



Gladstone High School 2015 - 2017 Site Improvement Plan

Vision: Students will be self-directed learners using high level literacy and numeracy skills to participate successfully in a global context.

SITE PRIORITY: Improve the Learning outcomes and Life Opportunities for all students at GHS

	Improve Attendance rates	Improve Literacy and Numeracy skills	Improve SACE achievement standards
Targets	DECD attendance target of 93% is met	100% of students reach Standards of Educational Achievement (SEA) 100% SACE Stage 1 Literacy and Numeracy completion	14% of SACE Stage 1 and 2 subjects results are "A" grades
Strategies	<p>Care group teacher contacts home after 2 consecutive unexplained absences for SACE students, after 3 days if 1st unexplained absences for non SACE students, and after 1 day of unexplained absences if a habitual or chronic pattern of non-attendance exists for any student. Care group teachers amend records on a fortnightly basis.</p> <p>Subject teachers maintain an accurate roll of attendance for each class, and discuss concerns with the Year Level Coordinator and/or Student Counsellor.</p> <p>Teachers will develop effective student/teacher relationships, engaging learning programs and provide positive and challenging feedback to students to ensure participation and successful outcomes for all students.</p> <p>Students set targets of high attendance rates and improvement in learning achievement as an integral part of their personal goal setting.</p>	<p>Subject teachers to provide spelling words to Multi-lit teachers to support students</p> <p>Work in faculties to update Scope and Sequence to map Literacy requirements.</p> <p>Teacher training in Literacy in Term 2 (Stephen Graham), with all teachers to apply literacy strategies and ensure students write text types using scaffolds provided. (Other examples are Word Walls, Vocab lists, weekly spelling tests, nightly reading for homework)</p> <p>Students ask for scaffolds and checklists as they see the value in this.</p> <p>Teachers to provide an example of each text type in their subject by end of term 3 (i.e. task sheet, 'A' example and 'C' example) to go into GHS Literacy Booklet.</p>	<p>Development of an agreed consistent code of practice across all year levels in respect to task design, assessment and work submission expectations.</p> <p>All SACE teachers attend subject clarifying forums biannually. SACE teachers work with students to define the parameters of A grade exemplars highlighting the difference between an A and B standard.</p> <p>All SACE teachers contribute to a 5 weekly progress report analysed by the SACE team to support case management of individual students.</p> <p>Parent/teacher Interviews are requested by all SACE teachers for students who are not achieving at B- level or above to form an Individual Pathway Plan.</p> <p>Teachers will redesign/modify tasks for total student involvement – include differentiation strategies, General Capabilities and "Open-ended" questions, to allow all students to engage and be successful.</p>
Evidence – Data Sets	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> NAPLAN PAT-R, PAT-M SACE results 	<ul style="list-style-type: none"> Stage 1 and 2 "A" grades Stage 1 and 2 "D/E" grades ATARS > 80 Mean ATAR

"Students realising their potential"

"Gladstone High School provides a caring, supportive and challenging learning environment. The school encourages and supports individual students to develop independence, success oriented learning and self-confidence. Successful learning in this school is based upon a partnership between staff, students, parents and the wider community."

DOING YOUR BEST

RESPECT

HONESTY

RESPONSIBILITY