SITE IMPROVEMENT PLAN 2016-2018

Learning for Life

Respect   Honesty   Responsibility   Achievement

Our Shared Vision:

Our vision for Wirreanda Secondary School is one of a caring and inclusive environment that values and embraces family and community partnerships.

A school that prides itself in developing creative, vibrant and resilient learners guided by knowledgeable, innovative and passionate staff.

Literacy & Numeracy Improvement *Tracking, monitoring and responding to every learner's growth*	Improving Pedagogy *Innovating, Personalising and Empowering Learning*	Learner Wellbeing *Building & Embracing Confident, Inclusive & Diverse Learners*

Wirreanda Secondary School's Site Improvement Plan is underpinned by the DECD Strategic Plan 2014-2017, Panalatinga Local Partnership Improvement Plan and authentic student voice from Wirreanda Secondary School students.

2016 Action Plan: Literacy & Numeracy Improvement

Tracking, monitoring and responding to every learner's growth

Aspirational Goals	Improvement Strategies	Targets
1. Data is used to track and inform the growth of every student at Wirreanda *TfEL - Learning for effective teaching* *1.6 design, plan and organise for teaching and learning: leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress* 2. Every student at Wirreanda will review and respond to their personal learning data to plan for improvement *TfEL - Develop expert learners* *3.4 promote dialogue as a means of learning: the teacher provides opportunities for students to learn through interaction and learning conversation with others* 3. All students at risk (under the National Minimum Standard/achieving below SEA) in Middle School are identified and provided with targeted intervention 4. All students identified as "high achieving" (Upper Bands) in Years 8, 9 & 10 are challenged through personalised learning plans	1.1 Implementation of Scorelink as a tracking and monitoring platform 1.2 Every student at Wirreanda Secondary has data that tracks their achievement in Literacy & Numeracy including: NAPLAN, PATr, PATm & SEA 1.3 Staff analyse and plan actions in response to data in Learning Areas, Year Level teams and in Mentor Groups 1.4 Staff engage in professional development sessions that increase capacity to understand and utilise data 2.1 Teachers and students engage in conversations that facilitate student reflection on own data on a term by term basis. (SEA) 2.2 Year 11 & 12 students use their own data to drive conversations with parents and teachers through parent teacher interviews, interim and term reports. 3.1 Intervention programs are identified and developed that are targeted and purposeful 3.2 Intensive support/challenge is provided for a few individual learners to achieve or exceed agreed standards 4.1 Additional support/challenge is provided to some learners to achieve or exceed agreed standards	Every student has a data profile that represents their current and previous achievement in literacy, numeracy and AC/SACE Student data produced from scorelink is used in learning conversations with families at Parent-Teacher interviews term 1 & 3 Parents indicate a positive response to data made available and discussed via a poll at Parent/Teacher interviews. Increased positive Student Satisfaction survey responses to: *Learning opportunities: "I am encouraged to achieve high results"* (69% 2015) *Personal Development: "I can see positive changes in my learning."* (64% 2015) Increasing the number of students who, having attained NAPLAN scores in the higher bands in Year 3 in Numeracy and Literacy, maintain their higher band achievement in Year 9. Increase in percentage of students whose growth ≥ 1 band (yr 9 2017) in reading (70%) & numeracy (80%)

2016 Action Plan: Improving Pedagogy

Innovating, Personalising and Empowering Learning

Aspirational Goals	Improvement Strategies	Targets
1. All staff develop innovative teaching and learning pedagogy that enhances educational outcomes for students	1.1 All staff develop goals to improve innovative pedagogy as part of their Professional Practice 1.2 All staff are part of a Mentor Group specific to their area of identified improvement in pedagogy 1.3 Mentor Groups access Professional Development specific to their chosen innovative pedagogy 1.4 Observations and Mentor Meetings identify, plan for, and respond to the development of targeted improved pedagogy	All staff Professional Practice documents reflect specific goal setting to improve pedagogy All staff have evidence of student feedback and classroom data directly related to their chosen innovative pedagogy goal (see feedback directly related to each pedagogy goal) Student Satisfaction Survey indicates a growth in the following responses: *School Curriculum - "My subjects are interesting and challenging"* (60.8% 2015)
2. All staff provide opportunities for students to become active participants in their education, including making decisions about what and how they learn and how their learning is assessed	2.1 All staff provide choices for students within assessment 2.2 Staff collect feedback from students on classroom practice and use responses to plan for improvement	*School Curriculum - "I get to make decisions in class using ideas that we have learned"* (58.6% 2015) Increase the number of staff presenting in Teachmeets from 36% of teaching staff to 50%
3. Staff leverage available technologies to enhance learning	3.1 Staff are provided with personalised professional practice through teachmeets each term to improve skills and understandings of innovative use of technology 3.2 Staff have access to LH lead teacher support to plan for and incorporate innovative use of technologies	Lead Teachers in the LH collaborate with staff to develop 2 new learning opportunities each per term, culminating in 40 new activities over the year.

2016 Action Plan: Learner Wellbeing

Building & Embracing Confident, Inclusive & Diverse Learners

Aspirational Goals	Improvement Strategies	Targets
1. Students at Wirreanda Secondary are confident to be themselves, to engage with the unfamiliar and take risks that challenge them *TfEL 2.2 Negotiate Learning - build a community of learners the teacher creates a culture where everyone inspires and encourages each others' learning* 2. Students and Staff at Wirreanda embrace and celebrate diversity 3. Students and Staff at Wirreanda stand up and speak out about injustice	1.1 Student leadership group models and supports other students to participate in extracurricular activities and student voice actions 1.2 School facilitates additional extra-curricula activities available for students before, during and after school 1.3 Student confidence is built by creating a range of forums for students to leave their comfort zone without being judged 1.4 Student self confidence is built by researching and implementing strategies to increase student self-confidence 1.5 Develop a measure for student confidence 2.1 The school further develops SAFE Schools Coalition education 2.2 The school celebrates IDAHO day and other diversity projects 3.1 Bullying and Harassment Policies are further developed and a consistent message is upheld about bullying, harassment and 'casual discrimination' 3.2 Student counselling/support team is developed for students to raise concerns amongst peers 3.3 Students and staff consistently reinforce the culture of "the standard you walk past is the standard you accept", and model this behaviour to others	Events extend to a wider cohort and percentage of students. In 2015 43 students were involved in specific Student leadership/Voice events (6% of the total student body) with only 7 students from the MS An annual measure of confidence is developed to track improvement Students Satisfaction Survey indicates a growth in the following responses: *Learning Opportunities: "My school provides plenty of opportunities for all students to participate in co-curricular activities." (65.2% 2015)* *Student Behavioural Values: "I am taught to respect individual differences." (67.6% 2015)* *Student Relationships: "I find it is easy to make friends at this school." (58.8% 2015)* *Student Relationships: "Bullying is not a problem at my school" (39.2% 2015)* Bullying Behaviour Survey indicates a decrease in the following responses: *What do you usually do when you see other kids being bullied?* ● *I don't get involved (70% 2015)*

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RESPECT   RESPONSIBILITY   ACHIEVEMENT   HONESTY