



open access
COLLEGE

School Improvement Plan 2017-2021



Government of South Australia
Department for Education and
Child Development

Our Mission

Providing equitable access
to learning

Our Values

- ◆ Integrity
- ◆ Excellence
- ◆ Innovation
- ◆ Inclusion

Our Purpose

OAC develops learners with
the knowledge, skills and
dispositions to build purposeful,
productive and resilient lives.

Strategic Objectives

Learning for growth

- ◆ All students achieve growth
- ◆ All staff grow through professional learning

Wellbeing and resilience

- ◆ Build resilience and wellbeing in our students
- ◆ Build community connectedness

Innovation

- ◆ Build a culture of innovation

Every learner
Every day
Every way

School Improvement Plan: Targets and Actions 2018

Target	Actions	Measures
<p>All year 1-10 students achieve at least one year's growth in literacy and numeracy for one year's learning.</p>	<p>Teaching Teams focus on understanding and implementing the elements of Learning Design Assessment and Moderation (LDAM).</p> <p>All teachers and leaders participate in observation and feedback with a specific focus on an identified pedagogical strategy twice per year using the DECD process.</p> <p>Professional Learning focus within teaching teams:</p> <ul style="list-style-type: none"> - Using PAT data to analyse and plan learning - Using SMARTAR goals and writing OCOP <p>Implement OAC policy in relation to enrolment in intervention programs.</p> <p>Provide suitable training and support for teachers/SSOs who deliver the intervention programs.</p> <p>SMARTAR goals that address student learning needs are written in OCOP's</p> <p>Maintain and monitor a site database to ensure all eligible students are accessing Learning Support.</p> <p>OCOP creator and Learning Support teacher/SSO collaboratively design the Learning Support program to support the achievement of the SMARTAR goals.</p>	<p>PAT R and PAT M: All 3-10 students enrolled by February 28th – growth in PAT R and PAT M (using scaled score) from 2017 to 2018</p> <p>Running Records: All students in years 1-2 and Alternative Programs enrolled by February 28th growth from 2017 to 2018.</p> <p>Intervention programs: <i>Intensive Reading and Guided Reading</i> measured by reading levels. <i>QuickSmart Literacy and Numeracy</i> measured by Quicksmart metrics.</p>
<p>For all students in years 1-10 undertaking Australian Curriculum, increase the pass rate (C grade or better) from term 2 to term 4.</p>	<p>Collaborative moderation within teaching teams and across CE partnership to ensure consistent application of grades within teaching teams.</p> <p>OCOP identifies students who will not be graded</p> <p><i>Actions as per first target</i></p>	<p>Increase in passing grades from term 2 to term 4 aggregated across the College</p>

<p>Alternative Programs: 95% of students successfully complete: New Directions Stage 1 Transition Stage 2 transition Pathways Program, ILP, PLP</p>	<p>Teachers are supported (PD) in the development of OCOP with SMARTAR goals.</p> <p>Trial of DECD OCOP with identified group and PLT.</p> <p>Every term OCOP goals are reviewed</p> <p><i>Actions as per first target</i></p>	<p>ND: Completion of Cert 1 in Vocational Skills and PLP</p> <p>Stage 1 Transition Attaining 80 SACE credits, including literacy and numeracy</p> <p>Stage 2 Transition – completion of SACE or successful transition to work or further study.</p> <p>PP, ILP, PLP Achieving identified (SMART) learning goals as described in their OCOP</p>
<p>SACE students attain a C grade or better:</p> <p>Stage 1 87% Stage 2 95%</p>	<p>Students at risk of not achieving a C are identified and supported in line with OAC policy.</p> <p>Ensure all teachers are familiar with ongoing and new course requirements.</p> <p>Appropriate LAPs established and verified within Teaching Teams and by SACE coordinator.</p> <p>Collaborative Moderation processes are modelled and implemented within Teaching Teams and across sites.</p> <p>Effective Learning Design pedagogy is implemented, including:</p> <ul style="list-style-type: none"> • All Teaching and Learning plans based on Learning Design principles • LMS structure and content supports student learning • Observation and feedback processes are implemented by Teaching Teams to improve pedagogy 	<p>SACE data for all students with C grade or above in all subjects.</p>
<p>VET students complete certificate course within the program length.</p>	<p>Competency based pedagogical approaches are developed by the VET Teaching Team and implemented by trainers.</p> <p>Develop and implement a process to identify and support students at risk of not passing certificate courses.</p> <p>All courses and trainers are compliant with VET requirements.</p>	<p>Rate of students completing each certificate course – aggregated.</p>

<p>Individual college based student attendance percentage at the end of 2018 compared with previous year, or previous site, shows an improvement.</p> <p>Student percentage attendance, collected by year level cohorts (R-2, 3-7, 8-9, 10, 11, 12) increases to: R-7 – 90%, 8-10- 85%, 11-12 – 80%</p>	<p>Record student attendance for all classes, in Daymap, using OAC agreed codes.</p> <p>Implement effective Learning Design principles (including Lee Crockett influence) to involve all students in the learning process.</p> <p>Implement and Review existing OAC policy in relation to student attendance and engagement.</p>	<p>OAC continuing students – DAYMAP percentage attendance from 2017 compared with 2018. OAC new students – DAYMAP percentage attendance compared to previous school percentage attendance.</p> <p>Percentage attendance from DAYMAP</p>
<p>97% of all potential SACE completers in October achieve SACE in 2018</p> <p>Increase average retention in SACE: Stage 1 subjects to 88% and SACE Stage 2 subjects to 76% subjects.</p>	<p>Teaching Teams focus on understanding and implementing the elements of Learning Design:</p> <ul style="list-style-type: none"> - learning intentions, success criteria, self reflection, task design, collecting evidence of learning in teaching, collaborative moderation, <p>All teachers and leaders participate in observation and feedback with a specific focus on an identified pedagogical strategy twice per year. (Follow the DECD process)</p> <p>Specific retention targets set by each teaching team for each subject.</p> <p>Use of tracking data to provide intervention and support for students at risk of withdrawing.</p>	<p>SACE percentage completion data from SACE Board</p> <p>Average retention data is aggregated per subject and year level.</p>
<p>Improvement for continuing college based students years 9 - 12 in the 4 domains of resilience as listed below using the RYA survey</p> <ul style="list-style-type: none"> • positive values • positive identity • social skills • educational engagement <p>Wellbeing and Engagement Improvement for continuing college based students years 4-9 in;</p> <ul style="list-style-type: none"> • Peer belonging • Perseverance • Emotional regulation 	<p>Implementation of Year 8 -10 Sensability program And Years R - 7 Social and emotional wellbeing program</p> <p>PERMA training for all staff to support wellbeing of self and of students</p> <p>Student welfare team, include psychologist and youth worker, work with students, staff and parents to improve wellbeing.</p> <p>PLT with a focus on wellbeing.</p>	<p>Wellbeing and Engagement survey yr 4 – 9 college based continuers (term 3)</p> <p>RYA yr 9 – 12 college based continuers (late term 1)</p>