

Improvement plan for 2019 to 2021

School name

Vision statement



OPEN ACCESS COLLEGE as at Dec 05th 2020
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.	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.	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 Year 11 English to an average of 85%. (2018 82%)	Increase passing grades in Year 11 English to an average of 85%. (2019 – 80%).	Increase passing grades in Year 11 English to an average of 87%.

Actions	Success criteria
<p>Primary 3-7 Each Year 3 – 7 teacher will continue to build their capacity to effectively teach writing in order to plan and implement quality instruction. They will deliver an explicit consistent approach to the teaching of rich vocabulary and functional grammar by actively participating in and embedding the learning from the Writing PLUS.</p>	<p>Each student will demonstrate an increase in the sophistication of their writing for a specific purpose by making informed decisions about the grammatical construction of their writing (language convention, authorial, textual and linguistic choices). They will be able to:</p> <ul style="list-style-type: none"> • apply appropriate text structure for the purpose and audience • apply subject-specific vocabulary • apply a range of simple, compound and complex sentence structures to convey ideas • explain concepts, and build and support arguments
<p>Primary R-2 Each teacher of students at Year R-2 level will further develop their systematic synthetic phonics practices and embed this in their teaching and learning plans. Teachers will monitor student progress through the collection of formative assessment data each term (as outlined in our Literacy Agreement).</p> <p>Each teacher will work with the Literacy leader to:</p> <ul style="list-style-type: none"> • Explicitly teach synthetic phonics • Ensure continued progress for each student • Use agreed assessments and student data • Identify students requiring differentiated teaching strategies or Wave 2 or 3 intervention 	<p>Each student working at Year R-2 level will demonstrate phonemic awareness and an increase in their knowledge of letter-sound and letter formation and increase their blending and segmenting skills.</p> <p><i>SOTA</i> Each student will be able to competently decode words and orthographically map words to enable them to read and spell with confidence having had their reading progress and achievement in phonics development assessed and monitored, individual learning goals determined and appropriate intervention put into place.</p>
<p>Humanities 7 – 12 Each teacher in the Humanities team will authentically embed the ‘learning cycle’ to explicitly teach subject specific elements of writing for identified text types.</p> <p>Each teacher in the Humanities team will create scaffolding support and annotated model texts for writing relevant for subject areas.</p> <p>Each teacher in the Humanities team will participate in a moderation process to track student growth.</p>	<p>Each student will competently demonstrate their ability to accurately and fluently construct subject specific texts.</p> <p>Each student will appropriately and in context utilise tier 2 & 3 vocabulary to communicate ideas relevant to purpose, context and audience.</p>

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 Year 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 Year 11 English to an average of 85%. (2019 – 80%)	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 Year 11 English to an average of 87%.
Actions		Success Criteria	
STEAM Each STEAM teacher 7-12 will work with students to develop a glossary of vocabulary terms which will be used when students construct written texts. Each STEAM teacher 7-12 will construct a model of written texts relevant to different subject areas as a core component of learning design and a tool for improving student writing by using the text as part of high-quality assessment tasks with an explicit focus on literacy demands. Each STEAM teacher 7-12 will de-construct, with students, exemplars of satisfactory written texts in different subject areas to model quality writing exemplars to teach to the literacy demands across subject areas.		Each student will demonstrate in their writing that they can: <ul style="list-style-type: none"> Effectively and appropriately utilise learning area explicit vocabulary. Utilise a modelled structure to effectively communicate ideas and understanding. Each student will successfully engage in dialogue to articulate their progress in writing, against their individual writing goals, using commonly understood metalanguage.	
Languages Each Languages teacher will use multilingual literacy strategies to develop learner fluency in English and the target language.		Each student will demonstrate growth in accuracy and fluency of productive (writing and speaking) and receptive (reading and listening) texts.	

OPEN ACCESS COLLEGE as at Dec 05th 2020
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	<p>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</p> <p>Increase passing grades in Year 11 Mathematics to an average of 80%. (2018 - 76%)</p>	<p>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%)</p> <p>Increase passing grades in Year 11 Mathematics to an average of 78%. (2019 – 66%)</p>	<p>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</p> <p>Increase passing grades in Year 11 Mathematics to an average of 80%.</p>
----------------	--	--	---

Actions	Success criteria
<p>Primary (overall) Each R-7 teacher will use Learning Design to explicitly plan for and teach Number in the integrated unit of work each term.</p> <p>Each teacher will identify, track and monitor 6 students using a range of assessments, including PAT and NAPLAN to support learning and intervention</p> <p>SOTA Each R-2 teacher will explicitly teach trust the count: count on from any number; subitising, and place value: partition and expand up to three-digit</p> <p>Each Year 3-7 teacher will explicitly teach multiplicative thinking, proportional reasoning and partitioning.</p>	<p>Each student will be engaged in suitably levelled Number learning relative to their current mastery and will demonstrate the correct application of the specific sub element of Number, as identified by the teacher.</p> <p>SOTA Each R-2 student will be able to articulate their progress in trust the count and place value using commonly understood subject specific language, and provide evidence that they can appropriately apply this learning in new contexts.</p> <p>Each Year 3-7 student will be able to articulate their progress in multiplicative thinking, proportional reasoning and partitioning using commonly understood subject specific language, and provide evidence that they can appropriately apply this learning in new contexts.</p>
<p>HUMANITIES Each teacher in the Humanities team will engage collaboratively to identify the numeracy concepts, thinking and language relevant for specific subjects.</p> <p>Each teacher in the Humanities team will authentically embed the learning cycle to explicitly teach elements of numeracy relevant for specific subjects</p>	<p>When we look at student work together in our meetings, we will see that they can competently and appropriately:</p> <ul style="list-style-type: none"> • Use appropriate number strategies to solve problems • Use accurate representation and language of numeracy relevant to subject • Apply strategies to interpret and present statistical data • Use mathematical terminology to explain, interpret and support specific subject ideas
<p>STEAM Each STEAM teacher will identify and map numeracy occurrence in different subject areas.</p> <p>Each STEAM Teacher will authentically embed the learning cycle to explicitly teach elements of numeracy relevant for specific subjects.</p>	<p>Each student will accurately use appropriate mathematical notation, representations and terminology as relevant to different subjects. .</p>
<p>Languages Each teacher in the Languages team will authentically embed the learning cycle to explicitly teach number elements relevant to language concepts.</p>	<p>Each student will demonstrate growth in:</p> <ul style="list-style-type: none"> • accuracy and expression of naming numbers • recognition and use of patterns • calculating and measuring

OPEN ACCESS COLLEGE as at Dec 05th 2020
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 - 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	
<p>Each Year 10-11 teacher will identify and monitor students at risk of not achieving success through the collection of evidence of:</p> <ul style="list-style-type: none"> • learning progress • participation • self-management <p>Each Year 10-11 teacher will use agreed QDTP to support and adjust learning, as necessary. Each Year 10-11 teacher will follow the site approved intervention process where QDTP is not supporting student learning.</p>		<p>When we review student progress in learning we will see that they are:</p> <ul style="list-style-type: none"> • Attending WebEx events in the group learning space and other relevant platforms (i.e., Moodle, Google Classroom) in the Independent learning space. • Participating in learning tasks in WebEx using appropriate communication for the lesson. • Participating in learning in the Independent space by attempting and submitting evidence in subject agreed platforms (i.e., Google Classroom, etc..) appropriate to their current mastery of the topic. 	