

Improvement Plan for Edward John Eyre High School

2019 to 2021

Vision statement

Edward John Eyre High School is a supportive and committed learning environment that promotes and celebrates the achievement of all.

We have a focus on Excellence, Courage and Innovation which are modelled through our values and all that we strive to do.

EJEHS SIP v1.4 26/11/2020



Government
of South Australia

Department for Education

Plan summary

Goals	Targets	Challenge of practice	Success criteria
Increase the percentage of A and B grade achievement across all SACE subjects.	In 2019 10% of students will achieve a B grade or higher average in Stage 1 and Stage 2 subjects.	If we prioritise staff professional learning of Quality Teaching and Learning strategies, particularly through the development of contextualised and engaging learning programs, we will see an increase in student A and B grade band achievement.	<ul style="list-style-type: none"> -Students will have increased student voice opportunities through personalised learning and assessment that use evidence-based practices for academic achievement. -Students understand SACE performance standards. -Students will achieve more A and B grades across assessment tasks (GPA).
	In 2020 12.5% of students will achieve a B grade or higher average in Stage 1 and Stage 2 subjects.		
	In 2021 15% of students will achieve a B grade or higher average in Stage 1 and Stage 2 subjects.		
Increase student achievement by improving student writing.		If we prioritise the explicit teaching of reflective, evaluative and domain specific language across subject areas, we can further develop student writing ability and achievement.	<ul style="list-style-type: none"> -Students will show improvement in their writing in English, Mathematics and Research Project. -Students will increase their understanding of domain-specific, evaluative and reflective language. -Students correctly apply domain-specific, evaluative and reflective language in their writing.
	In 2021 we will see a 10% increase in A and B grades in SACE Stage 1 English, Mathematics and Stage 2 Research Project.		

Improvement plan for Edward John Eyre High School

2019 to 2021

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Text will reduce in size the more you type. Exceeding the optimal limits will result in illegible text size electronically and in-print.
- Complete steps **1 to 3** during term 4 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 (steps 1-3) 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 - Review and evaluate 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.
- Note that each text box has a specific optimal character limit. Character limit includes words, punctuation, bullet points and spaces.
- Be careful when copying from other documents, and remove any paragraph spaces from lists and bullet points as that will reduce text size.
- Steps 1-3 will auto-populate as you type in text, meaning text will carry over across multiple pages and sections.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au

Step 1



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.

Goal	Targets	
Goal 1 Increase the percentage of A and B grade achievement across all SACE subjects.	2019	In 2019 10% of students will achieve a B grade or higher average in Stage 1 and Stage 2 subjects.
	2020	In 2020 12.5% of students will achieve a B grade or higher average in Stage 1 and Stage 2 subjects.
	2021	In 2021 15% of students will achieve a B grade or higher average in Stage 1 and Stage 2 subjects.
Goal 2 Increase student achievement by improving student writing.	2019	
	2020	
	2021	In 2021 we will see a 10% increase in A and B grades in SACE Stage 1 English, Mathematics and Stage 2 Research Project.
Goal 3	2019	
	2020	
	2021	

Step 2



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.

Challenge of practice	Success criteria
<p>Goal 1 If we prioritise staff professional learning of Quality Teaching and Learning strategies, particularly through the development of contextualised and engaging learning programs, we will see an increase in student A and B grade band achievement.</p>	<ul style="list-style-type: none">-Students will have increased student voice opportunities through personalised learning and assessment that use evidence-based practices for academic achievement.-Students understand SACE performance standards.-Students will achieve more A and B grades across assessment tasks (GPA).
<p>Goal 2 If we prioritise the explicit teaching of reflective, evaluative and domain specific language across subject areas, we can further develop student writing ability and achievement.</p>	<ul style="list-style-type: none">-Students will show improvement in their writing in English, Mathematics and Research Project.-Students will increase their understanding of domain-specific, evaluative and reflective language.-Students correctly apply domain-specific, evaluative and reflective language in their writing.
<p>Goal 3</p>	

Step 3



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.

Goal 1: Increase the percentage of A and B grade achievement across all SACE subjects.

Challenge of practice: If we prioritise staff professional learning of Quality Teaching and Learning strategies, particularly through the development of contextualised and engaging learning programs, we will see an increase in student A and B grade band achievement.

Actions	Timeline	Roles and responsibilities	Resources
Teacher workshop to unpack SACE performance standards across subject areas and increase staff knowledge, understanding and teaching strategies for students.	Week 0, Term 1 2021	<ul style="list-style-type: none"> - SACE Leader - lead - Learning Area Leaders - implement - Subject Teachers - implement/use - Classroom-based SSOs - use 	<ul style="list-style-type: none"> -Unpacked SACE performance standards -Task exemplars -Subject Outlines
Learning Area workshops on Transforming Tasks: Closed to Open. Teachers engage in a task re-design process to enable students to reach higher grade bands.	Week 3, Term 1 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - oversee - Learning Area Leaders - lead - Subject Teachers - implement/design and use - Classroom-based SSOs - use 	<ul style="list-style-type: none"> -School Task Sheet Template -C2O Assessment Task Exemplars -Scaffolding Materials -Closed to Open task resources -Bloom's Taxonomy
PDSA improvement cycle workshop, where teachers self-evaluate the impact of feedback and deconstruction of SACE performance standards on student learning.	Week 9, Term 1 2021	<ul style="list-style-type: none"> - Quality Teaching co-ordinator - lead - Line Managers - oversee - Subject Teachers - participate - Intervention Group Teachers - participate 	<ul style="list-style-type: none"> - PDSA template - Release Time - SACE performance standards / resources - Evidence of feedback

Step 3 cont.



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.

Goal 1 continued:

Actions	Timeline	Roles and responsibilities	Resources
Teacher workshop on Solo Taxonomy/Bloom's Taxonomy and relating this to de-constructing SACE Performance Standards for students.	Week 8, Term 1 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - lead/implement - Subject teacher feedback - design/implement/use 	<ul style="list-style-type: none"> -Dylan Williams Moving Forward -Visible Learning Workbook / Resources -Challenging Learning through feedback
Subject teachers document Solo Taxonomy/Blooms Taxonomy in every Teaching and Learning Plan.	Week 2, Term 2 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - oversee - Learning Area Leaders - lead/implement - Flexible Learning Co-ordinator - lead/implement - Subject Teacher - implement/use 	<ul style="list-style-type: none"> -First Steps with Solo Taxonomy -James Nottingham/John Hattie materials -Learning Area Meeting time -Teaching and Learning Plans
Intervention Workshop: data for every student is monitored for progress, growth and define strategies for future growth.	Week 4, Each Term 2021	<ul style="list-style-type: none"> - Assistant Principal: Intervention - lead - Learning Area Leaders - lead - Subject teachers - implement - Intervention Group teachers - implement 	<ul style="list-style-type: none"> -Traffic Light Workshop time -Traffic Light Process and Data -Reflective/Review questions -Professional Learning Schedule
Total financial resources allocated	\$8000		
Success criteria	<ul style="list-style-type: none"> -Students will have increased student voice opportunities through personalised learning and assessment that use evidence-based practices for academic achievement. -Students understand SACE performance standards. -Students will achieve more A and B grades across assessment tasks (GPA). 		

Step 3 cont.



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.

Goal 2: Increase student achievement by improving student writing.

Challenge of practice: If we prioritise the explicit teaching of reflective, evaluative and domain specific language across subject areas, we can further develop student writing ability and achievement.

Actions	Timeline	Roles and responsibilities	Resources
Staff establish a whole school agreement around: Classroom Literacy Displays, including SACE Performance Standards, Task Exemplars, Domain-Specific Language, and identified literacy priorities.	Week 1, Term 1 2021	<ul style="list-style-type: none"> - Deputy Principal - oversee/lead - Quality Teaching Co-ordinator - oversee/lead - Learning Area Leaders - implement - Subject Teachers - implement - Intervention Group teacher - implement 	<ul style="list-style-type: none"> -Classroom Literacy Display agreement -Roles and Responsibilities agreement - Literacy Guidebooks -Curriculum Resources
Staff and Student Induction workshops on Grammarly Literacy software: purpose, demonstration, and application.	Week 5, Term 1 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - oversee - Learning Area Leader (English) - lead - Subject Teachers - implement/use - Intervention Group Teachers - implement 	<ul style="list-style-type: none"> - Grammarly (\$5000) - Staff PD Schedule - Intervention Group Schedule
Staff and Student workshops on Domain-specific language in SACE subjects, Assessment Tasks, and Performance Standards: Tier-1, 2 and 3 language.	Week 1, Term 2 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - oversee - Learning Area Leaders - lead/implement - Subject Teachers - implement/use - Intervention Group teacher - implement/use 	<ul style="list-style-type: none"> - Domain Specific Word exemplars - Literacy Guarantee Unit resources - AC/SACE Subject Glossaries - Classroom Literacy Displays -Professional Learning Schedule -Intervention Group Schedule -Literacy Guidebooks

Step 3 cont.



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.

Goal 2 continued:

Actions	Timeline	Roles and responsibilities	Resources
Student language workshop on using evaluative language for SACE Assessment Tasks and against SACE Performance Standards.	Week 7, Term 2 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - oversee - Learning Area Leaders - lead - Subject teachers - implement/use - Intervention Group teachers - implement/use - Classroom SSOs - use 	<ul style="list-style-type: none"> - LID - Literacy Guarantee Unit - Subject Glossaries - SACE Performance Standards and Capabilities - Evaluative Language exemplars - Literacy Guidebooks
Student language workshop on using reflective language for SACE Assessment Tasks and against SACE Performance Standards.	Week 2, Term 3 2021	<ul style="list-style-type: none"> - Quality Teaching Co-ordinator - oversee - Learning Area Leaders - lead - Subject teachers - implement/use - Intervention Group teachers - implement/use - Classroom SSOs - use 	<ul style="list-style-type: none"> - LID resources - Literacy Guarantee Unit resources -SACE Performance Standards and Capabilities -Reflective Language exemplars -Literacy Guidebooks
Staff workshop on giving students targeted and specific feedback for improvement: aligned to SACE Performance Standards, Assessment Design, and literacy strategies.	Week 3, Term 2 2021	<ul style="list-style-type: none"> - Deputy Principal - oversee/lead - Quality Teaching Co-ordinator - oversee/lead - Learning Area Leaders - implement - Teachers - implement - Classroom SSOs - implement 	<ul style="list-style-type: none"> -Literacy Guarantee Unit/LID -Best Advice Papers -Doug Fisher/John Hattie -James Nottingham -Literacy Guidebooks
Total financial resources allocated	\$5000		
Success criteria	<ul style="list-style-type: none"> -Students will show improvement in their writing in English, Mathematics and Research Project. -Students will increase their understanding of domain-specific, evaluative and reflective language. -Students correctly apply domain-specific, evaluative and reflective language in their writing. 		

Step 3 cont.



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.

Goal 3:

Challenge of practice:

Actions	Timeline	Roles and responsibilities	Resources

Step 3 cont.

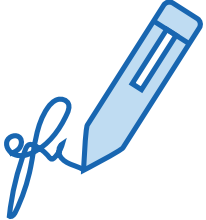


Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 3 continued:

Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			

Approvals



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date