



**SITE IMPROVEMENT PLAN 2015 – 2017
LOXTON HIGH SCHOOL**

Improve Wellbeing Improve the quality of engagement for all students	Improve Learning Improve Academic Performance of all students	Improve Teaching Each class to have an 'Expert' Teacher
<p>Intervention All students are supported to achieve their full potential. One Plan (ILP, IEP, NEP, FLTP) The Learning Centre (TLC) NAPLAN Improvement Action Plan Case Management Anti-Bullying Whole School Action Plan</p>	<p>A 'Loxton' Curriculum A 'Loxton Curriculum' develops Literacy and Numeracy and allows students to study mandated subjects, subjects related to chosen career and subjects for enjoyment / passion. (Within the context of the school community). Continue to review curriculum offerings. Review Course Counselling. Incorporate Middle School philosophy. Make modifications e.g. NEP. Make subject continuance recommendations. Primary School curriculum transition thinking Allow 5th subject offering at Year 12 Teach IT skills at all year levels / up-skill teachers</p>	<p>Performance & Development Implementation of the LHS Performance & Development Operational Processes and Procedures - Action Plan Improve pedagogy through professional learning. Continue working on the implementation of the Australian Curriculum (What) using TfEL framework to guide pedagogy (How). Provide time for faculties to develop and review.</p>
<p>Opportunities for Involvement Student / Family voice influences school culture. Student & Parent Satisfaction Surveys Culture of whole school participation Inclusive Decision Making Policy</p>	<p>Powerful Learners We build skilled life-long learners - independent thinkers who are organised, persistent, optimistic and resilient. Students understand why they are learning and where they are going. (Talk about learning) Literacy and Numeracy is built across all subjects. Intellectual stretch - high expectations and celebrations. Teach students how to learn. Staff model learning. Regular review of Learning. Build foundations from Year 8. Parents are involved and informed. Futures Pathways mapped (Career Strategy) Value every individual and their needs.</p>	<p>Learner Data Management Learner data informs: (1) Teaching practice; (2) Professional Development needs. NAPLAN, PAT Math, PAT R & eWrite SACE Results / Moderation feedback Formative Assessment Lexia / Maths Pathway All student data accessible through a reporting system. Data can be extracted and presented as information to highlight teaching needs. Develop working parties to investigate areas for improvement strategies e.g. NAPLAN improvement.</p>
<p>Attendance Caring and supportive relationships lead to a sense of belonging achieving a 93% attendance rate. Attendance Policy reviewed Attendance Data identifies high priority students and support strategies. Daymap professional development Lunchtime activities program established</p>	<p>SACE Improvement We aim for 100% SACE Completion Apply for the SACE Improvement Grant. Complete a SACE Improvement Plan Recognise and reward 'best effort' Use SACE rubrics and rules Years 8-12. Encourage staff to take on SACE roles Flexible approach to staffing small SACE classes. Subject teachers recommend progression.</p>	<p>Fostering School Culture and High Expectations New and existing staff embrace the school culture and high expectations of students. School Culture is reinforced by the Leadership & Staff. Staff are supported in encouraging and developing school culture amongst the student cohort. Prefects / SRC attend leadership programs. Decisions are communicated clearly & consistently. Processes/consequences are followed consistently by all staff. Keep items on the agenda for discussion/review, Staff involvement in extracurricular and out of school Activities.</p>
<p>Respect; Trust; Optimism; Commitment; Support Expectations ; Traditions; Culture</p>		

WELLBEING : IMPROVE QUALITY OF ENGAGEMENT FOR ALL STUDENTS

PRIORITY AREA	TARGET	ACTION/STRATEGY	WHO BY?	WHEN BY?	INDICATOR
INTERVENTION	All students are supported to achieve their full potential.	One Plans (ILP, IEP, NEP, Flexible Learning and Transition Plans) will be prepared for the following students (Disability - verified, Severe Learning Difficulty – not verified, Aboriginal, Guardianship of the Minister, English as an Additional Language or Dialect. These plans will be readily accessible to all teachers and inform teaching and learning programs.	Director of Wellbeing Special Needs Coordinator Student Counsellor/ICAN FLO Coordinator ICAN FLO Case Managers Day Map Coordinator Subject Teachers	Conclusion of Semester 1	One Plan templates developed and agreed Data collection processes established and data collected One Plan meetings are held with key stakeholders One Plans accessible via Daymap EALD Training & Development Evidence of differentiated learning programs to support learners School Services Officers provide targeted in-class support
		A Learning Centre "The Learning Centre – TLC" will be established to provide additional learning support in literacy and numeracy and other subjects for identified students. The centre will also provide an opportunity to create flexible learning programs and timetabling solutions in supporting students to maintain engagement, sense of belonging and success in a mainstream school setting.	Special Needs Coordinator SSO Team Director of Wellbeing Student Counsellor Maths Coordinator English Coordinator Learning Area Coordinators and Teachers	Term 1 Semester Reviews Ongoing	Funding is provided to establish the Learning Centre A venue is determined and timetable established Protocols and processes are established for operation of the centre Staffing is determined and associated training and support provided Data is used to identify students eg NAPLAN Benchmarks and students are invited and timetabled into the centre Learning Programs eg Lexia, Reading Plus and Maths Pathways investigated, purchased and implemented. Data is used to review the progress being made by students utilising the centre Review process are implemented and future development eg expansion, staffing are determined Consideration is given to the need for and employment of a Special Education Teacher
		A NAPLAN Improvement Action Plan (see attachment) is developed and implemented to improve the literacy and numeracy skills of Year 8 students.	Principal Director of Wellbeing Director of Teaching Learning Area Coordinators & Faculty Teams Languages & Maths Coordinators and teams Literacy Committee Special Needs Coordinator School Services Officers	Term 1 2015 Ongoing 2015 and 2016	In 2016 Loxton High School's NAPLAN average performance results will be above the National Average Performance Results for all assessment criteria.
		A case management approach will be implemented to support students with low academic performance and who have a high potential to disengage. Case management support will also be provided for students living with significant social and emotional challenges.	Director of Wellbeing Student Counsellors Aboriginal Community Education Officer Home Group Teachers	Ongoing 2015	Week 5 Stop Light Survey data assisting to identify students Case management discussion and planning at Wellbeing and Aboriginal Education Team meetings Referral of students to external agencies and support services Students receive mentoring through a case managed approach

					Enrolment of students into appropriate schooling options ie Mainstream, ICAN FLO and Open Access
		The Anti-Bullying Whole School Action Plan is reviewed, further developed by students and staff and promoted widely throughout the school community.	Student Counsellor All Staff & Students	Review Term 1 Development Term 2 Promotion Semester 2	A policy is developed and displayed on the Loxton High School website as a compliance requirement All students have an understanding of what bullying is and their role in not allowing it in our community All students know who to seek support from and how to do this at school All students understand the behavioural consequences for repeated bullying
OPPORTUNITIES FOR INVOLVEMENT	Student/Family voice and involvement influences school culture.	Student & Parent Satisfaction Surveys will be conducted so that data can be collected to inform whole school decision making	Leadership	At the conclusion of Semester 1	Satisfaction surveys are implemented, data collated and reviewed by Leadership with recommendations made for continuous improvement.
		A culture of whole school participation will be promoted by encouraging all students and parents to participate in school events and whenever opportunities become available.	All	Ongoing	Students readily participate in school extra-curricular activities especially whole school events Parents are represented on a range of committees Parent attendance and involvement at school events is increased Parents, students and staff actively support school fundraising activities The Governing Council fulfils its membership with a broad representation of school families and community members
		A decision making policy involving a consultative process will be adopted for decisions that impact the whole school to ensure inclusivity of all stakeholders.	All Staff, Student Representation & Governing Council	Term 1 2015 Ongoing	Staff, students and Governing Council members are included in the decision making process and well informed of the outcomes of all decisions that impact the whole school
ATTENDANCE	Caring and supportive relationships lead to a sense of belonging achieving a 93% attendance rate.	Our Attendance Policy and associated processes are reviewed and reinforced to all stakeholders.	Principal Director of Wellbeing Home Group Teachers	Term 1 2015	Teachers, parents and students understand expectations for regular high attendance rates at school and the associated benefits to learning Unexplained absences decrease as a result of understanding attendance expectations and processes The DECD goal of 93% attendance is achieved and exceeded Students reengage with schooling and attendance improves
		Attendance data will be reviewed to determine high priority students for Student Counsellor intervention and/or referral to DECD attendance counsellor.	Home Group Teachers Student Counsellor	Monthly & Ongoing	
		The Daymap attendance software will be investigated to understand how its applications and data collection may be used to help track and improve attendance	IT Coordinator Student Counsellor	Term 2	Increased communication with students and parents regarding non-attendance leading to greater accountability and improved attendance
		A lunchtime activities program is established to provide fun activities fostering a sense of belonging and enjoyment of school for targeted groups of students. Student led activities will be encouraged and supported.	Director of Wellbeing Student Counsellor Pastoral Support Worker	Term 2 Ongoing 2015	Students are actively engaged in fun activities rather than just sitting in groups at lunchtime Students willingly participate in the lunchtime activities offered Students begin to suggest and lead their own lunchtime activities

FOUNDATION SKILLS	Students develop organisation, confidence, resilience, persistence, relationship and problem solving skills to support their learning.	The Peer Support program is re-established.	Director of Wellbeing Student Counsellor Interested teachers and staff	Developmental Semester 1 Implementation Semester 2	Staff attend Peer Support Training and Development A structure to implement Peer Support is determined A Peer Support Program is implemented. Learning Assessment Plans are written for the Peer Support Program and students receive SACE accreditation for course completion
		The Work It "Peer Skills and Helping" Workshop is re-established for all Year 9 Students	Student Counsellors Pastoral Support Worker	Semester 1 Term 2 Week 10 Semester 1 Term 4 Week 9	Students empowered to help each other when presented with problems Students seek the support of adults when problems are serious in nature
		The Seasons for Growth Program is offered for students who have experienced significant loss and grief in their life,	Student Counsellor Pastoral Support Worker	Semester 2 2015	Staff are trained to implement the program The program is implemented for identified students

LEARNING : IMPROVE ACADEMIC PERFORMANCE FOR ALL STUDENTS

PRIORITY AREA	TARGET	ACTION/STRATEGY	WHO BY?	WHEN BY?	INDICATOR
A 'Loxton' Curriculum (Meeting the needs of students and the community.)	A 'Loxton' curriculum develops literacy and numeracy and allows students to study mandated subjects, subjects related to chosen career and subjects of enjoyment/passion, within the context of the school community.	Continue to review curriculum offerings to create an engaging, powerful curriculum. Review course counselling – make it a team effort Incorporate Middle School philosophy into timetable structure Make modifications e.g. NEP Make subject continuance recommendations on 'Accelerus' report Teach IT skills at all levels/up-skill teachers Work with community and feeder schools Staff expertise is maximised in the delivery of curriculum Allow 5 th subject offering at Year 12 (keep to 4) Research Project @ Year 12	Leaders. 2 staff (HGp & senior), student, parent. LD & Leaders Jane T Subject Teachers All teachers Yr 8 Team Leaders, Timetabler	Ongoing Term 2 Tm 2 ready for start Tm 3 Term 3 Ongoing Term 2,4 reports Ongoing Ongoing Start semester By 2016/7	Students engaged, less subject changing Students actively participate Pathways accessible Middle school principles met NEP students remain engaged & attain SACE No 'surprises' in classes Confident use of ICT Students 'high school ready' <i>Leaders/Teachers wishes taken into account</i>
Powerful Learners	We build skilled life-long learners - independent thinkers who are organised, persistent, optimistic and resilient	Students understand why they are learning and where they are going/headed. (Talk about learning with students) Literacy and numeracy is built across all subjects Intellectual stretch – high expectations and celebrations Teach students how to learn (e.g. 'Elevate Education' courses at Middle School) Staff model learning by undertaking their own Regular review of knowledge, skills and understanding. Build foundations from Year 8 Parents are involved and informed Futures pathways mapped (Career Strategy) Value every individual and their needs.	All Teachers Lit & num coaches All staff Year level teams All staff TY, H Gp Teachrs All staff	All actions ongoing	Students can work independently/self-motivated NAPLAN results Higher grades Aust Curriculum standards attained Desired pathways followed e-portfolio Parent portal, 'Schoolbag' Career Strategy embedded Less anti-social behavioural reports
SACE Improvement	We aim for 100% completion from SACE starters and individual academic excellence. Employment gained.	Apply for the SACE Improvement grant and complete a SACE Improvement Plan. Use 'SACE-speak', rubrics and SACE rules at all year levels (in clear language) Recognise and reward 'best effort' (not all A+ students) Staff involved in moderation, exam marking, networking, hub groups Provide opportunity, succession plans (to teach all levels)	LD, MZ, JT All staff All staff Interested staff Faculties Faculties	2015 Ongoing Ongoing Ongoing Ongoing Ongoing As Needed	TfEL polar map for each student Students meet rules Public recognition, academic prizes. Reward stickers. Increase in staff involved Plans in place Subject range maintained Appropriate placement

		Flexible approach to staffing small senior classes e.g. combined classes Subject teachers recommend progression in subject	Subject teachers	Term 2,4	
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TEACHING : EVERY CLASS HAS AN 'EXPERT' TEACHER ACTION PLAN

PRIORITY AREA	TARGET	ACTION/STRATEGY	BY WHOM?	WHEN BY?	INDICATORS
PERFORMANCE AND DEVELOPMENT (Improving Pedagogy)	All staff engage in an ongoing process of performance planning, professional learning, feedback and review in order to maximise student learning outcomes.	Implementation of the LHS Performance & Development Operational Processes and Procedures – Action Plan	All Teachers & Leaders	Ongoing	All staff are active learners, working on their pedagogy – leading to improved learning, wellbeing and standards of achievement for students.
		Improve pedagogy through professional learning: <ul style="list-style-type: none"> - Where possible teachers need to teach a subject for a minimum of 3 years. - Use learner data to identify professional development needs. - Release time for teachers to access targeted professional development including SACE clarifying forums and moderation marking. - Visit other schools for best practice – AC training & development days. - Provide time for staff to explore, experiment, review and share their learning from professional development sessions. 	All Teachers Curriculum Leaders Director of Teaching/ Leaders	Ongoing Alternate years Thurs PD & Fac Meetings	Improvement in student engagement and student learning outcomes.
		Continue working on the implementation of the Australian Curriculum (What) using the TfEL framework to guide pedagogy (How). Provide time for faculties to develop and review.		Ongoing	Students are being taught the Australian Curriculum for each subject and are assessed against the achievement standards.
LEARNER DATA MANAGEMENT	Learner data is collected and informs: -Teaching practice -Professional development needs	Data collection <ul style="list-style-type: none"> - NAPLAN, PAT Math, PAT R & eWrite - SACE Results/ Moderation feedback - Formative Assessment - Lexia/ Maths Pathway 	Director of Teaching, Maths Coordinator, Maths/English Teachers SACE Teachers & Co-ordinator All teachers SSO's & English/ Maths Teachers	T 1- 3 Ongoing Weekly Weekly	Students' literacy and numeracy skills are at or above the national standard. Pass rate is 100% A grades_% Students track their own progress Special needs students' progress through the Lexia standard levels.
		All student data accessible through Accelerus. Data can be extracted and presented as information to highlight teaching needs. Use 'Stop Light' impression data to identify students at risk – put strategies in place to support these students.	SSO's, Director of Teaching & All Teachers	Ongoing Week 4, T1-4	Specialised Curriculum is taught to students based on individual needs. e.g. Year 10 Maths & English classes. Student end of term reports indicate progress
		Develop smaller working parties to investigate/suggest areas for improvement strategies e.g. NAPLAN improvement	Interested teachers	When needed	Action plans are implemented leading to improvement in areas identified.
FOSTERING SCHOOL CULTURE AND HIGH EXPECTATIONS	New and existing staff embrace the school culture and high expectations of students.	School culture is reinforced by the leadership team.	Principal & Leaders	Ongoing	Mass participation in whole school events and extra-curricular activities. Improved engagement of students leading to improved attendance.
		Staff are supported in encouraging and developing school culture amongst the student cohort.			
		Prefects/ SRC attend leadership programs to build and foster skills to assist in developing school culture among peers.	Staff on Prefects and SRC	Term 1/ 2 (Course availability)	

		Decisions are communicated clearly and consistently. Processes/consequences are followed consistently by all staff. Keep items on the agenda for discussion/ review.	Leaders All Staff	Ongoing	Greater student compliance with school values/ expectations. School tone data indicates 100% of students following school policy.
		Staff involve themselves outside of their comfort zones - involvement in extracurricular and out of school socialising activities.	All Staff	Ongoing	Improvement in positive relationships with staff and students.