Improvement Plan for

2019 to 2021

Vision statement

MBHS is a school community that promotes positive and active citizenship through the development of creative, collaborative and resilient learners.

Ngunangk tuldar
witjunggildhur toran

Excellence Respect Working Together

Plan summary

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in reading	25% students who were below SEA in NAPLAN-R year 7 in 2018 will achieve SEA in PAT-R Test 8	If we explicitly teach the disciplinary vocabulary and use check and act strategies before progressing, then we will increase students' ability to read for and select appropriate evidence, and allow for deep discipline understanding.	In comparing pre and post checks of vocabulary we will see that students have improved their vocabulary knowledge and application, including technical words specific to an information text or topic. PAT-R demonstrates improvement in students ability to interpret explicit information. (D3)
	50% students who were below SEA in NAPLAN-R year 7 in 2018 will achieve SEA in NAPLAN-R year 9. 80% Aboriginal students (year 7 2018) meet SEA.		
	75% students who were below SEA in NAPLAN-R year 7 in 2018 will achieve SEA in PAT-R Test 10. 100% Aboriginal students (year 7 2018) meet SEA.		
Increase student achievement in writing	25% students who were below SEA in NAPLAN writing year 7 in 2018 will achieve an AC C or better grade in the year 8 learning area genre writing tasks	If we explicitly teach essential language features and use check and act strategies before before progressing, we will increase students' ability to communicate their understanding.	When we look at student written tasks each term we will see that they can: use a selection of appropriate text structures and language features for particular purposes and effects; and use simple, compound and complex sentences appropriately. (D3)
	50% students who were below National Minimum Standard (NMS) in NAPLAN writing year 7 in 2018 will achieve NMS in year 9 NAPLAN writing		
	75% students who were below SEA NAPLAN writing Year 7 in 2018 will achieve an AC C or better in the year 10 learning area genre writing tasks		
Increase student achievement in lower secondary mathematics	25% students who were below SEA in NAPLAN-N year 7 in 2018 will achieve SEA in PAT-M Test 8	If we pre-check current understanding of core skills from the mathematics Number and Algebra strand, explicitly teach to these pre-checks, and use check and act strategies before progressing, we will allow students to successfully develop core skills for future progression in mathematics and applied numeracy.	In PAT-M and in the continuous tracking of student progress with Mathspace Waypoints we will see improvement in student understanding and application of the core skills from the mathematics Number and Algebra strands. (D3)
	50% students who were below SEA in NAPLAN-N year 7 in 2018 will achieve SEA in NAPLAN-N year 9. 80% Aboriginal students (year 7 2018) meet SEA.		
	75% students who were below SEA in NAPLAN-N year 7 in 2018 will achieve SEA in PAT-M Test 10. 100% Aboriginal students (year 7 2018) meet SEA. 100% aboriginal students (year 7 2018) meet SEA.		

Improvement plan for

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

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 student achievement in reading	2019	25% students who were below SEA in NAPLAN-R year 7 in 2018 will achieve SEA in PAT-R Test 8
	2020	50% students who were below SEA in NAPLAN-R year 7 in 2018 will achieve SEA in NAPLAN-R year 9. 80% Aboriginal students (year 7 2018) meet SEA.
	2021	75% students who were below SEA in NAPLAN-R year 7 in 2018 will achieve SEA in PAT-R Test 10. 100% Aboriginal students (year 7 2018) meet SEA.
Goal 2 Increase student achievement in writing	2019	25% students who were below SEA in NAPLAN writing year 7 in 2018 will achieve an AC C or better grade in the year 8 learning area genre writing tasks
	2020	50% students who were below National Minimum Standard (NMS) in NAPLAN writing year 7 in 2018 will achieve NMS in year 9 NAPLAN writing
	2021	75% students who were below SEA NAPLAN writing Year 7 in 2018 will achieve an AC C or better in the year 10 learning area genre writing tasks
Goal 3 Increase student achievement in lower secondary mathematics	2019	25% students who were below SEA in NAPLAN-N year 7 in 2018 will achieve SEA in PAT-M Test 8
	2020	50% students who were below SEA in NAPLAN-N year 7 in 2018 will achieve SEA in NAPLAN-N year 9. 80% Aboriginal students (year 7 2018) meet SEA.
	2021	75% students who were below SEA in NAPLAN-N year 7 in 2018 will achieve SEA in PAT-M Test 10. 100% Aboriginal students (year 7 2018) meet SEA. 100% aboriginal students (year 7 2018) meet SEA.

Step 2

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
Goal 1	If we explicitly teach the disciplinary vocabulary and use check and act strategies before progressing, then we will increase students' ability to read for and select appropriate evidence, and allow for deep discipline understanding.	In comparing pre and post checks of vocabulary we will see that students have improved their vocabulary knowledge and application, including technical words specific to an information text or topic. PAT-R demonstrates improvement in students ability to interpret explicit information. (D3)
Goal 2	If we explicitly teach essential language features and use check and act strategies before progressing, we will increase students' ability to communicate their understanding.	When we look at student written tasks each term we will see that they can: use a selection of appropriate text structures and language features for particular purposes and effects; and use simple, compound and complex sentences appropriately. (D3)
Goal 3	If we pre-check current understanding of core skills from the mathematics Number and Algebra strand, explicitly teach to these pre-checks, and use check and act strategies before progressing, we will allow students to successfully develop core skills for future progression in mathematics and applied numeracy.	In PAT-M and in the continuous tracking of student progress with Mathspace Waypoints we will see improvement in student understanding and application of the core skills from the mathematics Number and Algebra strands. (D3)

Goal 1: Increase student achievement in reading

Challenge of Practice:

If we explicitly teach the disciplinary vocabulary and use check and act strategies before progressing, then we will increase the ability of students to read for and select appropriate evidence, and allow for deep discipline understanding.

Actions	Timeline	Roles and Responsibilities	Resources
VOCABULARY PLANNING Develop relevant and differentiated key word vocabulary lists for each subject, for each major learning unit, and documented in AC Units of work for each subject. (D1) Year 11 and 12 focus for instruction on interpreting the performance standards.	Week 0, Unit 1 Ongoing for each new learning unit	Teachers - develop lists LAL - facilitating sharing of common lists and checking lists recorded Units Deputy Principal/MS AP - oversight	Shared AC units Vocabulary check resources Collaborative planning time allocation
PRE-CHECK Precheck vocabulary lists for year all year levels to identify individual growth point (traffic lights) Precheck linked into Aboriginal students individual learning profiles and reviewed by ALERT to identify and target support (including CELF testing for DLD) (D2) Precheck linked into target students individual learning profiles and reviewed by MS SPLs to identify support (including CELF check) (D2)	Week 1-5 Term 1 Ongoing for each new learning unit	Teachers - precheck and adjust learning activities, report results in accelerus LAL - support and check progress ALERT - review and response MS SPL - review and response (target groups) Deputy Principal/MS AP - oversight Special options leader	Vocabulary checking resources Collaborative planning time allocation CELF resources Support Services
TARGETED TEACHING Based on pre check, teachers design and deliver learning activities to explicitly teach vocabulary FIRST, using high impact strategies	Week 1-5 Term 1 Ongoing for each new	Teachers - explicitly teach vocabulary LAL - support and check progress, support collaborative development of learning activities ALERT - learning review, resource allocation	Vocabulary instruction resources Yr 7 to HS high impact strategies 3x teachers Orbis 7-9 Literacy Collaborative planning time allocation ALERT classroom support

		learning unit	Deputy Principal/MS AP - oversight	
WAVE 3 INTERVENTION Reading intervention using LLI within targeted Literacy classes for Year 8 students with well below SEA reading levels	Ongoing		Global Perspectives Leader - coordination Year 8 LLI teachers - testing & delivery SSO program support	LLI resources 4 SSO hours per week ($40/hour, 40 weeks) $6400
POST-CHECK Teachers post-check sampling of student vocabulary for Year 8, 9 & 10 - 5 students per sample, rotation through the year for coverage of all students (D2) Teachers post-check review for Year 11 and 12 through Learning Area 5 weekly check points	Week 10, Term 1 Ongoing for each new learning unit		Teachers - post check sample students, report results in Accelerus ALERT, SPLs - track target students LAL - support and check progress	Collaborative planning time allocation
BUILDING TEACHER EXPERTISE Global Perspectives learning area integrate further vocabulary development (focus on synonyms) to improve students' ability to interpret explicit information (response to PAT-R data)	Term 1		GP Learning Area - expert teachers	3x teachers Orbis 7-9 Literacy Release planning days x4 TRT days ($2168)
BUILDING TEACHER EXPERTISE Global Perspectives learning area share resources with all staff regarding synonyms and further vocabulary development to help students improve ability to interpret information	Term 2		GP Learning Area - expert teachers	Collaborative planning time allocation SFD T2 integration
BUILDING TEACHER EXPERTISE Tier 1, 2, 3 vocabulary grouping investigated as part of Continuity of Learning Partnership Project, for implementation in 2022.	Term 3-4		Global, STEM teacher work shadow pairs Deputy Principal/MS AP oversight	Release collaboration days x8 TRT days ($4336)

TRACKING IMPACT AND RESPONSE PAT-R Track students ability to interpret explicit information in years 8/9/10	Term 3 - 4	Global Leader Deputy Principal	PAT resource centre
Total financial resources allocated	$12 904		
Success criteria	In comparing pre and post checks of vocabulary we will see that students have improved their vocabulary knowledge and application, including technical words specific to an information text or topic. PAT-R demonstrates improvement in students ability to interpret explicit information. (D3)		

Goal 2: Increase student achievement in writing

Challenge of Practice:
If we explicitly test for and teach essential language features, and use check and act strategies before progressing, we will increase students' ability to communicate their understanding.

Actions	Timeline	Roles and Responsibilities	Resources
Teachers finalise writing matrix create calibration activity to help staff moderate their choices when using the rubric	Term 4, 2020	Lead by Global Perspectives leader and a group of expert teachers	Writing matrix
PRE POST CHECK - matrix Year 9 and 10 low-literacy classes complete timed writing sample - marked against writing rubric to track areas for and levels of improvement	Term 1 - sample 1 Term 2 - Sample 2 Term 4 - Sample 3	Lead by Global Perspectives leader and class teachers Group of expert teachers moderate work and feedback information to teachers	Writing task Writing matrix Benchmarking and Moderation release days x12 days ($6504)
TARGETED TEACHING Upskill year 9 and 10 teachers to use feedback from writing samples, then implemented into learning design and delivery	Term 1 - 2	Lead by Global Perspectives leader and expert teachers	Writing matrix Collaborative planning time allocation
PRE POST CHECK - Brightpath Year 8 Global classes complete timed writing sample - uploaded to Brightpath	Term 1	Lead by Global Perspectives leader in collaboration with Brightpath Year 8 Global teachers upload samples	Brightpath Brightpath leveling release days x16 days ($8672)
TARGETED TEACHING Upskill year 8 global teachers to use feedback from Brightpath, then implemented into learning design and delivery	Term 1	Brightpath leaders work with year 8 Global staff to implement and review progress	Brightpath PD release days x6 days ($3252)

BUILDING TEACHER EXPERTISE Professional development for all staff regarding further vocabulary for writing and reading development to improve students' ability to interpret explicit information	Term 2 - 3	Expert Global teachers share resources and pedagogies to improve student understanding of vocabulary in reading, comprehending and writing	Collaborative planning time allocation 3x teachers Orbis 7-9 Literacy PAT -R data
Total financial resources allocated	$18 428		
Success criteria	When we look at student written tasks each term we will see that they can: use a selection of appropriate text structures and language features for particular purposes and effects; and use simple, compound and complex sentences appropriately. (D3)		

Goal 3: Increase student achievement in lower secondary mathematics

Challenge of Practice:
If we pre-check current understanding of core skills from the mathematics Number and Algebra strand, explicitly teach to these pre-checks, and use check and act strategies before progressing, we will allow students to successfully develop core skills for future progression in mathematics and applied numeracy.

Actions	Timeline	Roles and Responsibilities	Resources
CORE SKILLS PLANNING Core skills in Number and Algebra strands mapped to check points in AC unit plans • Directed numbers • Estimation strategies • Order of operations • Fractions, Decimals, Percentages • Indices • Algebraic Operations (substitution, like terms, rearrangement)	Week 9, 2020 Week 0, 2021	STEM leader MS SPL (Numeracy) to provide training	Collaborative planning time allocation Week 0 SFD allocation
CORE SKILLS CHECKING Continuously check core skills for year 8, 9 and 10 students through Mathspace Waypoints Tracking included in learner profiles for Aboriginal and target students (8, 9, 10 below SEA). (D2)	Term 1 - leveling Term 2-4 - wk 4, 9 review	Teacher ALERT - track and respond SPL (Numeracy)	Waypoints for Mathspace ($6000)
TARGETED TEACHING Teachers design learning, implement and adjust programs (including Thinking Maths strategies), aligned to each student growth point identified in	Ongoing	Teachers - adjustments to programs, recorded in Unit Plans SPL to work with individual teachers to	Collaborative planning time allocation Thinking Maths PD

check points and continually check and respond to student progress using a range of check and act strategies. (D2)		build capacity of teachers	
PROGRAM REFINEMENT Teachers collaborate on adjustments to unit plans, scope and sequencing and intervention based on pre-check responses and Thinking Maths strategies.	Once per term	Teachers - collaborate STEM leader MS SPL (Numeracy)	Collaborative planning time allocation
WAVE 2 INTERVENTION Intervention with 8, 9, 10 students across all maths classes with weekly targeted intervention by additional maths teacher allocated to support in class with groups of students identified for core skills support based on pre-check data and tracking (D2)	Ongoing from T1 Week 3	Teachers STEM leader - LA check in MS SPL (Numeracy) - tracking of below SEA student growth ALERT - tracking of Aboriginal students	Math teacher load used to provide support x 14 lessons/week ($72 954)
WAVE 3 INTERVENTION Investigate appropriate wave 3 intervention models for Year 8, 9 and 10 students well below SEA participate in targeted intervention in their core maths classes. (D2)	Term 1	MS SPL (Numeracy)	
Total financial resources allocated	$72 954		
Success criteria	In PAT-M and in the continuous tracking of student progress with Mathspace Waypoints we will see improvement in student understanding and application of the core skills from the mathematics Number and Algebra strands. (D3)		

Data Review Schedule