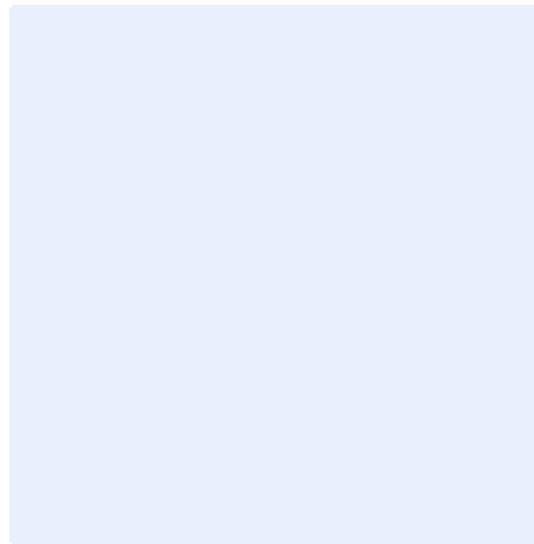


2022 - 2024

School Improvement Plan for

Millicent High School

Site Number:
0780



Vision Statement:

To empower students to develop a positive mindset for the future and acquire knowledge, skills and dispositions that will allow them to be resilient lifelong learners, leaders and respectful members of our community.



Government of South Australia

Department for Education

2022 – 2024

School Improvement Plan for

Millicent High School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (18 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

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



Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise

Site name: Millicent High School

Goal 1: Increase student achievement in Literacy

ESR Directions:

Effectively monitor and refine the implementation of agreed pedagogies by clarifying the complementary roles of classroom observations by peers and line managers.

Revisit the purpose and wording of learning intentions to maximise the impact on student learning when referenced frequently.

Develop a shared definition of effective teaching in the context of Millicent High School based on the action research findings of Learning Teams.

Target 2022:

We will see 20% students 'just below' (2 student) High Band progress into High Band in year 9 NAPLAN

We will see 20% students 'just in' (1 students) High Band progress into High Band year 9 NAPLAN

We will see 20% students 'just below' (2 student) SEA progress into at SEA year 9 NAPLAN

We will see 20% students 'just in' (3 students) SEA progress into at SEA year 9 NAPLAN

Year 8: We will see a 5% increase in students achieving a scale score above their year level in PAT-R

Year 10: We will see a 5% increase in students achieving a scale score above their expected year level in PAT-R

To be adjusted after a 'deep dive' into data later this term

2023:

We will see 20% students 'just below' High Band progress into High Band in year 7 and 9

We will see 20% students 'just in' High Band progress into High Band year 7 and 9

We will see 20% students 'just below' SEA progress into at SEA year 7 and 9

We will see 20% students 'just in' SEA progress into at SEA year 7 and 9

Student numbers determined after NAPLAN 2022

To be adjusted after a 'deep dive' into data later this term- week 5 meeting with PAT education team analysing PAT data, Will identify specific students to track- this then needs to be incorporated into Actions for leaders and Staff.

Thoughts: track specific students above and below- Above wanting 1 years growth, below more than 1 years growth. Growth data, not just Achievement.

2024:

We will see 20% students 'just below' High Band progress into High Band year 7 and 9

We will see 20% students 'just in' High Band progress into High Band year 7 and 9

We will see 20% students 'just below' SEA progress into at SEA year 7 and 9

We will see 20% students 'just in' SEA progress into at SEA year 7 and 9

Student numbers determined after NAPLAN 2023

STEP 2 Challenge of practice

Challenge of Practice:

If we differentiate teaching and learning within the Australian Curriculum we will improve literacy across the site.

Student Success Criteria (what students know, do, and understand):

Year 7

KNOW: Students know how to create structured and coherent texts for a range of purposes and audiences.

UNDERSTAND: When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

DO: Students understand how to explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning

Year 8

KNOW: Students know how to create texts for different purposes, selecting language to influence audience response.

UNDERSTAND: They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

DO: Students interpret texts, questioning the reliability of sources of ideas and information.

Year 9

KNOW: Students know how to create texts that respond to issues, interpreting and integrating ideas from other texts.

UNDERSTAND: They understand the need to edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

DO: They evaluate and integrate ideas and information from texts to form their own interpretations.

Year 10

KNOW: Students know how to create a wide range of texts to articulate complex ideas.

UNDERSTAND: They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

DO: They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Teachers will develop and use learning intentions and Success Criteria to ensure all students have opportunities for growth.</p>		<p>Leaders will: Ensure all teachers are provided training in understanding Learning Intentions and Success Criteria Induct new staff and ensure current staff are able to use the sites consistent approach to learning intentions and success criteria. Allocate meetings to allow for moderation of learning intentions and success criteria. Will support staff in how to work with students to collaboratively create success criteria so all students have the opportunity for growth.</p> <p>All teachers will: Set learning intentions from the National Curriculum and Corwin Model Create criteria for success which demonstrates individual growth and provides stretch for all students. Provide Students the opportunity to reflect and give feedback on learning intentions and success criteria to teachers through both data and discussion. Develop meaningful and quality unit plans, assessments and success criteria that reflect a focus for a consistent language of learning across the site.</p> <p>Students will: Co-construct success Criteria with class and teacher. Reflect on their achievement against the learning intentions and success criteria.</p>	<p>Learning Teams Training and Development Staff Meeting Curriculum Time PAT, NAPLAN and E-Write Testing SPIDF Observational Tools Corwin Training Brightpath?</p>
<p>Goal Setting: Each teacher incorporates student's goals in their learning design.</p>		<p>Leadership will: Curriculum Coordinator will support Year 7 to 10 English Teachers in setting learning goals to be shared with parents during three way learning conversations / parent teacher interviews. Curriculum Coordinator to create a consistent approach to setting goals across year 7-10. Learning Team Leaders will facilitate a consistent approach to goal setting through Learning Teams and will ensure staff are supporting students in collecting evidence against their goal.</p> <p>Literacy Intervention Teachers Will: English teachers set individual Literacy Goals in accordance with the outlined approach by the Curriculum Coordinator that are shared with whole staff. Teachers share and use data to inform student goal setting - A collaborative process between staff and student, so that students have ownership of their goals but they are based on an identified deficit. In Year 7 to 10 English Teachers will set Literacy goals that are to be shared with parents during learning conversations. Ensure goals are located in a shared location for all staff to access and for students to access their individual goal.</p> <p>All Staff Will: Access individual learning goals to inform learning design where applicable. Work with students in collecting evidence of their learning in line with the students goals</p>	<p>Curriculum Time Planning time SSO allocation Allocated extra Literacy time Training and development Big ideas in Reading and Forensic Reading Models PAT, NAPLAN and E-Write Testing SPIDF</p>

		<p>Will use student feedback to reflect on the implementation of goal setting in their subject.</p> <p>Students Will: Use data to inform their improvement goal/s Have access to their learning goals. Students will collect evidence of their learning goals to demonstrate growth and achievement.</p>	
<p>Teachers will engage in the whole site Literacy practice agreement.</p>	<p>TEEL: Term 1- writing analysis. Term 2 Review of writing analysis in Learning Teams</p>	<p>Leadership will: Leaders will collaborate with staff in developing a whole site literacy practice agreement. Curriculum coordinator will facilitate training and development on TEEL and TEEL+ for new staff and any staff needing support Staff will collaboratively create a Millicent High School Literacy focused agreement of practices.</p> <p>Literacy Intervention Teachers will: Teachers of year 7 and 8 Literacy will deliver a differentiated Literacy intervention program based on the Comprehensive Assessment of Reading Strategies model. will utilise E-Write / Bright path data to inform practice and as a measurement of growth</p> <p>All Teachers will: Engage with the collaboratively created whole site literacy practice agreement. Ensure that all English teachers are trained in the Big Ideas in Reading / TEEL New staff will be aligned with a buddy to support them in the implementation of Literacy Intervention development and appropriate release time will be given to support this, new staff are sent to T&D. English and HASS Coordinator will oversee that all year 7 and 8 classes are running a weekly 50-minute intervention class and are collecting folios of work (books).</p> <p>Each teacher from years 7 to 12 will implement and incorporate a focus on general academic vocabulary (Tier 2 words) within their Learning Design and teaching practice. Each teacher from year 7 to 9 will explicitly teach and model the TEEL and 10 – 12 TEEL + writing structure in all subjects. Each Teacher of SACE will utilise the appropriate text types in junior year levels based on the deconstruction of SACE success criteria, performance standards and verbs All staff will unpack the success criteria for their curriculum. Staff will develop work exemplars for students. Teachers in years 7-10 will teach appropriate text type to their curriculum areas Curriculum coordinator to facilitate induction for new staff to understand whole site literacy approaches. Staff will collect student evidence folios to demonstrate growth in writing</p>	<p>Learning Teams Curriculum Time Planning Time SSO allocation Allocated extra Literacy time Training and development Big ideas in Reading and Forensic Reading Models PAT, NAPLAN and E-Write Testing Student Work Samples SPIDF HAT Teacher</p>
<p>Click or tap here to enter text.</p>		<p>Click or tap here to enter text.</p>	
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Goal 1: Increase student achievement in Literacy



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	Yes Needs attention/work in progress Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
<p>Year 7 KNOW: Students know how to create structured and coherent texts for a range of purposes and audiences. UNDERSTAND: When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation. DO: Students understand how to explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning</p> <p>Year 8 KNOW: Students know how to create texts for different purposes, selecting language to influence audience response. UNDERSTAND: They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. DO: Students interpret texts, questioning the reliability of sources of ideas and information.</p> <p>Year 9 KNOW: Students know how create texts that respond to issues, interpreting and integrating ideas from other texts. UNDERSTAND: They understand the need to edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. DO: They evaluate and integrate ideas and information from texts to form their own interpretations.</p> <p>Year 10 KNOW: Students know how create a wide range of texts to articulate complex ideas. UNDERSTAND: They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. DO: They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.</p>	<p>Click or tap here to enter text.</p>		<p>Click or tap here to enter text.</p>
Actions	90% embedded Needs attention/work in progress	Evidence Are we doing what we said we would do?	What are our next steps? Potential adjustments?

	Not on track	Are we improving student learning? How do we know which actions have been effective?	
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Goal 1: Increase student achievement in Literacy



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: We will see 20% students 'just below' (2 student) High Band progress into High Band in year 9 NAPLAN We will see 20% students 'just in' (1 students) High Band progress into High Band year 9 NAPLAN We will see 20% students 'just below' (2 student) SEA progress into at SEA year 9 NAPLAN We will see 20% students 'just in' (3 students) SEA progress into at SEA year 9 NAPLAN Year 8: We will see a 5% increase in students achieving a scale score above their year level in PAT-R Year 10: We will see a 5% increase in students achieving a scale score above their expected year level in PAT-R</p>	<p>Results towards targets: Click or tap here to enter text.</p>
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<p>School Improvement planning template If we are consistent across year 7-12 in all learning areas with Learning Intentions, Success Criteria and Goal Setting, then we will increase achievement in literacy.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Year 7 KNOW: Students know how to create structured and coherent texts for a range of purposes and audiences. UNDERSTAND: When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation. DO: Students understand how to explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning</p> <p>Year 8 KNOW: Students know how to create texts for different purposes, selecting language to influence audience response. UNDERSTAND: They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. DO: Students interpret texts, questioning the reliability of sources of ideas and information.</p> <p>Year 9 KNOW: Students know how create texts that respond to issues, interpreting and integrating ideas from other texts. UNDERSTAND: They understand the need to edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. DO: They evaluate and integrate ideas and information from texts to form their own interpretations.</p> <p>Year 10 KNOW: Students know how create a wide range of texts to articulate complex ideas. UNDERSTAND: They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. DO: They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

[Click or tap here to enter text.](#)

Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)

STEP 1 Analyse and Prioritise

<p>Goal 2: Increase student achievement in Numeracy</p>	<p>ESR Directions: Effectively monitor and refine the implementation of agreed pedagogies by clarifying the complementary roles of classroom observations by peers and line managers. Revisit the purpose and wording of learning intentions to maximise the impact on student learning when referenced frequently. Develop a shared definition of effective teaching in the context of Millicent High School based on the action research findings of Learning Teams.</p>	
<p>Target 2022: We will see 20% students 'just below' (2 student) High Band progress into High Band We will see 20% students 'just in' (1 students) High Band progress into High Band We will see 20% students 'just below' (2 student) SEA progress into at SEA We will see 20% students 'just in' (3 students) SEA progress into at SEA Year 8: We will see a 5% increase in students achieving a scale score above their year level in PAT-M Year 10: We will see a 5% increase in students achieving a scale score above their year level in PAT-M To be adjusted after a 'deep dive' into data later this term- week 5 meeting with PAT education team analysing PAT data</p>	<p>2023: We will see 20% students 'just below' (2 student) High Band progress into High Band We will see 20% students 'just in' (1 students) High Band progress into High Band We will see 20% students 'just below' (2 student) SEA progress into at SEA We will see 20% students 'just in' (3 students) SEA progress into at SEA To be adjusted after a 'deep dive' into data later this term- week 5 meeting with PAT education team analysing PAT data Will identify specific students to track- this then needs to be incorporated into Actions for leaders and Staff. Thoughts: track specific students above and below- Above wanting 1 years growth, below more than 1 years growth. Growth data, not just Achievement.</p>	<p>2024: We will see 20% students 'just below' (2 student) High Band progress into High Band We will see 20% students 'just in' (1 students) High Band progress into High Band We will see 20% students 'just below' (2 student) SEA progress into at SEA We will see 20% students 'just in' (3 students) SEA progress into at SEA</p>

STEP 2 Challenge of practice

Challenge of Practice:
If we differentiate teaching and learning within the Australian Curriculum we will improve Numeracy across the site

Student Success Criteria (what students know, do, and understand):

Year 7

Students solve everyday problems involving rates, ratios and percentages.

Know: Students will know that how to calculate rates, ratios and percentages.

Do: Students will solve everyday problems involving rates, ratios and percentages.

Understand: Students will use their understanding of rates ratios and percentages in a variety of contexts.

Year 8

Students use efficient mental and written strategies to carry out the four operations.

Know: Students will know how to use both efficient and mental written strategies to carry out the four operations.

Do: Students will be able to demonstrate multiple strategies to carry out the four operations.

Understand: Students will be able to show understanding by transferring knowledge of the four operations to complex problems.

Year 9

Students interpret ratio and scale factors in similar figures.

Know: Students will know how to interpret ratio and scale factors in similar figures.

Understand: Students will be able to explain the relationship between ratio and scale.

Do: Students will be able to represent similar figures using ratio and scale factors.

Students apply the index laws to numbers and express numbers in scientific notation.

Know: Students will know how to represent numbers using index laws and scientific notation.

Understand: Students will understand that index laws are rules used for simplifying expressions.

Do: Students will be able to simplify expressions using index laws and scientific notation.

Year 10

Students find unknown values after substitution into formulas.

Know: Students will know how to find unknown values after substitution into formulas.

Understand: Students will understand how substitution is used in real-world contexts.

Do: Students will be able to identify appropriate formula and use substitution to solve a problem.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Teachers will develop and use learning intentions and Success Criteria to ensure all students have opportunities for growth.</p>		<p>Leaders will: Ensure all teachers are provided training in understanding Learning Intentions and Success Criteria Induct new staff and ensure current staff are able to use the sites consistent approach to learning intentions and success criteria. Allocate meetings to allow for moderation of learning intentions and success criteria. Will support staff in how to work with students to collaboratively create success criteria so all students have the opportunity for growth. Create with the collaboration of staff Millicent High Numeracy focused agreement of practices.</p> <p>All teachers will: Set learning intentions from the National Curriculum Create criteria for success to provide stretch and demonstrate growth, for all students Provide Students the opportunity to reflect and give feedback on learning intentions and success criteria to teachers. Develop unit plans, assessments and success criteria that reflect a focus for a consistent language of learning across the site.</p>	<p>SSO support time in intervention classes RMIT (Coloured Folders) LAF testing and data Corwin Training</p>
<p>Goal Setting Each teacher incorporates student's goals in their learning design.</p>	<p>Students identified and families contacted in Week 7 2023</p> <p>Delivery Term 1 2023 Individual students' goals to be set by Week 5, Term 1.</p> <p>These goals will be consistently reviewed.</p>	<p>Leaders will: Provide minimum of 2 meetings a semester for goals to be shared with staff in Learning Teams. Ensure all Mathematical teachers have been provided training in how to access relevant data and how to interpret and plan goals with students. Curriculum coordinator will work with Year 7-10 Mathematic teachers in implementing a consistent approach in student goal setting. Leaders will share data with all staff so they have an understanding of how the goals have been set and how all teachers can engage with the goals. Curriculum Coordinators with Year 7 to 10 Mathematics Teachers will set learning goals to be shared with parents during learning conversations. Provide training and support in effectively utilising data sources e.g. PAT data/LAF to inform goal areas</p>	<p>PAT data LAF data NAPLAN Goals framework SSO Support</p>

		<p>Mathematic Teachers will: Mathematics teachers collaboratively with students set individual Numeracy Goals that are shared with whole staff. Mathematic teachers will work with students to collect evidence of their growth to support achievement of their learning goals. Mathematic teachers will lead in learning teams ideas for staff in other areas of how the can support students in collecting evidence</p> <p>All staff: Access individual learning goals to inform learning design where applicable. Work with students in collecting evidence of their learning in line with the students goals Will use student feedback to reflect on the implementation of goal setting in their subject.</p> <p>Students will: Use data to inform improvement goal/s Have access to their goals Collect evidence of their learning goals to demonstrate growth and achievement.</p>	
<p>Teachers will engage in whole site Numeracy practice agreement</p>		<p>Leaders Will: Collaborate with staff in developing a whole site literacy practice agreement. Ensure that all Mathematics teachers are trained in the Big Ideas in number and Thinking Maths. New staff will be aligned with a buddy to support them in the implementation of coloured folders and appropriate release time will be given to support this, new staff are sent to T&D. Maths and Science Coordinator will oversee that all year 7 and 8 classes are running a weekly 50-minute intervention class and are collecting folios of work (books). Line managers are to observe staff that they line manage twice a year to align with PDP 6 monthly and 12 monthly reviews. Leaders will ensure data is collected, analysed and interpreted with actions and outcomes. Leaders will support staff in accessing, interpreting data to align with student goals and the SIP. Will support teachers in accessing Mathematics and Engineering Challenges for students. Will ensure Lesson observation focussed on use of learning intentions and success criteria, to be reflected upon in learning teams</p> <p>Numeracy Teachers will: Numeracy Intervention: Teachers of year 7 and 8 Mathematics will continue to deliver a differentiated numeracy intervention program based on the RMIT 'coloured folders'. Ensure all Year 7 Students and new students will be tested by week 2. Teachers identify appropriate zone students are in. Year 8 Teachers to use data from 2022 (re test) to identify and monitor students' progress. Development and implementation of RMIT extension program with a focus on Generalising and Algebraic Reasoning. Student participation in Mathematics competitions and Engineering Challenges. Teachers will identify student just below or just in High Bands (NAPLAN). Teachers will refer students to access additional learning support through Learning +</p> <p>All Staff: Engage with the collaboratively created whole site literacy practice agreement. Structure within Learning Teams (PLC) each teacher will observe one peer and each teacher will be observed by one peer before the end of each semester. These observations will focus on pedagogical development undertaken within our Learning Teams.</p>	<p>Leadership HAT teacher SSO support time in intervention classes RMIT (Colour Folders) LAF testing and data Learning Teams Curriculum Leader Meeting Big Ideas in Number Thinking Maths</p>

		<p>Observation Each Teacher participates in Learning Team and Line Manager Observations with a focus on Learning Design and Millicent High School's preferred pedagogies</p> <p>Each teacher of SACE will utilise the appropriate text types in junior year levels based on the deconstruction of SACE success criteria, performance standards and verbs</p> <p>All staff will unpack the success criteria for their curriculum.</p> <p>They will develop work exemplars.</p> <p>Teachers will map the numeracy demands with in their curriculum.</p>	
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Goal 2: Increase student achievement in Numeracy

 **STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?**

Student Success Criteria	● Yes ● Needs attention/work in progress ● Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	<p>Year 8 Students solve everyday problems involving rates, ratios and percentages. Know: Students will know that how to calculate rates, ratios and percentages. Do: Students will solve everyday problems involving rates, ratios and percentages. Understand: Students will use their understanding of rates ratios and percentages in a variety of contexts.</p> <p>Students use efficient mental and written strategies to carry out the four operations. Know: Students will know how to use both efficient and mental written strategies to carry out the four operations. Do: Students will be able to demonstrate multiple strategies to carry out the four operations. Understand: Students will be able to show understanding by transferring knowledge of the four operations to complex problems.</p> <p>Year 9 Students interpret ratio and scale factors in similar figures.</p>	Click or tap here to enter text.	Click or tap here to enter text.

<p>Know: Students will know how to interpret ratio and scale factors in similar figures. Understand: Students will be able to explain the relationship between ratio and scale. Do: Students will be able to represent similar figures using ratio and scale factors.</p> <p>Students apply the index laws to numbers and express numbers in scientific notation. Know: Students will know how to represent numbers using index laws and scientific notation. Understand: Students will understand that index laws are rules used for simplifying expressions. Do: Students will be able to simplify expressions using index laws and scientific notation.</p> <p>Year 10 Students find unknown values after substitution into formulas. Know: Students will know how to find unknown values after substitution into formulas. Understand: Students will understand how substitution is used in real-world contexts. Do: Students will be able to identify appropriate formula and use substitution to solve a problem.</p>			
Actions	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;">● 90% embedded</div> <div style="display: flex; align-items: center;">● Needs attention/work in progress</div> <div style="display: flex; align-items: center;">● Not on track</div> </div>	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 2: Increase student achievement in Numeracy



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: We will see 20% students 'just below' (2 student) High Band progress into High Band We will see 20% students 'just in' (1 students) High Band progress into High Band We will see 20% students 'just below' (2 student) SEA progress into at SEA We will see 20% students 'just in' (3 students) SEA progress into at SEA Year 8: We will see a 5% increase in students achieving a scale score above their year level in PAT-M Year 10: We will see a 5% increase in students achieving a scale score above their year level in PAT-M</p>	<p>Results towards targets:</p>
<p>Challenge of Practice: If we are consistent across year 7-12 in all learning areas with Learning Intentions, Success Criteria and Goal Setting, then we will increase achievement in Numeracy</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Year 8 Students solve everyday problems involving rates, ratios and percentages. Know: Students will know that how to calculate rates, ratios and percentages. Do: Students will solve everyday problems involving rates, ratios and percentages. Understand: Students will use their understanding of rates ratios and percentages in a variety of contexts.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>

Students use efficient mental and written strategies to carry out the four operations.

Know: Students will know how to use both efficient and mental written strategies to carry out the four operations.

Do: Students will be able to demonstrate multiple strategies to carry out the four operations.

Understand: Students will be able to show understanding by transferring knowledge of the four operations to complex problems.

Year 9

Students interpret ratio and scale factors in similar figures.

Know: Students will know how to interpret ratio and scale factors in similar figures.

Understand: Students will be able to explain the relationship between ratio and scale.

Do: Students will be able to represent similar figures using ratio and scale factors.

Students apply the index laws to numbers and express numbers in scientific notation.

Know: Students will know how to represent numbers using index laws and scientific notation.

Understand: Students will understand that index laws are rules used for simplifying expressions.

Do: Students will be able to simplify expressions using index laws and scientific notation.

Year 10

Students find unknown values after substitution into formulas.

Know: Students will know how to find unknown values after substitution into formulas.

Understand: Students will understand how substitution is used in real-world contexts.

Do: Students will be able to identify appropriate formula and use substitution to solve a problem.

Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

[Click or tap here to enter text.](#)

Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

Click or tap here to enter text.

STEP 1 Analyse and Prioritise

Goal 3: Click or tap here to enter text.

ESR Directions:

Effectively monitor and refine the implementation of agreed pedagogies by clarifying the complementary roles of classroom observations by peers and line managers.

Revisit the purpose and wording of learning intentions to maximise the impact on student learning when referenced frequently.

Develop a shared definition of effective teaching in the context of Millicent High School based on the action research findings of Learning Teams.

Target 2022:
Click or tap here to enter text.

2023:
Click or tap here to enter text.

2024:
Click or tap here to enter text.

STEP 2 Challenge of practice

Challenge of Practice:
Click or tap here to enter text.

Student Success Criteria (what students know, do, and understand):
Click or tap here to enter text.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.			
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.			
Click or tap here to enter text.			

Click or tap here to enter text.			
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Goal 3: Click or tap here to enter text.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	 Yes  Needs attention/work in progress  Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	 90% embedded  Needs attention/work in progress  Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 3: Click or tap here to enter text.



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: Click or tap here to enter text.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>School Improvement planning template Click or tap here to enter text.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Click or tap here to enter text.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	

