



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.

2017 Action Plan: Literacy & Numeracy Improvement

Tracking, monitoring and responding to every learner's growth

Aspirational Goals

Improvement Strategies

Targets

Teachers and students know and own their learning/assessment data and work with the data to plan for and implement strategies for growth.

Staff engage in professional development in regards to accessing, understanding and using data to respond to student growth

Year 8 & SACE teaching teams are targeted to develop critical use of data to track and monitor progress and inform discussions regarding Literacy & Numeracy.

Learning conversations are held with students and teachers specifically to discuss literacy and numeracy development at least 2 times per year

Learning conversations with parents include discussions regarding progress and goals related to learning

SACE improvement focus on moving C band to B band and B to A

Develop a Literacy Improvement Action Plan identifying 2-3 priorities for focus

Develop a Numeracy Improvement Action Plan identifying 2-3 priorities for focus

Staff engage in professional development in regards to how to differentiate for a range of literacy and numeracy needs establishing challenge for all learners

Intervention programs are developed that are targeted and purposeful

Every student has a data profile that represents their current and previous achievement in literacy, numeracy and AC/SACE

Individual students in the Middle School achieve growth from their previous Naplan/PAT R & M SEA data

Students from Stage 1 into Stage 2 maintain or improve their A-C grade

Student SEA data accessed on Daymap is used in learning conversations with families at Parent-Teacher interviews term 2 & 4

Students with high band NAPLAN achievement in Year 7 maintain their high band achievement in Year 9

2017 Action Plan: Improving Pedagogy

Innovating, Personalising and Empowering Learning

Aspirational Goals	Improvement Strategies	Targets
<p>TfEL 3.4 Promote dialogue as a means of learning</p> <p>Staff and students contribute to create a culture where everyone inspires and encourages each other's learning and improvement.</p> <p>TfEL 2.2 Create safe conditions for rigorous learning: Build a community of learners</p> <p>Staff maintain high expectations of all students and support them to achieve their personal best.</p> <p>TfEL 2.4 Create safe conditions for rigorous learning: Support and challenge students to achieve high standards</p> <p>Students' develop an understanding of learning and develop strategies for thinking, learning and working in collaboration with others.</p> <p>TfEL 3.1 Develop expert learners: Teach students how to learn</p> <p>Students gain a deep understanding of their own skills and are challenged to improve these skills to become better learners with and without digital tools.</p>	<p>All staff develop goals to improve pedagogy and learning design aligned with TfEL 3.4, 2.2, 2.4 or 3.1 as part of their Professional Practice.</p> <p>Facilitating PD in regards to TfEL 2.2, 2.4 and 3.1</p> <p>Targeting critical and creative thinking, collaboration, teamwork, and metacognition as part of the Year 8 PBL approach.</p> <p>Learning and coaching conversations are held which facilitate discussions about Critical Creative Thinking and Learning Dispositions with year 8 students.</p> <p>Ensuring all staff gather feedback from students that responds to teaching practice.</p> <p>Staff engage in professional development in regards to how to differentiate for all learners providing multiple entry and exit points.</p> <p>Staff and students in Year 8, utilise a research based tool to provide self assessment of key skills for and attitudes to learning that provide feedback of data which stimulate learning and coaching conversations</p> <p>Year 8 students self-assess digital knowledge, skills and confidence. The data from these assessments influences teaching programs and coaching conversations.</p>	<p>Student survey Increase in student positive response to: "I am encouraged to achieve high results" (71.2% 2016)</p> <p>Increase in student positive response to: "Students are encouraged to help each other" (59% 2016)</p> <p>Increase in student positive response to: "I feel comfortable asking questions in class if I'm not sure I understand" (58.4% 2016)</p> <p>Increase in student positive response to: "Subject material I am unfamiliar with, is presented in ways that are understandable to me" (58.4% 2016)</p> <p>Year 8 student data identifies growth in metacognition, critical and creative thinking and collaborative skills.</p> <p>Year 8 student data shows growth regarding resilience in learning.</p> <p>Year 8 student data shows growth in Digital Citizenship and Literacy as per tailor made, contextual assessments derived from ISTE and World Economic Forum standards.</p>

2017 Action Plan: Learner Wellbeing

Building & Embracing Confident, Inclusive & Diverse Learners

Aspirational Goals	Improvement Strategies	Targets
<p>Staff and students at Wirreanda Secondary School feel connected and supported as part of an inclusive school community.</p> <p>Students recognise learning in a school and out of school context, seeing school as a conduit to lifelong learning.</p>	<p>LWC and YL teams collaborate to design and deliver programs that increase skills and strategies to work to develop resilient learners.</p> <p>Clearly defined and targeted resilience strategies are taught and implemented at each year level.</p> <p>A staff wellbeing focus is facilitated each term</p> <p>Extended Wednesday lunchtime provides opportunities for students to engage in a range of extracurricular activities.</p> <p>Special events and programs engage students in community projects or activities.</p> <p>Collaborate with SAHMRI to develop a clear measure that allows students to record and reflect a strategy they can implement to increase resilience and wellbeing.</p> <p>Students are provided with opportunities to participate in external learning and training programs which complement in-school efforts.</p>	<p>Student Survey indicates an increase in positive responses to: <i>"I am encouraged to take part in community activities"</i> (55% 2016)</p> <p>MDI Survey indicates an increase in student perseverance (15% high 38% medium 47% low 2016)</p> <p>MDI Survey indicates an increase in emotional regulation (21% high 47% medium 32% low)</p> <p>Staff Survey indicates a positive increase to: <i>"The school actively supports health related social culture and welfare initiatives for the staff."</i> (65% 2016)</p> <p>Students identify at least one strategy they utilise to regulate their feelings and increase perseverance.</p> <p>SAHMRI review indicates areas of improvement and growth in areas of resilience and wellbeing.</p>

Attendance: Building a culture of attendance- target of 92% by the end of 2017.



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Wirreanda Secondary



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RESPECT

RESPONSIBILITY

ACHIEVEMENT

HONESTY