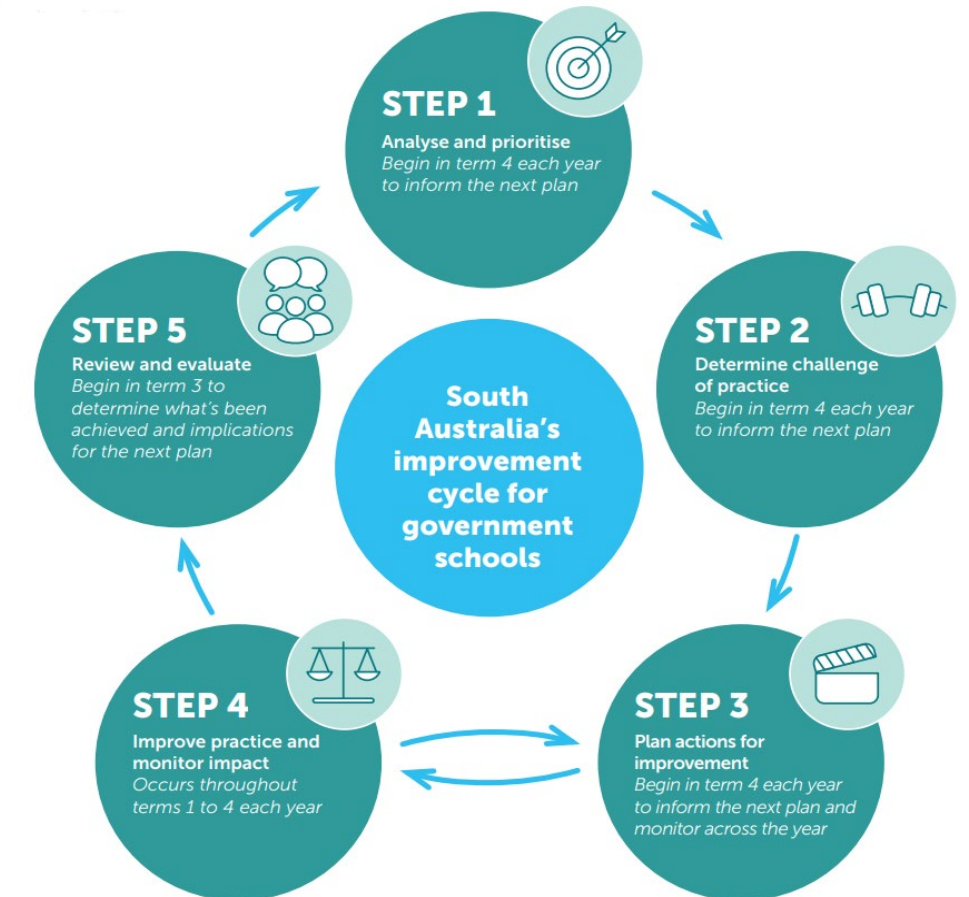


2022 - 2024

# 2023 School Improvement Plan for Henley High School

Site Number:  
0809 & 7855



**Vision Statement:**

To prepare our students to flourish in an evolving and challenging world.



2022 - 2024

# 2023 School Improvement Plan for Henley High School

## Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing.
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- 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.
- Please note, editing will not be possible whilst the template is in Teams. Whilst your SIP can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.
- Click 'View' and then click 'Navigation Pane' to display a table of contents on the left-hand side.

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 (16 December 2023).
- 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 (23 February 2023).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and 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: Henley High School

**Goal 1:** : *To Strive* to increase student achievement across all learning areas - Capabilities. .

**ESR Directions:**

1. Ensure improvement profiles are achieved and challenges of practice are implemented through strategic performance and development processes that enables teachers to deliver agreed teaching practice.

|  |  |                                  |
|--|--|----------------------------------|
| <b>Achievement towards Goal in 2022:</b>   | <b>Target 2023:</b>  | <b>2024:</b>                     |
| <ol style="list-style-type: none"> <li>1. Based on Sem 1</li> <li>2. Year 7 cohort GPA will be greater than 10.</li> <li>3. Year 8 to 12 student cohort GPAs grow by 5%</li> </ol> | <ol style="list-style-type: none"> <li>1. The revised Australian Curriculum where capabilities have been further embedded to enhance all learning programs leading to an increase in the student cohort average GPAs of 5%.</li> <li>2. Increase WEC data 'Important Adult at School' leading to a 2% improvement in this area with a further 2% improvement across the survey.</li> </ol> | Click or tap here to enter text. |

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 If we empower students to become assessment capable learners, then we will increase student achievement across all learning areas

1. If teachers develop learning that empowers the student’s use of the General Capabilities than students will achieve at higher levels.
2. If teachers and leaders develop Positive Relationships with students and parents (based on Trust, Forgiveness, Integrity, Hope and Compassion) through Care Group and Subject Areas students will have a sense of belonging and feel that they have a trusted adult at HHS.
3. If teachers embed specific teaching of school policies into Care Group and review these throughout the year and we are consistent in our approach (teachers and leaders) then students will have purpose in their learning meaning that they will disengage less.


 **STEP 3 Plan actions for improvement**

|   |  |
|---|--|
| <b>Student Success Criteria</b> (what students know, do, and understand):   | <b>How and when will this be monitored, tracked and measured?</b>  |
| Students will articulate what ‘highly capable’ means and apply these skills and understandings for employability and future learning  | <ul style="list-style-type: none"> <li>• Develop capability perspective survey for students</li> <li>• Monitor semester GPAs for growth</li> </ul> |
| <ol style="list-style-type: none"> <li>1. Students will be engaged in a rigorous Care Group Program and have an increased self-awareness to enhance them to work more effectively with their learning and achieve greater academic success.</li> <li>2. Students will be highly capable and use these skills to extend employability career readiness.</li> <li>3. Students will be engaged in learning, and through a better understanding of themselves and school policies will be active citizens of Henley High School and wider community with a #WeFirst approach (upstanders).</li> </ol> |  |

**What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice**

| Actions  | Timeline                           | Roles & Responsibilities – How will this be done?  | Resources   |
|--|------------------------------------|--|---|
| Leaders will develop a capability driven Care Group Program from feedback of staff team  | Semester 2<br>end of Term1<br>2022 | Each teacher will provide feedback to leaders on the current care group program and have input with the formation of the 2023 Care group program<br><br>Each leader will gather feedback from their team to evaluate and review the 2022 Care group program and use this to create a capability driven 2023 Care group program | The Resilience Project, Personal Learning Plan, Course Counselling document |
| Inclusion Team will consistently document the detailed capability driven Care Group Program in consultation with the curriculum team (showing the alignment of Learning and Wellbeing) | Semester 2<br>end of Term1<br>2024 | Each teacher will provide data through documentation on the Care Group program and make adjustments to support all students.<br>Each leader will ensure that there are strong links between pedagogy and content of the Care Group program and use data and documentation for future planning                                  | The Resilience Project, Personal Learning Plan, Course Counselling document |

|   |            |   |   |
|---|------------|---|---|
| We will investigate, develop or adopt a capability assessment tool. | Sem 1 2023 | Each teacher will with a care group will support the introduction of capability assessments and will reflect to modify their teaching<br><br>Each leader will develop the tool based on academic research and administer it | General Capabilities in the AC, Banksia Park International High School, SASPA, SACE Board |
| Progressively develop capability assessment to all learning areas   | End 2024   | Each teacher will develop their capacity through the PDP process to embed capability assessment<br><br>Each Instructional leader will develop learning and coaching to support this growth                                  | Jim Knight's Instructional Playbook, AC resources and as above                            |

 **STEP 1 Analyse and Prioritise** Site name: Henley High School

|  |   |  |  |
|--|---|--|--|
| <b>Goal 2: <i>To Seek</i> to improve academic results in SACE Stage 2 – High Impact Pedagogy .</b> |   | <b>ESR Directions:</b><br>1. Enable greater student ownership of learning and deepen their thinking through the development of an agreed pedagogical approach that makes success criteria and learning intentions clear and ensures teachers and students provide each other feedback. |  |
| <b>Achievement towards Goal in 2022:</b><br>Click or tap here to enter text.                       | <b>Target 2023:</b><br>Increase in the number of students with GPAs greater than 12.5 by 5%.<br>Increase the number of SACE Stage 2 grades in the A and B Bands by 3% | <b>2024:</b><br>Increase in the number of students with GPAs greater than 12.5 by 5%.<br>Increase the number of SACE Stage 2 grades in the A and B Bands by 3%   |  |

 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
If we implement High Impact Teaching Strategies from Year 7 to 12 then students will achieve higher academic outcomes in SACE Stage 2.

 **STEP 3 Plan actions for improvement**

|  |  |
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| <b>Student Success Criteria</b> (what students know, do, and understand):<br>Students will describe their ownership for the next steps in their learning.<br>Students will know and understand their progression of learning and be able to articulate that. | <b>How and when will this be monitored, tracked and measured?</b><br>This will be monitored and tracked on a regular basis. Date will be gathered through classroom observations learning walks. Data will be shared with all staff and instructional leaders will be supported to provide coaching for their teams to ensure the success criteria is met. |
|--|--|

**What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice**

| Actions  | Timeline    | Roles & Responsibilities – How will this be done?   | Resources  |
|--|-------------|---|--|
| Teachers will implement HITS #1 – Setting Goals, HITS#2 – Structuring Lessons, HITS#3 – Feedback and HIYTS#4 – Differentiated Teaching, through consistent implementation in all classrooms. | End of 2022 | Each teacher will be involved in a PLC related to a specific HITS designated in their PDP Goals. PD time will be allocated to Student Free Days to allow conversations about strategies to move each HITS forward.<br><br>Each leader will conduct PDP review meetings to establish the effectiveness of HITS implementation. | Victorian Education Department HITS strategy, John Hattie Effect Size Research |

|   |                        |   |   |
|---|------------------------|---|---|
| Leaders will develop consistent PDP goals and process related to the schools SIP Goals.   | End of Term 1 2022     | Each teacher use school developed PDP goals based on implementation of HITS or develop their own goals that are related to the SIP.<br><br>Each leader conduct PDP review meetings to establish the effectiveness of HITS implementation.   | DfE PDP Documentation   |
| Leaders will develop a moderation process to ensure the integrity of A-E grades in each class and subject, with a view to wider external moderation.  | End 2022               | Each teacher will be involved in a benchmarking and formal collaborative moderation process at least once a year.<br><br>Each leader will lead the benchmarking and collaborative moderation process and use information gathered from these processes to ensure assessment tasks are adequate and that grades are consistent across classes.   | Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus |
| Leaders will develop a series of ways in which teachers can use data to inform teaching and to provide evidence of improved student outcomes, through improved data literacy.                                     | End of Term 1 2023     | Each teacher will be provided with data sheets for each of their classes for the use of planning differentiated teaching. Each teacher is also provided access to the HHS data tool to give them up to date, one stop shop for all data needs for the students they teach.<br><br>Each leader will support teachers to access, understand and use data to inform teaching and learning. This will form part for the PDP process where teachers will all have measurable outcomes. | Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus |
| Leaders will develop an Instructional Coaching approach to lesson observations to monitor and support the implementation of the HITS, and provide opportunities to upskill leaders to have crucial conversations. | End of Semester 2 2023 | Each teacher will be observed both formally and informally by the Instructional Coach<br><br>Each leader will ask to be part of lesson observations using the variety AITSL observations tools. Each leader will be provided with training on crucial conversations to support the consistent implementation of SIP goals.  | As above and will engage with Neil Carrington to build leadership capacity to coach their staff.  |
| Teachers will increase the opportunities for greater student voice in tasks and the classroom by expertly implementing HITS 1, 2, 8 and 10  | End of 2023            | Each teacher will develop opportunities for student input into their learning, including input into learning intentions, input into classroom and lesson structures, choice in task ability levels, or the ability to provide feedback to the teacher.<br><br>Each leader will support teachers to develop these opportunities.   | Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus |
| Leaders will develop structures and supports for teachers to use data to identify where differentiation will support student growth in targeted groups.   | End of Semester 1 2023 | Each teacher will be supported to use individual and cohort data to get to know their students to support growth through a differentiated approach to teaching. This may include differentiated task design.<br><br>Each leader will support teachers to access and analyse data and adjust, develop, modify programs and tasks to meet the needs of students.  | Victorian Education Department HITS strategy, John Hattie Effect Size Research, Aboriginal Learner Achievement Quality Matrix, One Plans. |

 **STEP 1 Analyse and Prioritise**

Site name: Henley High School

**Goal 3: *Not To Yield* on increasing the number of students in the higher bands in Numeracy and Reading**

- \* 3a - Students comprehend increasingly complex texts for a range of purposes and audiences
- \* 3b - Students apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**ESR Directions:**

1. Ensure improvement profiles are achieved and challenges of practice are implemented through strategic performance and development processes that enables teachers to deliver agreed teaching practice.

**Achievement towards Goal 3a in 2023:**  
**25% of Year 7 & 8 students with a PAT-R (>140)**  
**25% of Year 9 & 10 students with a PAT-R (>148)**  
**27% of Year 9s in the Higher Bands in NAPLAN for Reading**

**2024:**  
 For Pat R and NAPLAN increase all year level data by 3%

|  |  |
|--|--|
| <p><b>Achievement towards Goal 3b in 2023:</b><br/>                 25% of Year 7 &amp; 8 students with a PAT-M (&gt;140)<br/>                 25% of Year 9 &amp; 10 students with a PAT-M (&gt;148)<br/>                 27% of Year 9s in the Higher Bands in NAPLAN for Numeracy</p> | <p><b>2024:</b><br/>                 For Pat M and NAPLAN increase all year level data by 3%</p> |
|--|--|

 **STEP 2 Challenge of practice**

**Challenge of Practice 3a**  
 If we explicitly teach reading comprehension strategies in Year 7-9, by personalising learning with differentiation, then we will see students comprehend increasingly complex texts for a range of purposes and audiences

**Challenge of Practice 3b**  
 If we explicitly teach the intended mathematics curriculum in Year 7-9 by focussing on problem solving strategies, then we will see students apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning

 **STEP 3 Plan actions for improvement**

|  |   |
|--|---|
| <p><b>Student Success Criteria</b> (what students know, do, and understand):</p> <p><b>For Goal 3a:</b><br/>                 At Year 7, students identify how ideas are portrayed and how texts are influenced by contexts.<br/>                 At Year 8, students explain how ideas are represented and how texts reflect or challenge contexts.<br/>                 At Year 9, students analyse representations of people, places, events and concepts, and how texts respond to contexts.<br/> <i>(refer SA Scope &amp; Sequence 7-10, p4)</i></p> <p><b>For Goal 3b:</b><br/>                 At Year 7, students can solve problems involving addition and subtraction of integers and use all 4 operations in calculations involving positive fractions and decimals<br/>                 At Year 8, students can recognise irrational numbers and solve problems involving the 4 operations with integers and positive rational numbers<br/>                 At Year 9, students can recognise and use rational and irrational numbers to solve problems and apply the exponent laws with positive integers to variables</p> | <p><b>How will this be monitored, tracked and measured?</b></p> <ul style="list-style-type: none"> <li>• PAT and NAPLAN testing will look globally.</li> <li>• The school Power BI tool will highlight individual growth for the identified domains and overall growth</li> <li>• Maths teachers will group moderate the quality of student work in the identified domains to build complexity in student learning</li> </ul> |
|--|---|

**What actions should be taken to improve our practice and reach our goals?** - High-impact actions to address challenge of practice

| Actions for Goal 3a  | Timeline | Roles & Responsibilities – How will this be done?   | Resources  |
|--|----------|---|--|
| Loft learning systems will be developed to support reading intervention strategies | End 2023 | <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Develop reading data literacy using                             <ul style="list-style-type: none"> <li>○ PAT-R and its diagnostic function at a whole class and individual student level</li> <li>○ DIBELS including Maze and Oral Reading Fluency</li> </ul> </li> </ul> <p><b>Instructional Leaders (B2) will:</b></p> <ul style="list-style-type: none"> <li>• Develop capacity to have professional conversations with their staff to build capacity for all</li> </ul> <p><b>The Principal and Deputy Principal will:</b></p> <ul style="list-style-type: none"> <li>• Provide and resource relevant professional learning opportunities for Yr 7-9 staff in PAT-R, DIBELS and the ‘three wave intervention model’</li> <li>• Develop staff reading experts whose role is to support and strengthen reading instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Allocation of staff meeting time</li> <li>• DfE PAT Team</li> <li>• FP3 Local Education Team – Principal Consultant and Curriculum Lead</li> <li>• OARS Platform – PAT-R</li> <li>• HHS Power BI data tool</li> <li>• DIBELS – Oral Reading Fluency and Maze</li> <li>• SSO deployment to synthesise the Maze results</li> <li>• General Capabilities - English</li> </ul><br><ul style="list-style-type: none"> <li>• DfE PAT Team</li> <li>• FP3 Local Education Team – Principal Consultant and Curriculum Lead</li> </ul> |

|  |                 |  |   |
|--|-----------------|--|---|
| <p>Staff will build knowledge and capacity to improve reading across all learning areas, Years 7-9</p>             | <p>End 2024</p> | <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Further develop reading data literacy using             <ul style="list-style-type: none"> <li>○ PAT-R and its diagnostic function at a whole class and individual student level</li> <li>○ DIBELS including Maze and Oral Reading Fluency</li> </ul> </li> <li>• Administer the Assessment Schedule Yr 7-9</li> <li>• Develop a working knowledge of the ‘three waves to intervention’ model and the implications for teaching practice to support students’ reading</li> </ul> <p><b>Instructional Leaders (B2) will:</b></p> <ul style="list-style-type: none"> <li>• Develop capacity to conduct observations and walkthroughs with intention</li> </ul>   | <ul style="list-style-type: none"> <li>• Allocation of staff meeting time</li> <li>• DfE PAT Team</li> <li>• FP3 Local Education Team – Principal Consultant and Curriculum Lead</li> <li>• OARS Platform – PAT-R</li> <li>• HHS Power BI data tool</li> <li>• DIBELS – Oral Reading Fluency and Maze</li> <li>• SSO deployment to synthesise the Maze results</li> <li>• General Capabilities - English</li> </ul><br><ul style="list-style-type: none"> <li>• Justin Baeder ‘Look Who’s Talking’</li> <li>• Consultancy - Dr Neil Carrington</li> </ul> |
| <p>Staff will identify students for wave 2 reading intervention (‘The Loft’) aligned with wave 1 interventions</p> | <p>End 2024</p> | <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Implement recommended wave 1 reading intervention strategies from ‘The Loft’</li> </ul> <p><b>The Senior Leader for Inclusion will:</b></p> <ul style="list-style-type: none"> <li>• Work with English teachers to identify students to access daily reading instruction in ‘The Loft’ (Years 7-9)</li> <li>• Collaboratively develop a reading intervention program with a team of teachers and SSOs in ‘The Loft’</li> </ul> <p><b>The Principal and Deputy Principal will:</b></p> <ul style="list-style-type: none"> <li>• Ensure ‘The Loft’ is provided with the human and physical resources needed to support the reading intervention program</li> </ul> <p>Collaboratively review the reading progress of identified students with the Senior Leader for Inclusion and all leaders</p>  | <ul style="list-style-type: none"> <li>• Allocation of staff meeting time</li> </ul><br><ul style="list-style-type: none"> <li>• LET Curriculum Lead</li> </ul><br><ul style="list-style-type: none"> <li>• Teaching time and SSOs deployed under the guidance of the Senior Leader for Inclusion</li> <li>• Physical resources financed</li> </ul>   |
| <p>Identified teachers incubate a ‘high performance reading project’</p>   |                 | <p><b>Teachers within the reading project will:</b></p> <ul style="list-style-type: none"> <li>• Implement before, during and after reading activities with whole class</li> <li>• Use reciprocal teaching to strengthen comprehension skills and to develop discussion around short informational and persuasive texts (applying gradual release of responsibility to reading instruction)</li> <li>• Engage in a Professional Learning Community (PLC) to collaborate with colleagues involved in the project</li> </ul> <p><b>The House Leader will:</b></p> <ul style="list-style-type: none"> <li>• Identify some students who have relatively low reading growth with moderate levels of achievement (according to data)</li> <li>• Establish the PLC and support action research to promote pedagogical growth</li> <li>• Provide feedback on reading instruction individually to teachers within the project</li> <li>• Develop expertise to engage teachers with reading data</li> </ul> <p><b>The Principal and Deputy Principal will:</b></p> <ul style="list-style-type: none"> <li>• Provide release time for the PLC to meet twice per term and other resources to support the project</li> </ul> <p>Encourage a whole school focus on research evidence to inform reading improvement</p> | <ul style="list-style-type: none"> <li>• PAT-R</li> <li>• DIBELS – Maze</li> <li>• DfE Secondary Literacy Guidebooks</li> <li>• Local Education Team – Curriculum Lead</li> </ul><br><ul style="list-style-type: none"> <li>• Consultancy – Dr Neil Carrington</li> <li>• Local Education Team – Principal Consultant</li> </ul><br><ul style="list-style-type: none"> <li>• Local Education Team Finance – release time for teachers in the PLC</li> </ul>   |

| Actions for Goal 3b | Timeline | Roles & Responsibilities – How will this be done? | Resources |
|---------------------|----------|---|-----------|
|---------------------|----------|---|-----------|

|  |  |  |
|--|--|--|
| <p>Staff will build knowledge and capacity to increase the level of challenge in mathematical learning</p> | <p><b>Maths teachers will:</b></p> <ul style="list-style-type: none"> <li>• Develop mathematics data literacy using PAT-M</li> <li>• Engage in 'Thinking Maths' or 'Maths Craft' professional learning</li> <li>• Learn together about how to effectively implement the DfE Units of Work in Mathematics, Year 7-9</li> </ul> <p><b>The Mathematics Coordinator will:</b></p> <ul style="list-style-type: none"> <li>• Participate in the 'Thinking Maths' professional learning with a lead teacher</li> <li>• Lead the ongoing review of the level of challenge in learning in mathematics</li> <li>• Ensure quality of two common assessment tasks per term</li> <li>• Collect and monitor student perception data and achievement data in maths</li> </ul> <p><b>Instructional Leaders (B2) will:</b></p> <ul style="list-style-type: none"> <li>• Develop capacity to be able Instructional Coach and will conduct observations and walkthroughs with intention</li> </ul> <p><b>The Principal and Deputy Principal will:</b></p> <ul style="list-style-type: none"> <li>• Provide release time for maths teachers 7-9 to attend the ORBIS Thinking Maths course</li> </ul> <p>Support the Mathematics Coordinator to lead the ongoing review of the level of challenge in learning</p> | <ul style="list-style-type: none"> <li>• OARS Platform – PAT-M</li> <li>• ORBIS</li> <li>• Local Education Team – Curriculum Lead</li> <li>• DfE Secondary Numeracy Guidebooks</li> </ul><br><ul style="list-style-type: none"> <li>• ORBIS</li> <li>• Allocation of staff meeting time</li> <li>• Local Education Team – Curriculum Lead</li> <li>• DfE Secondary Numeracy Guidebooks</li> <li>• Local Education Team – Principal Consultant</li> <li>• DfE Numeracy Summit</li> <li>• Justin Baeder 'Look Who's Talking'</li> <li>• Consultancy - Dr Neil Carrington</li> </ul><br><ul style="list-style-type: none"> <li>• Finance release time for maths teachers 7-9 to attend training</li> </ul> <p>Prioritise staff meeting time for maths teachers to collaborate on Maths curriculum planning, implementation and assessment</p> |
|--|--|--|



2022 - 2024

# 2023 School Improvement Plan for Henley High School


Step 4 – Improve practice and monitor impact







Step 5 – Review and evaluate

## Completing steps 4 and 5

- Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
- Step 5 is the review and evaluation process to determine the next steps for your school.
  
- 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).
  
- Complete every step - The [School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.


Goal 1: **To Strive** to increase student achievement across all learning areas - Capabilities. .



 **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<br> Needs attention/work in progress<br> Not on track             | <b>Evidence</b><br><b>Are we improving student learning?</b><br><b>How are we tracking against our student success criteria?</b>  | <b>What are our next steps?</b><br><b>Potential adjustments?</b>   |
|--|--|---|--|
| tudents will   |  | Click or tap here to enter text.  | Consolidate on 2022 developments in the Care Group program while being explicit about the General Capabilities |
| Actions  |  90% embedded<br> Needs attention/work in progress<br> Not on track | <b>Evidence</b><br><b>Are we doing what we said we would do?</b><br><b>Are we improving student learning?</b><br><b>How do we know which actions have been effective?</b> | <b>What are our next steps?</b><br><b>Potential adjustments?</b>   |
| Leaders will develop a capability driven Care Group Program from feedback of staff team  |  | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| Inclusion Team will consistently document the detailed capability driven Care Group Program in consultation with the curriculum team (showing the alignment of Learning and Wellbeing) |  | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| <b>We will investigate, develop or adopt a capability assessment tool.</b>   |  | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| Progressively develop capability assessment to all learning areas  | Click or tap here to enter text.   | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| 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: *To Seek*** to improve academic results in SACE Stage 2 – High Impact Pedagogy .


 **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<br> Needs attention/work in progress<br> Not on track              | <b>Evidence</b><br><b>Are we improving student learning?</b><br><b>How are we tracking against our student success criteria?</b>  | <b>What are our next steps?</b><br><b>Potential adjustments?</b>   |
|---|---|---|--|
| <b>Students will describe their ownership for the next steps in their learning.</b><br><b>Students will know and understand their progression of learning and be able to articulate that.</b>                     |   | Click or tap here to enter text.  | <i>Next Steps: Greater focus on embedding Learning Intentions and Success Criteria through use of Instructional Leaders.</i> |
| Actions   |  90% embedded<br> Needs attention/work in progress<br> Not on track | <b>Evidence</b><br><b>Are we doing what we said we would do?</b><br><b>Are we improving student learning?</b><br><b>How do we know which actions have been effective?</b> | <b>What are our next steps?</b><br><b>Potential adjustments?</b>   |
| Teachers will implement HITS #1 – Setting Goals, HITS#2 – Structuring Lessons, HITS#3 – Feedback and HIYTS#4 – Differentiated Teaching, through consistent implementation in all classrooms.                      |   | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| Leaders will develop a series of ways in which teachers can use data to inform teaching and to provide evidence of improved student outcomes, through improved data literacy.                                     |   |   | <i>Next Steps:</i>   |
| Leaders will develop an Instructional Coaching approach to lesson observations to monitor and support the implementation of the HITS, and provide opportunities to upskill leaders to have crucial conversations. |   | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| Leaders will develop a moderation process to ensure the integrity of A-E grades in each class and subject, with a view to wider external moderation.  |   | Click or tap here to enter text.  | <i>Next Steps:</i>   |
| Teachers will increase the opportunities for greater student voice in tasks and the classroom by expertly implementing HITS 1, 2, 8 and 10  |   | Click or tap here to enter text.  | <i>Next Steps:</i>   |

|  |  |                                  |                    |
|--|--|----------------------------------|--------------------|
| Leaders will develop consistent PDP goals and process related to the schools SIP Goals.  |  | Click or tap here to enter text. | <i>Next Steps:</i> |
| Leaders will develop structures and supports for teachers to use data to identify where differentiation will support student growth in target groups |  |                                  | <i>Next Steps:</i> |

**Goal 3: *Not To Yield*** on increasing the number of students in the higher bands in Numeracy and Reading


\* 3a - Students comprehend increasingly complex texts for a range of purposes and audiences  
 \* 3b - Students apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

 **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<br> Needs attention/work in progress<br> Not on track                | <b>Evidence</b><br><b>Are we improving student learning?</b><br><b>How are we tracking against our student success criteria?</b>  | <b>What are our next steps?</b><br><b>Potential adjustments?</b>  |
|--|---|---|---|
| <p><b>For Goal 3a:</b><br/>                     At Year 7, students identify how ideas are portrayed and how texts are influenced by contexts.<br/>                     At Year 8, students explain how ideas are represented and how texts reflect or challenge contexts.<br/>                     At Year 9, students analyse representations of people, places, events and concepts, and how texts respond to contexts.<br/>                     (refer SA Scope &amp; Sequence 7-10, p4)</p> <p><b>For Goal 3b:</b><br/>                     At Year 7, students can solve problems involving addition and subtraction of integers and use all 4 operations in calculations involving positive fractions and decimals<br/>                     At Year 8, students can recognise irrational numbers and solve problems involving the 4 operations with integers and positive rational numbers<br/>                     At Year 9, students can recognise and use rational and irrational numbers to solve problems and apply the exponent laws with positive integers to variables</p> | Click or tap here to enter text.  |   | Implement the Goal 3 actions with the guidance of our B3 Learner Growth Leader.<br>Will form a Literacy PLC amongst Henley leaders to further consider literacy and EALD needs. Team is led by DP, English & Instructional Leader AP, International AP, Learner Growth and accessibility AP and 7-8 Inclusion and Pedagogy AP<br>Improve B2 Instructional Leadership team to coach their staff effectively. |
| Actions  |  90% embedded<br> Needs attention/work in progress<br> Not on track | <b>Evidence</b><br><b>Are we doing what we said we would do?</b><br><b>Are we improving student learning?</b><br><b>How do we know which actions have been effective?</b> | <b>What are our next steps?</b><br><b>Potential adjustments?</b>  |
| 3a: Staff will build knowledge and capacity to improve reading across all learning areas. Years 7 to 9.  |   |   | <i>Next Steps:</i>  |

|   |  |  |                    |
|---|--|--|--------------------|
| 3a: Staff will identify students for wave 2 reading intervention ('the Loft') aligned with wave 1 interventions |  |  | <i>Next Steps:</i> |
| 3a: Identified teachers incubate a 'high performance reading project'   |  |  | <i>Next Steps:</i> |
| 3b: Staff will build knowledge and capacity to increase the level of challenge in mathematical learning.        |  |  | <i>Next Steps:</i> |

**Goal 1: : *To Strive* to increase student achievement across all learning areas - Capabilities. .**

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

|   |  |
|---|--|
| <p><b>Targets 2023:</b></p> <ol style="list-style-type: none"> <li>1. The revised Australian Curriculum where capabilities have been further embedded to enhance all learning programs leading to an increase in the student cohort average GPAs of 5%.</li> <li>2. Increase WEC data 'Important Adult at School' leading to a 2% improvement in this area with a further 2% improvement across the survey.</li> </ol>  | <p><b>Results towards targets:</b><br/>Click or tap here to enter text.</p>                                    |
| <p><b>Challenge of Practice:</b><br/>If we empower students to become assessment capable learners, then we will increase student achievement across all learning areas</p> <ol style="list-style-type: none"> <li>1. If teachers develop learning that empowers the student's use of the General Capabilities than students will achieve at higher levels.</li> <li>2. If teachers and leaders develop Positive Relationships with students and parents (based on Trust, Forgiveness, Integrity, Hope and Compassion) through Care Group and Subject Areas students will have a sense of belonging and feel that they have a trusted adult at HHS.</li> <li>3. If teachers embed specific teaching of school policies into Care Group and review these throughout the year and we are consistent in our approach (teachers and leaders) then students will have purpose in their learning meaning that they will disengage less.</li> </ol> | <p><b>Evidence - has this made an impact?</b><br/>Click or tap here to enter text.</p>                         |
| <p><b>Success Criteria:</b></p> <p>Students will articulate what 'highly capable' means and apply these skills and understandings for employability and future learning</p> <ol style="list-style-type: none"> <li>1. Students will be engaged in a rigorous Care Group Program and have an increased self-awareness to enhance them to work more effectively with their learning and achieve greater academic success.</li> <li>2. Students will be highly capable and use these skills to extend employability career readiness.</li> <li>3. Students will be engaged in learning, and through a better understanding of themselves and school policies will be active citizens of Henley High School and wider community with a #WeFirst approach (upstanders).</li> </ol>   | <p><b>Evidence - did we improve student learning? how do we know?</b><br/>Click or tap here to enter text.</p> |

**Evaluate our 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?

**Review 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?

**Goal 2: *To Seek* to improve academic results in SACE Stage 2 – High Impact Pedagogy .**




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

|  |   |
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| <p><b>Targets 2023:</b><br/>Increase in the number of students with GPAs greater than 12.5 by 5%.<br/>Increase the number of SACE Stage 2 grades in the A and B Bands by 3%</p>                                      | <p><b>Results towards targets:</b><br/>Click or tap here to enter text.</p>   |
| <p><b>Challenge of Practice:</b><br/>If we implement High Impact Teaching Strategies from Year 7 to 12 then students will achieve higher academic outcomes in SACE Stage 2.</p>                                      | <p><b>Evidence</b> - has this made an impact?<br/>Click or tap here to enter text.</p>  |
| <p><b>Success Criteria:</b><br/>Students will describe their ownership for the next steps in their learning.<br/>Students will know and understand their progression of learning and be able to articulate that.</p> | <p><b>Evidence</b> - did we improve student learning? how do we know?<br/>Most recent classroom walkthrough indicated 39% of classes had a visible Learning Intention and Success Criteria or the students could articulate what they were learning, how did they know if they were successful and what the next steps in their learning was.</p> |

**Evaluate our 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?

**Review 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?

**Goal 3: *To Seek* to improve academic results in SACE Stage 2 – High Impact Pedagogy .**

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

|  |   |
|--|---|
| <p><b>Targets 2023:</b><br/>                 Increase in the number of students with GPAs greater than 12.5 by 5%.<br/>                 Increase the number of SACE Stage 2 grades in the A and B Bands by 3%</p>                                      | <p><b>Results towards targets:</b></p>  |
| <p><b>Challenge of Practice:</b><br/>                 If we implement High Impact Teaching Strategies from Year 7 to 12 then students will achieve higher academic outcomes in SACE Stage 2.</p>   | <p><b>Evidence</b> - has this made an impact?<br/>                 Click or tap here to enter text.</p>                         |
| <p><b>Success Criteria:</b><br/>                 Students will describe their ownership for the next steps in their learning.<br/>                 Students will know and understand their progression of learning and be able to articulate that.</p> | <p><b>Evidence</b> - did we improve student learning? how do we know?<br/>                 Click or tap here to enter text.</p> |

**Evaluate our 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?

**Review 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?