



Objectives	Strategies	Who/What/When	Demonstrable Outcomes/Outputs
<p>NUMERACY Development of a whole school numeracy agreement which makes explicit when and how numeracy will be taught across Year 8-12.</p> <ul style="list-style-type: none"> - Initial focus to be through the teaching of STEM subjects. <p>STEM teachers track and monitor agreed student numeracy data to inform classroom practice.</p>	<p>Identify the numeracy skills to be explicitly taught from Year 8-12.</p> <ul style="list-style-type: none"> - Initial focus to be on numeracy skill development within/across the STEM curriculum. - consistent numeracy strategies to be implemented/reinforced in teaching of STEM curriculum. <p>The Maths Learning and Curriculum Team to develop an agreed approach to the teaching of Maths. This will inform the school's numeracy approach with Maths teachers as a resource.</p> <p>STEM teams participate in targeted professional learning to support explicit teaching of agreed numeracy strategies. This includes connecting successful strategies already in place from current Numeracy intervention program to classroom practice.</p> <p>Establish central database that provides staff access to key numeracy data sets for classes/students.</p> <p>Staff training on how to analyse numeracy data to inform teaching practice and differentiate student learning.</p> <p>Numeracy data regularly monitored (student / class / cohort/school) to inform whole school approach and required adjustments.</p> <p>PDP meetings include data-based focus on student progress /class/cohort</p>	<p>L&C Leaders and Teams STEM L&C Teams</p> <p>Maths L&C Team</p> <p>STEM L&C Teams</p> <p>ICT, Maths Leader</p> <p>Maths Leader</p> <p>Teachers and leaders, ELT</p> <p>L&CL with STEM teaching teams</p>	<p>Whole school Numeracy agreement developed and aligns to <i>EoGL</i> and <i>Whole School Pedagogical and Curriculum Framework</i></p> <p>Documented agreed approach to the teaching of Maths.</p> <p>Improved teacher confidence in the explicit teaching of numeracy across STEM subjects – through staff surveys, P&D meetings, Observations</p> <p>Central database provides teachers with ready access to student literacy data</p> <p>Data used by staff to inform teaching practices</p> <p>Data calendar makes explicit key dates for collection and analysis.</p> <p>Learning walkthroughs and PDP meetings indicate improved approaches to differentiating learning</p> <p>Improvement in student Learning and Numeracy data across the school</p> <p>Identified students demonstrate improvement</p>



**CHRISTIES BEACH HIGH SCHOOL
2016 SITE IMPROVEMENT PLAN**

Christies Beach
High School

Priority One - Improved Numeracy and Literacy

Jan 2016

Objectives	Strategies	Who/What/When	Demonstrable Outcomes/Outputs
<p>LITERACY A <i>whole school literacy agreement</i> makes explicit when and how literacy will be taught across Year 8-12.</p> <p>Teachers track and monitor agreed student literacy data to inform classroom practice.</p> <p>Teachers implement the WAVE model of intervention in classroom practice.</p>	<p>Identify the literacy skills essential for success with SACE. Map backwards from Year 12 to identify & sequence the agreed reading (comprehension) and writing skills to be explicitly taught from Year 8-12.</p>	<p>ELT with lead from AP-IS – T1</p>	<p>Whole school Literacy agreement developed and aligns to <i>EoGL</i> and <i>Whole School Pedagogical and Curriculum Framework</i></p>
	<p>Identification of consistent literacy strategies to be implemented in teaching practices 8-12.</p>	<p>ELT with lead from AP-IS – T1</p>	<p>Agreed literacy scope and sequence across Year 8-12</p>
	<p>Professional learning through whole school and L&C teams to support explicit teaching of agreed literacy strategies.</p>	<p>AP- IS, L&C Teams - T2,3</p>	<p>Improved teacher confidence in the explicit teaching of literacy across subject areas – through staff surveys, P&D meetings, Observations</p>
	<p>Establish central database that provides staff access to key literacy data sets for classes/students.</p>	<p>ICT, AP ready for T1</p>	<p>Central database provides teachers with ready access to student literacy data</p>
	<p>Staff training on how to analyse literacy data to inform teaching practice and differentiate student learning.</p>	<p>AP-IS – T1</p>	<p>Data used by staff to inform teaching practices</p>
	<p>Train identified staff on the use of EALD scales as a tool to inform the teaching of writing.</p>	<p>AP- IS – T1</p>	
	<p>Literacy data regularly monitored (student / class / cohort/school) to inform whole school approach and required adjustments.</p>	<p>Teachers and leaders, ELT</p>	<p>Data calendar makes explicit key dates for collection and analysis.</p>
	<p>PDP meetings include data-based focus on student progress /class/cohort</p>	<p>L&CL with teaching teams</p>	
	<p>Revisit CBHS Learning & Achievement plan with staff to develop whole school understanding/agreement of WAVE model of intervention.</p>	<p>P, AP-IS with staff – T1</p>	<p>Revised/updated policy agreed to</p>
	<p>Targeted professional learning to support staff to differentiate learning for students - link to WSPCF. This includes connecting successful strategies already in place from current intervention program to classroom practice.</p>	<p>ELT with L&CL – T2 and 3</p>	<p>Learning walkthroughs and PDP meetings indicate improved approaches to differentiating learning</p> <p>Improvement in student Learning and Literacy data across the school</p>
<p>'Talk it up' project supports teachers to implement intervention strategies to enhance language & communication skills for identified students.</p>	<p>AP-IS – T1 with follow up</p>	<p>Identified students demonstrate improvement</p>	



CHRISTIES BEACH HIGH SCHOOL 2016 SITE IMPROVEMENT PLAN

Christies Beach
High School

Priority Two - Improved Pedagogy

Jan 2016

Objectives	Strategies	Who/What/When	Demonstrable Outcomes/Outputs
<p>Whole school agreements, as per the Whole School Pedagogical and Curriculum Framework (WSPCF,) are demonstrated in practice</p>	<p>Revisit <i>EoGL</i> so all staff have full understanding of whole school agreement in regard to effective teaching practice at CBHS.</p> <p>Whole site practice to be consistent with the WSPCF. Key focus areas for 2016 include:</p> <ul style="list-style-type: none"> • The learning environment • 3 key objectives • 3 tiered lesson – differentiation • Learning Walkthroughs. <p>ELT mentor L&C leaders to support curriculum leadership of the WSPCF to meet school and DECD expectations and accountability requirements. Feedback focus of 2 leadership meetings.</p>	<p>All staff, all L&C Teams, Week 0</p> <p>L&C Teams – T1 focus Walkthrough follow up T2-4</p> <p>ELT, L&CL regularly and ongoing</p> <p>T2,3</p>	<p>All learning environments demonstrate the <i>EoGL</i></p> <p>Agreements regarding our practice signed and displayed</p> <p>Teachers model <i>EoGL</i></p> <p>Walk Through process ‘common practice’ - peer to peer, leader to peer</p> <p>Observation feedback demonstrates improved teacher capacity to implement the WSPCF in teaching practice</p> <p>Teachers and L&C teams regularly discuss/evaluate the WSPCF and the effectiveness of this work</p> <p>Teacher and student surveys used to evaluate progress/growth</p>
<p>Whole school documentation and accountability of learning programs</p>	<p>LAPs are documented (as per school agreement) in line with AC and SACE, filed in curriculum drives and available on DayMap.</p> <p>Units of work are documented using the UbD format for all key tasks.</p> <p>2 CATs are implemented each term and moderated by L&C teams to develop consistency of teacher judgment and to inform teacher practice.</p> <p>DayMap implementation strategy</p>	<p>L&C teams, ICT – T1</p> <p>L&C Teams T1-4</p> <p>L&C Teams</p> <p>DP, L&CL, DayMap Mentors</p>	<p>Year 8-12 Curriculum (LAPs, Units of work and CATS) documented and accessible to staff via curriculum files</p> <p>Moderation confirms consistency of teacher judgment, practice and growth in pedagogical practices.</p> <p>Students and families have access to LAP and Units of work via DayMap</p>
<p>Welcoming, attractive and supportive learning environments</p>	<p>Develop key agreement as per the minimum expectations for all classrooms in line with WSPCF. Implementation, Walkthroughs and PDP follow up and sharing</p>	<p>ELT with staff - T1</p> <p>T2</p>	<p>Positive responses to learning environment</p>



CHRISTIES BEACH HIGH SCHOOL 2016 SITE IMPROVEMENT PLAN

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Priority Three – SACE Improvement

Jan 2016

Objectives	Strategies	Who/What/When	Demonstrable Outcomes/Outputs
<p>Teacher and leaders develop an agreed understanding of SACE curriculum and accountability requirements</p> <p>Teachers deliver high quality SACE programs that enable success for the full range of students</p> <p>Care Group teachers support student learning, wellbeing and SACE achievement</p>	<p>Clarify L&C leaders responsibilities in regard to SACE improvement and their role as a leader</p> <p>Meetings with SACE teachers to unpack 2015 SACE data and moderation feedback Clarify teacher responsibility for 2016 including analysis of previous student results, moderation feedback to inform the 2016 LAP and assessment task design.</p> <p>Identify successful practice operating in the school and share with staff Identify professional learning needs of staff – SACE Teacher Professional Development profile maintained/updated L&C team meetings have SACE improvement as a regular agenda item SACE teachers have regular meetings with L&C leaders to discuss student progress and targeted strategies to support identified students/improvement Year 8-12 Student Achievement data analysed each term to monitor effectiveness of strategies and identify areas for intervention</p> <p>SACE LAP and assessment task design addressed through the WSPCF approach – see priority 2</p> <p>Moderation of SACE assessment tasks</p> <p>Agreed Care Group role statement developed Care Group teachers:</p> <ul style="list-style-type: none"> • track and monitor individual student progress • communicate regularly with parents /caregivers • support student wellbeing issues 	<p>ELT with AP-SACE, L&CL – Wk 0</p> <p>AP-SACE, L&C leaders SACE teachers – early term 1</p> <p>L&CL with ELT – T1</p> <p>L&CL, AP-SACE – T1</p> <p>L&CL – T1-4</p> <p>L&CL, SACE teachers – 2x per term</p> <p>ELT, L&C teams – T1-4</p> <p>L&C Teams – T1-4</p> <p>AP-SACE, CG teachers – T1-4</p>	<p>L&CL SACE accountability requirements clarified and signed off.</p> <p>SACE teacher role statement with accountability requirements clarified and signed off with L&C leaders</p> <p>Professional learning for SACE teachers identified and supported</p> <p>SACE teachers supported with improvement/growth data</p> <p>Improved LAPs and assessment tasks</p> <p>Improved SACE completion rates, improved achievement of C grades and above</p> <p>Moderation confirms consistency of teacher judgment and practice and growth in student outcomes</p> <p>Role statement for CG teacher clarified and signed off Feedback from Year 11 and 12 students (and families) indicate they are supported Improved retention at school</p>

Acronyms

AC – Australian Curriculum

AP – IS – Assistant Principal – Intervention and Support

AP – SACE – Assistant Principal SACE

CG – Care Group

CAT – Common Assessment x Task

DECD – Department of Education and child Development

EoGL – Elements of a Good lesson

ELT – Executive Leadership team

ICT – Information Communication Technology

LAP – Learning and assessment Plan

L&C – Learning and Curriculum

L&CL – Learning and Curriculum Leaders

P&D – Performance and Development

PDP – Professional Development Plan

P – Principal

SACE – South Australian Certificate of education

STEM – Science, Maths and Technology

UbD – Understanding by Design

WSPCF – Whole School Pedagogical and Curriculum Framework