

# Improvement plan for Urrbrae Agricultural High School

2019 to 2021

School name

Urrbrae Agricultural High School

Vision statement

Vision: Providing unique opportunities for learners and future innovators.

Mission: To be an innovative educational leader in Agricultural and Horticultural Science, Technology and the Environment. To develop engaged citizens, with creative and critical minds, a strong social conscience, and a love of learning. This includes fostering resilience, independence, personal responsibility and respect for others.



Government  
of South Australia

Department for Education



# Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in writing	<p>-100% of our Yr 8/9 cohort will participate in the Brightpath programme in 2019.(achieved) -At least 50% of students who were below band 6 in year 9 NAPLAN writing in 2018 will achieve a C or higher in a common moderated Year 10 writing task. (80% achieved)</p> <p>-At least 50% of students who were below band 6 in year 9 NAPLAN writing in 2019 will achieve a C or higher in a common moderated Year 10 writing task. -At least 50% of students who achieved a D or E grade in Year 10 English in 2019 will achieve a C or higher in Stage 1 English.</p> <p>-At least 50% of students who were below band 6 in year 9 NAPLAN writing in 2020 will achieve a C or higher in a common moderated Year 10 writing task. -At least 50% of students who achieved a D or E grade in Year 10 English in 2020 will achieve a C or higher in Stage 1 English.</p>	If we use a cross-curricular approach to the teaching of writing we will increase student achievement in writing. Specifically, if each subject teacher focuses on the forms, meta-language and genres relevant to their areas, students will develop the skills and strategies necessary for success. Careful scaffolding and modelling of best practice, along with editing opportunities, will build self-growth.	Students can articulate an awareness of the importance of form, purpose and audience for their writing. Students will demonstrate the ability to self-edit and improve on their own writing, showing evidence of growth from first draft to final product in all learning areas. Students will demonstrate accuracy of expression and punctuation in their writing, no matter what the genre or learning area.
Increase student achievement in numeracy across the school.	<p>28% achieving high growth in NAPLAN numeracy 3% increase in PAT M bands 10/11 2% increase in students choosing STEM subjects in Stage 1 &amp; Stage 2</p> <p>29% achieving high growth in NAPLAN numeracy 3% increase in PAT M bands 10/11 2% increase in students choosing STEM subjects in Stage 1 &amp; Stage 2</p> <p>30% achieving high growth in NAPLAN numeracy 3% increase in PAT M bands 10/11 2% increase in students choosing STEM subjects in Stage 1 &amp; Stage 2</p>	If we embed researched-informed approaches and numeracy skills into mathematics teaching and learning practices, and all faculties integrate mathematics and numeracy skills across the curriculum, we will achieve higher student achievement in numeracy. Collaborative practices used to ensure consistency in quality and standard of teaching and assessment, and using data and feedback to inform planning and actions will further support this achievement.	<ul style="list-style-type: none"> <li>- Students show movement to higher bands of achievement in NAPLAN and PAT tests.</li> <li>- Increased number of students choosing STEM- related careers.</li> <li>- Increased number of students choosing higher level mathematics subjects at stage 1 &amp; 2.</li> </ul>
Increase student achievement across each learning area focusing on differentiated/explicit teaching strategies.	<p>-Increase in Semester 2 A's &amp; B's and reduction in D's &amp; E's when compared to 2018 Year 10 results</p> <p>-Increase in Semester 2 A's &amp; B's and reduction in D's &amp; E's when compared to 2019 Year 10 results</p> <p>-Increase in Semester 2 A's &amp; B's and reduction in D's &amp; E's when compared to 2020 Year 10 results</p>	If teachers make learning intentions and success criteria transparent to students and demonstrate them by modelling, differentiating for the range of student ability within their individual classes, student achievement should increase across each learning area ensuring consistency across the site. (Hattie, 2009).	<ul style="list-style-type: none"> <li>- Student feedback will reflect the fact that every lesson has clear learning intentions with goals that clarify what success looks like across every teacher and every learning area.</li> <li>- Students can articulate assessment tasks for every subject, along with expectations and time-lines for success.</li> <li>- Student grades across all learning areas and all teachers will reflect an improvement in A and B grades, and a reduction in D and E grades.</li> </ul>