

Marryatville High School 2021 SIP DRAFT (26.11.20)

Goal#1: Increase student achievement in Writing		Challenge of practice: If we develop an effective approach to evidence-based writing instruction to meet the literacy demands of each learning area, then we will increase the % of students achieving in Higher Bands & SACE grades			
Targets	2019 data: NAPLAN High Bands Writing data: For 2019 = 26%	2020 COVID modified target: At least a 5% increase in A grades in English & HASS	2021: At least a 5% increase in A grades in English & HASS & Science. All Students entering at Year 7 below SEA achieve C grades or better in English & HASS & Science At least 30% (+4%) of year 9 cohort will reach the higher bands in NAPLAN writing		
Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria	
<ul style="list-style-type: none"> Each teacher will use the Marryatville High School Literacy Agreement, to set literacy based PDP goals, that ensure explicit teaching of subject specific literacy demands 	Term 1 2020 - Teacher PDP process	Each teacher will use the MHS Literacy Agreement to set goals for improved practice in the teaching of writing	<ul style="list-style-type: none"> DTL & English Coordinator School meeting faculty time, term 1-4 Literacy Guidebook Teacher data (Power BI) National Literacy Learning Progressions National Literacy Learning Progression (creating texts) 	<ul style="list-style-type: none"> Each student will receive and respond to written feedback on their progress and will be able to apply: <ul style="list-style-type: none"> appropriate text structure for the purpose and audience subject-specific vocabulary a range of simple, compound and complex sentence structures to convey ideas, explain concepts, and build and support arguments conventions for citing others. 	
Each teacher uses the collaboratively developed model text as a core component of task design, and a tool for improving student writing by: <ul style="list-style-type: none"> finishing production of model text and refining based on expert feedback using the text as part of high quality assessment tasks with an explicit focus on literacy demands 	Semester 1, 2021	Each teacher will actively participate in assessment design and purpose of genre/text types to ensure explicit teaching of writing skills			
<ul style="list-style-type: none"> Each teacher develops skills and utilises the literacy learning cycle to: <ul style="list-style-type: none"> deconstruct the model text focusing on the explicit literacy demands jointly construct a class text in the light of the above support students to independently draft the target text provide explicit feedback to improve the quality of writing for audience and purpose 	Ongoing cycle in 2021	Each teacher will utilise the developed learning cycle in order for students to have explicit feedback on their progress in writing			
<ul style="list-style-type: none"> Each English teacher will engage in an internal moderation process to evaluate the quality of student writing and identify areas for improvement and next teaching steps 	Term 2 2021	Each Year 8 -10 English teacher will contribute samples and participate in moderation			
<ul style="list-style-type: none"> As per MHS Data Framework & protocols, each teacher will utilise Power BI dashboard to track and monitor student assessment grades and progress across each term. 	Term 1 2021	Each teacher will utilise PowerBI to recognise progressions or trends in the learning outcomes for students			

Goal#2: Increase student achievement in Reading		Challenge of practice: If we develop and strengthen the teaching of reading by incorporating a greater focus on 'close reading' & comprehension we will increase student achievement in reading.			
Targets	2019 data: For 2019 –NAPLAN Reading Progress data: Decreased = 31%, Maintained = 63%, Increased= 6%	2020 COVID modified target: At least a 5 % increase in the number of students achieving growth in PAT Reading achievement	2021: At least 10% increase in the number of students achieving growth in PAT R. At least 70% (upward shift of 7%) of year 9's will maintain or increase progress in NAPLAN reading		
Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria	
<ul style="list-style-type: none"> Each teacher will select and utilise core texts to model and share reading activities that build the vocabulary, language, and content knowledge of the topic 	<ul style="list-style-type: none"> Term 1 Teacher PDP goals include identification of core texts for shared reading Faculty time in Semester 1, 2020 is dedicated to professional learning BDA Framework & Close reading strategy Term 1 2020 	Each teacher will be provided with T&D and time to build their capacity to utilise instructional practices for teaching comprehension skills	<ul style="list-style-type: none"> DTL & English Coordinator School faculty meeting time, term 1 to 3 to build capacity Literacy Guidebooks Teacher data (Power BI) 	<ul style="list-style-type: none"> Each student will receive and respond to written feedback on their progress in developing reading comprehension skills and will be able to: <ul style="list-style-type: none"> Critically reflect on their learning goals, and the documented feedback provided by the teacher each term identify and evaluate the processes they have used for reading comprehension using the above to determine next steps for continued development of reading & comprehension skills 	
<ul style="list-style-type: none"> Each teacher will utilise instructional practices to scaffold, model and teach comprehension skills, namely: <ul style="list-style-type: none"> Before/During/After framework for organising shared reading activities Close reading strategy to deepen student comprehension of challenging subject texts 		Each teacher will be provided with T&D and time (during Faculty/ Whole Staff/Curriculum review team meetings), to build their capacity to: <ul style="list-style-type: none"> interrogate PAT data to inform teacher impact identify next teaching steps. 			
<ul style="list-style-type: none"> Each English teacher will analyse PAT–R data to: <ul style="list-style-type: none"> identify the specific comprehension skills that need improvement with a particular focus on <ul style="list-style-type: none"> relationship between text and purpose interpreting explicit and implied information evaluating relevance identify explicit next teaching steps to monitor students reading comprehension progress 					