

Improvement plan for 2019 to 2021

School name

Vision statement



OPEN ACCESS COLLEGE as at Dec 05th 2019
Goal#1: Increase student achievement in writing

Challenge of practice: If we explicitly teach the key elements of writing, including oral language, then we will see an increase in achievement in writing

Targets	2019: 92% of Year 3-6 continuing students achieve at or above the SEA for PAT R. 90% of Year 7-10 continuing students achieve at or above the SEA for PAT R. Increase passing grades in yr 11 English to an average of 85%. (2018 82%)	2020: 90% of Year 3-6 continuing students achieve at or above the SEA for PAT R. 92% of Year 7-10 continuing students achieve at or above the SEA for PAT R. Increase passing grades in yr 11 English to an average of 85%. (2019 – 83%)	2021: 92% of Year 3-6 continuing students achieve at or above the SEA for PAT R. 94% of Year 7-10 continuing students achieve at or above the SEA for PAT R. Increase passing grades in yr 11 English to an average of 87%.
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Actions	Success criteria
Each teacher with students working at Year 3-6 level will embed Writing Plus strategies to develop deep student knowledge and practices of the language features in the Australian Curriculum.	Each student will demonstrate an increase the sophistication of their writing by making deliberate authorial choices for a specific purpose
Each teacher with students working at R-2 level will to further develop their systematic synthetic phonics practices and embed this in their teaching and learning plans	Each early years student will demonstrate phonemic awareness, and an increase in their knowledge of letter-sound and letter formation and increase their blending and segmenting skills
Each teacher in the Humanities Teaching Team will engage collaboratively with the learning cycle to explicitly teach the elements of writing for identified subject text types.	Each student will demonstrate their ability to accurately and fluently construct subject specific text types.
<i>Each teacher in the STEAM Teaching Team will engage collaboratively with “the Cycle of Learning” to design and scaffold the writing process relevant to different subjects and year levels.</i>	Each student will demonstrate growth in the use of grammar and vocabulary, specific to the text type, in written tasks relevant to different subjects.
Each Languages teacher will use multilingual literacy strategies to develop learner fluency in English and the target language.	Students will demonstrate improved meaning-making through use of translinguaging practices in productive (oral/writing) and receptive (listening/reading) texts.

OPEN ACCESS COLLEGE as at Dec 05th 2019
Goal#2: Increase student achievement in Mathematics

Challenge of practice: If we explicitly teach the number elements specific to each subject, then we will increase student achievement in Mathematics

Targets	2019: 90% of Year 3-6 continuing students achieve at or above the SEA for PAT M 80% of Year 7-10 continuing students achieve at or above the SEA for PAT M Increase passing grades in year 11 Mathematics to an average of 80%. (2018 - 76%)	2020: 92% of Year 3-6 continuing students achieve at or above the SEA for PAT M (2019 - 84%) 85% of Year 7-10 continuing students achieve at or above the SEA for PAT M (2019 – 70%) Increase passing grades in year 11 Mathematics to an average of 78%. (2019 – 75%)	2021: 95% of Year 3-6 continuing students achieve at or above the SEA for PAT M 90% of Year 7-10 continuing students achieve at or above the SEA for PAT M Increase passing grades in year 11 Mathematics to an average of 80%.
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Actions	Success criteria
Each teacher R-12 will actively participate in a Teaching and Learning Group to plan, monitor, assess and moderate to improve each student’s achievement in number elements in their subject.	Each student will demonstrate progress in their use of number elements specific to each subject.
Each teacher Reception – Year 6 will build their capacity to explicitly teach Mathematics: Number utilising the Big Ideas in Number model to ensure sequenced intervention and development of number sense.	
Each teacher R – 9 will increase their professional knowledge of the AC Numeracy Progressions and will utilise these to inform their assessment, feedback practices and next teaching steps in Mathematics: Number	

OPEN ACCESS COLLEGE as at Dec 05th 2019
Goal#3: Increase the number of passing grades in years 10 & 11

Challenge of practice: If we identify students at risk of not achieving a passing grade and provide early targeted intervention then we will see an increase in the number of passing grades

Targets	2019: Increase passing grades in year 10 and 11 to an average of 85%. (2018 average was 78%)	2020: Increase passing grades in year 10 and 11 to an average of 80%. (2019 – 73.5%)	2021: Increase passing grades in year 10 and 11 to an average of 82%.
Actions		Success criteria	
	Each teacher of years 10-11 will use formative assessment, student feedback and achievement data (PAT M/PAT R/NAPLAN) to identify students at risk and inform and implement targeted teaching practice.		Each student will actively participate in learning through questioning, attending, attempting tasks, completing work
	Each teacher to actively use the schools documented targeted teaching cycle to plan, teach, assess and provide feedback on each child’s progress in specific to their subject/s		
	Each teacher of SACE Stage 2 subjects in 2018 will formally review and reflect on the student results in discussion with a Executive Leader and use this information to inform and make changes to aspects of their teaching in 2019.		Passing grades in SACE Stage 2 results will improve and exam results will more closely align with School Assessed results within subjects. There will be less withdrawals from subjects during the year.