Improvement plan for

Blackwood High School

2019 to 2021

School name

Blackwood High School

Vision statement

To educate students, at an internationally accredited school, to be inspired to achieve, to respect others, to learn about the importance of community and traditions, and to be responsible and active as local and global citizens.

BLACKWOOD HIGH SCHOOL
Inspiring Achievement and Respect

Government of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement across all learning areas (IBMYP & SACE).	18% of IBMYP subject grades awarded in Year 8 and 9 are at the highest level of '7'. Increase the percentage of students achieving A and B grades at SACE Stage 2 to 64%.	If we intentionally embed formative assessment within our Learning Design, to enable feedback to inform students' next steps in learning and targeted teaching, then we will deepen student understanding and increase the number of students achieving higher grades.	When we talk to students about their learning we will see: - an increase in student use of Formative Assessment language and the language of learning - students explaining what they need to do next to progress their learning.
	Increase the proportion of students achieving an IBMYP grade of '7' in Year 8 and Year 9 to 24% and 20% respectively. Increase the percentage of students achieving A and B grades at SACE Stage 2 to 68%.		
	Increase the proportion of students achieving a '7' in Year 8 and Year 9 to 26% and 22% respectively. Increase the percentage of students achieving A and B grades at SACE Stage 2 to 70%.		
Increase the number of students achieving Band 7 and above for Writing and increase the number of students in the High Bands.	50% of students achieve SEA in Year 9 NAPLAN Writing. Increase students in top two High Bands to 10%.	If we prioritise the explicit and systematic teaching of writing across all subjects, we will increase student achievement in writing. Specifically, if we teach, using the Gradual release of responsibility model, the genres relevant to our curriculum area, with a focus on the effective use of persuasive devices and subject specific vocabulary, then we will increase the number of students achieving Band 7 for writing and increase the number of students in the Higher Bands.	When we review samples of student writing we will see the use of: - formal academic language and structure appropriate to the purpose and genre of their writing - subject specific vocabulary and metalanguage to add credibility to their writing - persuasive devices to persuade the reader - cohesion to link ideas to support the reader to make meaning.
	85% of students achieve Band 7 and above in Year 9 NAPLAN Writing. Increase students in top two High Bands to 25%.		
	90% of students achieve Band 7 and above in Year 9 NAPLAN Writing. Increase students in top two High Bands to 35%.		
Increase the number of students achieving the SEA for Numeracy and increase the number of students in the High Bands.	80% of students achieve SEA in Year 9 NAPLAN Numeracy. Increase students in top two High Bands to 20%.	We will increase the number of students achieving the SEA for Numeracy and increase the number of students in the Higher Bands if: - Maths teachers embed evidence based strategies about the effective teaching of Maths and design inquiry learning that builds maths conceptual understanding and fluency - Design/Technology teachers foreground Numeracy requirements into Learning Design and Assessment and explicitly model/scaffold through teaching.	We will see students in Mathematics use: - specific subject terminology and metalanguage to enhance their folio writing - problem solving strategies to support their learning - collaborative inquiry to express their thinking in Maths. When we review samples of student work in Technology we will see students use: - Numeracy subject specific language to enhance their writing - problem solving strategies to support their Numeracy skills.
	90% of students achieve SEA in Year 9 NAPLAN Numeracy. Increase students in top two High Bands to 30%.		
	100% of students achieve SEA in Year 9 NAPLAN Numeracy. Increase students in top two High Bands to 50%.		

Improvement plan for Blackwood High School

2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** *(Improve Practice and Monitor Impact)* regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** *(Review and Evaluate)* in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

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Review, Improvement and Accountability
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Step 1

Analyse and prioritise

Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase student achievement across all learning areas (IBMYP & SACE).	2019	18% of IBMYP subject grades awarded in Year 8 and 9 are at the highest level of '7'. Increase the percentage of students achieving A and B grades at SACE Stage 2 to 64%.
		2020	Increase the proportion of students achieving an IBMYP grade of '7' in Year 8 and Year 9 to 24% and 20% respectively. Increase the percentage of students achieving A and B grades at SACE Stage 2 to 68%.
		2021	Increase the proportion of students achieving a '7' in Year 8 and Year 9 to 26% and 22% respectively. Increase the percentage of students achieving A and B grades at SACE Stage 2 to 70%.
Goal 2	Increase the number of students achieving Band 7 and above for Writing and increase the number of students in the High Bands.	2019	50% of students achieve SEA in Year 9 NAPLAN Writing. Increase students in top two High Bands to 10%.
		2020	85% of students achieve Band 7 and above in Year 9 NAPLAN Writing. Increase students in top two High Bands to 25%.
		2021	90% of students achieve Band 7 and above in Year 9 NAPLAN Writing. Increase students in top two High Bands to 35%.
Goal 3	Increase the number of students achieving the SEA for Numeracy and increase the number of students in the High Bands.	2019	80% of students achieve SEA in Year 9 NAPLAN Numeracy. Increase students in top two High Bands to 20%.
		2020	90% of students achieve SEA in Year 9 NAPLAN Numeracy. Increase students in top two High Bands to 30%.
		2021	100% of students achieve SEA in Year 9 NAPLAN Numeracy. Increase students in top two High Bands to 50%.

Step 2

Determine challenge of practice

Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

	Challenge of practice	Success criteria
Goal 1	If we intentionally embed formative assessment within our Learning Design, to enable feedback to inform students' next steps in learning and targeted teaching, then we will deepen student understanding and increase the number of students achieving higher grades.	When we talk to students about their learning we will see: - an increase in student use of Formative Assessment language and the language of learning - students explaining what they need to do next to progress their learning.
Goal 2	If we prioritise the explicit and systematic teaching of writing across all subjects, we will increase student achievement in writing. Specifically, if we teach, using the Gradual release of responsibility model, the genres relevant to our curriculum area, with a focus on the effective use of persuasive devices and subject specific vocabulary, then we will increase the number of students achieving Band 7 for writing and increase the number of students in the Higher Bands.	When we review samples of student writing we will see the use of: - formal academic language and structure appropriate to the purpose and genre of their writing - subject specific vocabulary and metalanguage to add credibility to their writing - persuasive devices to persuade the reader - cohesion to link ideas to support the reader to make meaning.
Goal 3	We will increase the number of students achieving the SEA for Numeracy and increase the number of students in the Higher Bands if: - Maths teachers embed evidence based strategies about the effective teaching of Maths and design inquiry learning that builds maths conceptual understanding and fluency - Design/Technology teachers foreground Numeracy requirements into Learning Design and Assessment and explicitly model/scaffold through teaching.	We will see students in Mathematics use: - specific subject terminology and metalanguage to enhance their folio writing - problem solving strategies to support their learning - collaborative inquiry to express their thinking in Maths. When we review samples of student work in Technology we will see students use: - Numeracy subject specific language to enhance their writing - problem solving strategies to support their Numeracy skills.

Step 3

Plan actions for improvement

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	Increase student achievement across all learning areas (IBMYP & SACE).		
Challenge of practice	If we intentionally embed formative assessment within our Learning Design, to enable feedback to inform students' next steps in learning and targeted teaching, then we will deepen student understanding and increase the number of students achieving higher grades.		
Actions	Timeline	Roles and responsibilities	Resources
Establish a whole school Formative Assessment agreement which includes the use of Learning Intentions, Success Criteria and Checking for Understanding strategies and consistently implement across the whole school.	Term 1 SF Day	DP & Innovative Pedagogy (IP) Leader All teaching staff involved in feedback on SF Day	LDAM TfEL Teacher's Companion
Implement Dylan Wiliam's Formative Assessment TLC PL for all staff, with a focus on sharing of strategies to embed into practice.	2020 - 2021 2-year program	DP & IP to support facilitation of TLCs with 5-6 teacher leaders All staff to be involved in one of the TLC groups	Dylan Wiliam Embedding Formative Assessment toolkit.
All teachers include Learning Intentions and Success Criteria for units of work and make explicit to students as part of the agreed teaching approach.	Term 1	All teaching staff Curriculum Leaders to monitor implementation	AC Achievement Standards LI & SC construction resources available.

Goal 1 continued	Increase student achievement across all learning areas (IBMYP & SACE).		
Actions	Timeline	Roles and responsibilities	Resources
Provide all staff and students with achievement tracking and progress data at the end of each semester to review student performance and inform next steps. This will occur each term for Aboriginal students to determine appropriate interventions for implementation.	End of Semester 1 & 2 Term 1,2,3,4	DP to collate and publish with SSO support. Work with Curriculum Leaders to develop understanding of data to share with teachers in Curriculum teams. ATSI Team to support	
Create a student feedback proforma to determine the impact of whole school Formative Assessment practices and to inform next steps.	End of Term 1 and Term 3 collection	DP & IP to design. Care Group teachers to facilitate deployment during extended CG time. Curriculum Teams/staff to analyse to inform next steps	
Formalise the Learning Culture Student Leadership group as an influencer of learning and student agency at BHS.	T1-4 2020	DP & IP to lead Input from Year 7-9 Leaders, Student Prefects, Curriculum Leaders and other staff/students as desired.	
		Total financial resources allocated	
Success criteria	When we talk to students about their learning we will see: - an increase in student use of Formative Assessment language and the language of learning - students explaining what they need to do next to progress their learning.		

Goal 2	Increase the number of students achieving Band 7 and above for Writing and increase the number of students in the High Bands.		
Challenge of practice	If we prioritise the explicit and systematic teaching of writing across all subjects, we will increase student achievement in writing. Specifically, if we teach, using the Gradual release of responsibility model, the genres relevant to our curriculum area, with a focus on the effective use of persuasive devices and subject specific vocabulary, then we will increase the number of students achieving Band 7 for writing and increase the number of students in the Higher Bands.		
Actions	Timeline	Roles and responsibilities	Resources
Low Stakes Writing English teachers to implement across Year 8 and 9 English classes. Other teachers of Year 8 and 9 to identify one class to implement this strategy.	Feb 2020 March 2020 ongoing 2020	Orbis Teachers to provide professional learning to: - Year 8 & 9 English teachers - other Year 8 & 9 teachers	Negotiated curriculum time Curriculum meetings Resources for students/teachers - books, biros, writing prompts Australian Curriculum Literacy Progressions
Year 8 and 9 English teachers explicitly teach Narrative writing with a focus on the agreed writing skills of paragraphing, sentence structure and cohesion. Teachers assess and moderate student writing using the Brightpath Assessment Program.	T 1-4 2020	Year 8 & 9 English teachers	DfE 'Literacy Guide Book: Shift Gear' (pg 13) Brightpath Good Teaching Literacy 7-10 Australian Curriculum: English - Australian Curriculum Literacy Progressions - English Scope & Sequence documents
Year 8 and 9 Humanities teachers explicitly teach persuasive writing with a focus on the agreed writing skills of paragraphing & cohesion, sentence structure, persuasive devices - pathos, ethos & logos & the use of technical language. Teachers assess and moderate student writing using the Brightpath Assessment Program.	T 1-4 2020	Year 8 & 9 Humanities Teachers	DfE 'Literacy Guide Book: Shift Gear' (pg 13) Brightpath Good Teaching Literacy 7-10 Australian Curriculum: Humanities - Australian Curriculum Literacy Progressions - Humanities Scope & Sequence documents

Goal 2 continued	Increase the number of students achieving Band 7 and above for Writing and increase the number of students in the High Bands.		
Actions	Timeline	Roles and responsibilities	Resources
Other Curriculum areas explicitly teach one key subject specific genre and reinforce the writing skills taught by the English and Humanities teachers	T1-4 2020	Curriculum Leaders/teams identify key genre and agreed writing scaffold. Curriculum Leaders determine teacher capacity to reinforce writing skills. Curriculum Teams identify agreed subject specific vocabulary to be taught for each unit of work.	DfE 'Writing across the Secondary Years' Good Teaching Literacy 7-10 Australian Curriculum Literacy Progressions
Professional learning, facilitated by English teachers, implemented to support other teachers to reinforce writing skills through the explicit teaching of subject specific genre.	T1-4 2020	English Curriculum Team to lead the professional learning program based on needs of teaching staff. English teachers to provide ongoing support to Curriculum Teams.	Staff survey to determine teacher knowledge of literacy and capacity to explicitly teach.
		Total financial resources allocated	
Success criteria	When we review samples of student writing we will see the use of: - formal academic language and structure appropriate to the purpose and genre of their writing - subject specific vocabulary and metalanguage to add credibility to their writing - persuasive devices to persuade the reader - cohesion to link ideas to support the reader to make meaning.		

Goal 3	Increase the number of students achieving the SEA for Numeracy and increase the number of students in the High Bands.		
Challenge of practice	We will increase the number of students achieving the SEA for Numeracy and increase the number of students in the Higher Bands if: - Maths teachers embed evidence based strategies about the effective teaching of Maths and design inquiry learning that builds maths conceptual understanding and fluency - Design/Technology teachers foreground Numeracy requirements into Learning Design and Assessment and explicitly model/scaffold through teaching.		
Actions	Timeline	Roles and responsibilities	Resources
Refocus and enact the agreed approach to teaching Maths at BHS based on evidence based strategies.	Feb 2020 T1-4 2020	Maths Leader to facilitate	Maths at BHS statement DfE Numeracy - Shift Gear 'Beliefs and Attitudes about Mathematics' 7 Positive Classroom Norms (Jo Boaler) pg 11 Six Key Principles of Effective Teaching of Maths' (Peter Sullivan) pg 12
Maths teachers: - trial collaborative inquiry approach with one class - intentionally design and deliver at least one collaborative inquiry task each term - differentiate learning to address HB and low achieving students.	T 2-4 2020	Maths teachers trial approach with one class	Maths Scope and Sequence documents
Design/Technology teachers, supported by the Maths Curriculum Team, foreground the numeracy required for success, as part of Learning Design and Assessment. Technology teachers model and scaffold the numeracy demands of assessment tasks to support all students to be successful.	T2-4	Through Curriculum meetings supported by Maths Leader and teachers	Australian Curriculum: Technology - Australian Curriculum Numeracy Progressions - Technology Scope & Sequence documents

Step 3 continued

Plan actions for improvement

Goal 3 continued	Increase the number of students achieving the SEA for Numeracy and increase the number of students in the High Bands.		
Actions	Timeline	Roles and responsibilities	Resources
Professional learning, facilitated by Maths Leader/teachers, implemented to support Year 8 and 9 Design/Technology teachers to use mathematical terminology and explicitly model/scaffold Numeracy requirements within their teaching.	T1	Design/Technology Leader and Maths Leader to facilitate	Australian Curriculum: Technology - Australian Curriculum Numeracy Progressions - Technology Scope & Sequence documents
Release Maths Leader for one extra line to work in classrooms alongside Maths and Design/Technology teachers to model, support and guide teacher practice.	T1-4 2020	PAC to support release Maths Leader to support Maths teachers	1 line of release for Maths Leader - approx $22500
		Total financial resources allocated	
Success criteria	We will see students in Mathematics use: - specific subject terminology and metalanguage to enhance their folio writing - problem solving strategies to support their learning - collaborative inquiry to express their thinking in Maths. When we review samples of student work in Technology we will see students use: - Numeracy subject specific language to enhance their writing - problem solving strategies to support their Numeracy skills.		

School improvement plan

Approvals

Approved by principal

Name [signature]

Date 19/2/20

Approved by governing council chairperson

Name [signature] (D. EDWARDS)

Date 19/2/20

Approved by education director

Name Richard Costi.

Date [signature]

RICHARD COSTI
EDUCATION DIRECTOR
MOUNT BARKER OFFICE
24.2.20.