

Avenues College improvement plan

2019 to 2021



School name

Avenues College



Government
of South Australia
Department for Education

Vision statement

Avenues College creates pathways to excellence

Our school delivers high quality, inclusive education.

Our graduates are determined, courageous, creative, persistent and resilient. These young people confidently and passionately choose their pathways, take control of their future and contribute positively to their world.

We empower our educators in their pursuit of the science and art of teaching. We acknowledge the value teaching brings to society and provide opportunities for careers to flourish.



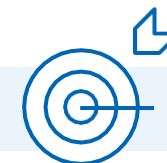
Plan summary

Goals	Targets	Challenge of practice
<p>Increase achievement and student progress in reading, particularly oral language</p>	<p>By the end of 2019,</p> <ul style="list-style-type: none"> Increase the number of students in Year 1 achieving at or above expected developmental level (80% +4 students) as measured by Running Records <p>By the end of 2020,</p> <ul style="list-style-type: none"> Increase the number of students in Year 2 achieving at or above expected levels (100% +2 students) as measured by the Running Records <p>By the end of 2021,</p> <ul style="list-style-type: none"> Maintain the number of students in Year 3 achieving at or above expected levels (100% students) as measured by the PAT-R and NAPLAN, with 50% in higher bands for reading 	<p>We will develop a rigorous and systematic approach to explicit teaching of the Big 6 research (<i>initial focus on oral language, academic vocabulary and fluency</i>) and deep understanding of learners' prior early years literacy development.</p>
<p>Increase achievement and student progress in reading, particularly vocabulary and comprehension.</p>	<p>By the end of 2019,</p> <ul style="list-style-type: none"> Increase the number of students in Year 2 achieving at or above SEA (+1 students) as measured by PAT-Reading Comprehension. Increase number of Year 7 students achieving SEA to 100% as measured by PAT-R Comprehension and NAPLAN 100% of Year 8 students achieve SEA as measured by PAT-R Comprehension, with 50% in higher bands <p>By the end of 2020,</p> <ul style="list-style-type: none"> We will embed cultural perspectives across all curriculum areas across all year levels, and raise teacher and students expectation of success. Maintain and increase students in Year 3 achieving at or above SEA to higher levels (95%), as measured by PAT-Reading Comprehension, with 65% in higher NAPLAN Bands 80% of Year 10 in achieving Band 8 or above, as measured by PAT-R Comprehension <p>By the end of 2021,</p> <ul style="list-style-type: none"> Increase and maintain the number of students achieving at or above SEA (98%) in Year 4 as measured by PAT-Reading Comprehension, 30% Proficient in Level and 70% at Advanced level as measured by ProLit (Lexile). 50% of year 11 students gain 'B' grade or above in Research Project 	<p>We will refine and embed a rigorous and systematic approach to explicit teaching of vocabulary and comprehension strategies (underpinned by the Big 6 research) into all teaching and learning practices.</p>

To increase student future choices and opportunities starting with increased SACE achievement and completion rates.	By the end of 2019,	We will develop a rigorous system of teaching and learning in all year levels. We will consistently provide challenging tasks followed by frequent effective feedback to all SACE students prior to assessment (and as learning is occurring) to increase opportunities for students to achieve 'A' and 'B' grades.
	<ul style="list-style-type: none"> Increase 'A' & 'B' grades for Year 11 students: Nil E, D grades; 40% C; 30% B and 30% A 	
	By the end of 2020	
	<ul style="list-style-type: none"> Increase 'A' and 'B' grades for students in Year 12 (30% C; 35% B and 35% A). 	
	By the end of 2021,	
	<ul style="list-style-type: none"> 100% of graduates are in work, training or study at 3, 6 and 12 months after exiting. 	

Step 1

Analyse and prioritise



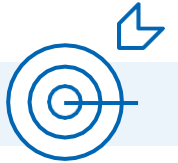
Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase student achievement and progress in reading, particularly oral language Focus: Birth to 8 years old		By the end of 2019, increase the number of students in Year 1 achieving at or above expected developmental level (80% +4 students) as measured by the Phonological Awareness Screening Assessment
			By the end of 2020, increase the number of students in Year 2 achieving at or above expected levels (i.e. 100%+2 students) as measured by the Phonological Awareness Screening Assessment
			By the end of 2021, maintain the number of students in Year 3 achieving at or above expected levels (i.e. 100% students) as measured by the Phonological Awareness Screening Assessment and NAPLAN, with 50% in higher bands for reading
Goal 2	Increase student achievement and progress in reading, particularly vocabulary and comprehension.		By the end of 2019, <ul style="list-style-type: none"> • Increase the number of students in Year 2 achieving at or above SEA (+1 students) as measured by PAT-Reading Comprehension. • Increase the number of Year 7 students achieving SEA to 100% as measured by PAT-R Comprehension and NAPLAN • 100% of Year 8 students achieve SEA NAPLAN Reading, with 50% in higher bands
			By the end of 2020, <ul style="list-style-type: none"> • To maintain and increase students in Year 3 achieving at or above SEA to higher levels (95%), as measured by PAT-Reading Comprehension relative gain score, 65% in higher NAPLAN Bands • 80% of Year 10 students in PAT-R Band 8 or above
			By the end of 2021, <ul style="list-style-type: none"> • To increase and maintain the number of students achieving at or above SEA (98% students) in Year 4 as measured by PAT-Reading Comprehension relative gain score, 100% proficient in Lexile and 70% at Advanced • 50% of Year 11 students gain 'B' grade or above in Research Project

Step 1

Analyse and prioritise



Goal 3	To increase student future choices and opportunities starting with increased SACE achievement and completion rates. Focus: Year 10-12		By the end of 2019, <ul style="list-style-type: none">• Increase 'A' and 'B' grades for students in Year 11, Nil 'E' and 'D' grades 'A' – 30% 'B' – 30% 'C' – 40%
			By the end of 2020, <ul style="list-style-type: none">• Increase 'A' and 'B' grades for students in Year 12 'A' – 35% 'B' – 35% 'C' – 30%
			By the end of 2021, <ul style="list-style-type: none">• 100% of graduates are in work, training or study at 3, 6 and 12 months after exiting.

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice	
Goal 1	We will develop a rigorous and systematic approach to explicit teaching of the Big 6 research with initial focus on oral language, academic vocabulary and fluency and deep understanding of learners' prior early years' literacy development.
Goal 2	We will refine and embed a rigorous and systematic approach to explicit teaching of vocabulary and comprehension strategies (underpinned by the Big 6 research) into all teaching and learning practices. We will embed cultural perspectives across all curriculum areas across all year levels, and raise teacher and students expectation of success.
Goal 3	We will develop a rigorous system of teaching and learning in all year levels. We will consistently provide challenging tasks followed by frequent effective feedback to all SACE students prior to assessment (and as learning is occurring) to increase opportunities for students to achieve 'A' and 'B' grades.

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Increase student achievement and progress in reading, particularly oral language Focus: Birth to 8 years old		
Challenge of practice		We will develop a rigorous and systematic approach to explicit teaching of the Big 6 research with initial focus on oral language, academic vocabulary and fluency and deep understanding of learners' prior early years' literacy development.		
Actions	Timeline	Roles and responsibilities	Resources	
<ul style="list-style-type: none"> Analysis of early years assessment data and targeted intervention planning responses. Deep understanding and application of preschool indicators of literacy. 	Weekly Term 1 – Term 4	Head of Early Years	<ul style="list-style-type: none"> Indicators OCOP Site Planning Documents (Learning Journals) QIP 	
	Term 1 – Term 4 (Shared with Reception Staff in Term 4)	JP Staff Special Ed Teacher		
Establish early years professional learning teams to implement common and consistent practices and build teacher capacity <ul style="list-style-type: none"> Identified cycles of improvement (eg 30-50 day plans) and targeted professional learning time scheduled at all staff meetings focused on Big 6 of Reading and PLC processes (ie March 15th PLC's and Learning Sprints day) 	Term 4 2018, Week 0, 2019	Head of Early Years Head of Primary years Teaching Staff Step 9 Teachers	<ul style="list-style-type: none"> Big 6 Jolly Phonics Seven Steps to Writing (March 15 2019) Step 9 Teachers, \$300 per person + TRT's (approx.\$1200 - \$2000) Running Records Literacy Agreements 	

Step 3

Plan actions for improvement



<p>Amplifying effective practices identified from professional learning team/cycles of teacher action research based on Learning Sprints approach through :</p> <ul style="list-style-type: none"> • Coaching, mentoring via existing staff members, leadership and key resource development • Performance development discussions 	<p>Ongoing</p>	<p>Head of Early Years Head of Secondary Years Step 9 Teachers Teaching Staff Curriculum Support Staff</p>	<ul style="list-style-type: none"> • DfE documents, PDP'S (performance conversations) • Breakspears Resources & PL
Actions	Timeline	Roles and responsibilities	Resources
<p>Total financial resources allocated</p>			<p>\$5000 (Early Years Literacy Grant)</p>
<p>Success criteria</p>	<p>In repeated learner observations focused on oral language, we see a shift in more learners demonstrating higher levels of sophisticated language (e.g. questioning and responding in full sentences) <i>as measured by samples of Learning Stories</i> on a termly basis led by PLC teams.</p>		



<h3>Goal 2</h3>	<p>Increase student achievement and progress in reading, particularly vocabulary and comprehension.</p> <p>Focus: Aboriginal students/families</p> <p>Focus: Year 2 – 5</p> <p>Focus: Year 7 – 9</p>		
<p>Challenge of practice</p>	<p>We will refine and embed a rigorous and systematic approach to explicit teaching of vocabulary and comprehension strategies (underpinned by the Big 6 research) into all teaching and learning practices.</p> <p>We will embed cultural perspectives across all curriculum areas across all year levels, and raise teacher and students expectation of success.</p>		
Actions	Timeline	Roles and responsibilities	Resources
<p>Clarity of systematic approach by establishing common primary and middle years language and effective consistent pedagogy/assessment (documented). This will include and emphasis on :</p> <ul style="list-style-type: none"> • Effective formative feedback to students related to the learning intention and success criteria • Effective Vocab. and reading comprehension strategies that are taught in context • Analysis of existing data (including Year 7's) leading to targeted intervention response. 	<p>Ongoing</p> <p>Term 4 2018 – Term 1 2019</p>	<p>Head of Primary Years, Head of Senior Years Curriculum Co-Ordinators Teachers</p> <p>Head of Senior Years</p> <p>Head of Senior Years + Special Education Teachers</p>	<p>Attendance Improvement Plan 2018 – 2021</p> <p>Attendance Policy Big 6 Data Dashboard Breakspear Tools HITS</p> <ul style="list-style-type: none"> • Documentation of strategies • Unit plans <p>Special Education Teaching Staff</p> <p>OCOP training (\$3500)</p> <p>Professional Development Plans</p>



Total financial resources allocated

\$3500

Success criteria

In the analysis of repeated student observations (Years 2-5 & 7-9), we will see more students demonstrating the vocabulary and comprehension assessment criteria –

- using metalanguage – articulating which strategies they could use
- inferring (not explicitly stated text), analyzing, critiquing, questioning across subjects, information and ideas as measured by AC learning progressions/literacy continuum
- PAT-R and Cars & Stars



Goal 3		To increase student future choices and opportunities starting with increased SACE achievement and completion rates. Focus: Year 10-12		
Challenge of practice		We will develop a rigorous system of teaching and learning in all year levels. We will consistently provide challenging tasks followed by frequent effective feedback to all SACE students prior to assessment (and as learning is occurring) to increase opportunities for students to achieve 'A' and 'B' grades.		
Actions	Timeline	Roles and responsibilities	Resources	
Establish a shared pedagogical approach (i.e. common language and effective consistent pedagogy and assessment), with an emphasis on: <ul style="list-style-type: none"> • Effective formative feedback to students related to clear learning intentions and success criteria. (both a surface and deep • Create school-wide Schedule of Assessment • Review and improve task design to ensure intellectual challenge and connection to real world; (surface learning→deep→transfer of learning to unfamiliar contexts) connection to AC progressions 	First 2 weeks of each Learning Period (Term or Semester)	Head of Primary Years Head of Senior Years Coordinators SACE Manager Teaching Staff	Samples Learning Progressions Tasks to ensure realistic deadlines Coordinators (worked samples/learning progressions explicit about A/B criteria); giving/receiving feedback: teacher-student, self-peer feedback). SACE Assessment rubric LAP's Students	



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			\$3500
Success criteria	In the analysis of termly student summative tasks/work samples, we will see more students demonstrating the success criteria to achieve 'A/B' grades. Specifically students will demonstrate skills in research analysis and making inferences from written material as measured by teacher assessed grades and student feedback.		



Approved by principal

Name Robyn McLean

Date 04.12.2018

Approved by governing council chairperson

Name Greg Hillman

Date 04.12.2018

Approved by education director

Name

Date

Actions, Roles/Responsibilities, Resources

GOAL 1

<p>Increase student achievement and progress in reading, particularly oral language Focus: Birth to 8 years old</p>			
<p>Challenge of practice</p>		<p>We will develop a rigorous and systematic approach to explicit teaching of the Big 6 research with initial focus on oral language, academic vocabulary and fluency and deep understanding of learners' prior early years' literacy development.</p>	
Actions	Timeline	Roles and responsibilities	Resources
<p>Primary</p> <ul style="list-style-type: none"> • Enable students to present orally using academic vocabulary • Intentional Social stories • Modelling measurable expectations eg greetings <p>Utilise Matrix for oral language first steps</p>	<p>Week 1</p>	<p>What do children need to know? Teach vocabulary Use it and expect students to use it Display for reference only after teaching</p>	<p>CARs and Stars Slide Shows Big Books Poetry Cards Read Write Inc Jolly Phonics</p>
	<p>Weekly rotation across term</p>	<p>Explicit teaching Meeting school values & PITW</p>	<p>PITW</p>
	<p>Daily</p>	<p>Consistent modelling of language</p>	
	<p>End of each term</p>	<p>Use matrix to inform teaching of oral language</p>	<p>First steps</p>

<p>Total financial resources allocated</p>		<p>\$5000 (Early Years Literacy Grant)</p>
<p>Success criteria</p>	<p>In repeated learner observations focused on oral language, we see a shift in more learners demonstrating higher levels of sophisticated language (e.g. questioning and responding in full sentences) <i>as measured by samples of Learning Stories</i> on a termly basis led by PLC teams.</p>	

GOAL 2

Increase student achievement and progress in reading, particularly vocabulary and comprehension.
 Focus: Aboriginal students/families
 Focus: Year 2 – 5
 Focus: Year 7 – 9

Challenge of practice
 We will refine and embed a rigorous and systematic approach to explicit teaching of vocabulary and comprehension strategies (underpinned by the Big 6 research) into all teaching and learning practices.
 We will embed cultural perspectives across all curriculum areas across all year levels, and raise teacher and students expectation of success.

Actions	Timeline	Roles and responsibilities	Resources
<p>Primary (Yrs 4-7)</p> <ul style="list-style-type: none"> Vocab focus All teachers (4-7) will use recite, recall, apply strategy incorporating current learning Track (vocab linked with reading) via PAT-R and use Literacy Pro Resources <p>English/HASS</p> <ul style="list-style-type: none"> Yr 8 & 9 Welcome to Country and We Are Australian – to teach in Auslan Teachers to source increased resources (texts) for English/HASS <p>Flexi/EALD</p> <ul style="list-style-type: none"> Select group of students below Yr5 reading level from Yr8 cohort. Students to get 30min block to focus reading, vocab and comprehension strategies Pre-test and post-test results. 	<p>Sem 1</p>	<p>Sara O and Kathy Mc</p>	<p>Videos Books</p> <p>Book Sets</p> <p>Comprehension books from Yr 1 -5 Reading books from Yr 1 – 5 Dolch pre-readers first 300 words</p>

<p>PE</p> <ul style="list-style-type: none"> Recite, Recall, Apply <p>Arts</p> <ul style="list-style-type: none"> Embed Aboriginal content into Arts Yrs 8-10 Data Monitoring – end of term data (Yr 8-10) in order to identify attendance <p>PLP/Research Project</p> <ul style="list-style-type: none"> Create common feedback code and cycle Unpacking assignments Unpacking Vocab Comprehension activities <p>Early Years</p> <ul style="list-style-type: none"> Auslan 'Welcome to Country' Learner disposition described through brain development lens "hard thinking makes our brains grow", to build resilience and persistence. (Based on research and anecdotal data that students leave classes when the work gets hard.) 	<p>Embed in all theory units in Yrs 8 & 9</p> <p>Word Wall for Yr 8 and 9 units</p>	<p>Glossary Resource Development</p> <p>Word Wall Development</p> <p>Code on Display</p> <p>Exemplars</p> <p>Vocab / Process on display</p> <p>House System</p>
<p>Success criteria</p>	<p>In the analysis of repeated student observations (Years 2-5 & 7-9), we will see more students demonstrating the vocabulary and comprehension assessment criteria –</p> <ul style="list-style-type: none"> using metalanguage – articulating which strategies they could use inferring (not explicitly stated text), analyzing, critiquing, questioning across subjects, information and ideas as measured by AC learning progressions/literacy continuum PAT-R and Cars & Stars 	

GOAL 3

To increase student future choices and opportunities starting with increased SACE achievement and completion rates.
Focus: Year 10-12

Challenge of practice	We will develop a rigorous system of teaching and learning in all year levels. We will consistently provide challenging tasks followed by frequent effective feedback to all SACE students prior to assessment (and as learning is occurring) to increase opportunities for students to achieve 'A' and 'B' grades.		
Actions	Timeline	Roles and responsibilities	Resources
<p>Primary (Yrs 4-7)</p> <ul style="list-style-type: none"> • Research Skills • To explicitly teach and scaffold how to recognize and locate key words in a question in order to answer. <p>English/HASS</p> <ul style="list-style-type: none"> • Formalised, uniform approach to due dates and drafts • Experimental learning / Incursions • Improved participation rates for HASS & Auslan. Target particular students in Yr 8-10 <p>Flexi/EALD</p> <ul style="list-style-type: none"> • SACE completion • Create materials which help teach students how to use nominalised language more effectively (academic language) • Source materials online • Make posters and student 	<p>Beg. Sem 1</p> <p>Sem 1&2</p> <p>Sem 1&2</p> <p>2019</p>	<p>Coordinator to formulate system and teachers to reinforce and parents continually informed</p> <p>Coordinator to use budget to fund incursions and excursions, teachers to organize and link to curriculum</p> <p>Teachers to target and encourage students who show strength in this subject</p> <p>Sara O and Cathy T</p>	<p>Letters home Daymap – SMS</p> <p>Budget Use Consents</p> <p>Guest Speakers in area ie Theo's brother? Tom Rehn? Ex-Students – eg Tahlia Riessen Utilise destination data</p>

<p>activities teachers can use</p> <ul style="list-style-type: none"> • Examples of nominalization in various faculties. <p>PE</p> <ul style="list-style-type: none"> • Revisit and improve task designs for Yr 8 & 9 PE and Yr10 PE Extension • “Make more rigorous” – challenging <p>Arts</p> <ul style="list-style-type: none"> • Case management (whole school approach, Caregroup monitoring of potential issues) • Backwards planning (theory/literacy): Yr 8 -10 theory/literacy that leads into SACE subjects. Simplified version of SACE inquiry/concepts/reflection/analysis throughout Yr 8, 9 and 10 <p>TECH</p> <ul style="list-style-type: none"> • Identify student deadlines to improve outcome. Provide timely feedback. • Identify students that need help • Simplify/breakdown performance standards for Yr 11 & 12 – change language 	<p>Sem 1</p> <p>By end of Sem 2</p>	<p>Year 8 & 9 & 10 Extension PE Staff</p> <p>Year 8 & 9 & 10 Extension PE Staff</p>	<p>Google Classroom</p> <p>“New technology that will be required in new Yr12 PE course beginning in 2020”</p> <p>Yrs 8-12</p> <ul style="list-style-type: none"> • Vocab Walls in classrooms - nouns/verbs/pronouns • Labelling tool racks
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<p>Early Years</p> <ul style="list-style-type: none">• Deconstructing learning starting with vocabulary and meaning of teamwork and research.• Word wall to replace learning wall• Teamwork• Research			House system
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