-type: none"> • Implementation of Quicksmart Numeracy • Implement strategies support the wellbeing of students 	<p>Quicksmart data shows improvement for identified students</p> <p>intervention programs are identified in the student's IEP</p> <p>Workshops to develop soft skills- confidence, resilience are established for students whose attendance and behaviour is satisfactory.</p> <p>Data is documented re:</p> <ul style="list-style-type: none"> • number of referrals to outside agencies • identified student wellbeing issues is established 	All staff	Annually	<ul style="list-style-type: none"> • Increase SACE completion by 5%