

NORTHERN ADELAIDE SENIOR COLLEGE) SITE IMPROVEMENT PLAN 2013-2015 as endorsed by Governing Council (May 2013)

As part of the northern Adelaide community, Northern Adelaide Senior College (NASC) is committed to successfully re-engage learners in educational and vocational pathways, enabling participation in local and global communities.

GOAL	Strategies	Targets: improved learner outcomes
<p>All students at Northern Adelaide Senior College achieve the South Australian Certificate of Education and establish clearly defined post-NASC opportunities for further learning, work and community capacity building</p>	<p style="text-align: center;"><u>TEACHING AND LEARNING</u></p> <ul style="list-style-type: none"> ▪ Teachers and Leaders will work with staff from Flinders University to learn about Brain Theory, and mindsets that enable successful learning ▪ Step 9 Teachers will participate in Classroom Observation skill building workshops ▪ Progress of potential SACE completers will be tracked and monitored via Learning Loop process ▪ Develop a model for provision of effective career development advice and support for all students (Career Expo to be trialled) ▪ TfEL surveys will be used, within DECDs Performance and Development framework, to monitor the quality of teaching and learning , identify strengths and areas for improvement ▪ All students will have a 'learning coach', a mentor or youth support worker to support them through subject selection, the achievement of their (documented) learning goals, and guide and monitor their attainment of learning dispositions and futures (career) planning. ▪ Teachers will load curriculum materials onto Day Map to support student learning with 24/7 access to curriculum ▪ The Learning Support team will document an intervention and support strategy that includes clear policy, processes and guidelines to meet the learning needs of students with specific learning difficulties and disabilities. 	<ul style="list-style-type: none"> ▪ PD conversations (teachers and leaders) will highlight increased use of compelling questions and problem solving in pedagogy ▪ 75% of students enrolling in stage 1 subjects will be resulted A-E ▪ 75% of stage 1 PLP students will achieve a 'C' or better ▪ 75% of stage 1 English students will achieve a 'C' or better ▪ 75% of stage 1 Maths students will achieve a 'C' or better ▪ 75% of students complete whole VET Certificates (Regional and PWAC) ▪ 25% of year 12 cohort offered a place by SATAC ▪ More than 90% of Potential SACE completers will complete the SACE - SACE Board figures October potential completers ▪ TfEL surveys <ul style="list-style-type: none"> - will identify average rating of 3.5 across all domains - responses to 2.4 and 4.3 (assessment related) will generate a minimum rating average of 4 (agree) across learning areas <p>NB Target Data will be disaggregated to identify progress for Aboriginal students, Youth Support students, students on NEPs and young mums</p>
	<p style="text-align: center;"><u>LITERACY</u></p> <ul style="list-style-type: none"> ▪ Develop and implement a 'Literacy Policy' at PWAC that uses National Curriculum nomenclature, identifies and drives: <ul style="list-style-type: none"> ▪ shared understandings of what constitutes effective literacy pedagogy in each learning area and identify teaching practices that reflect those understandings. ▪ a whole school genre map that is curriculum aligned and adult secondary student appropriate and includes the development of a common language around the genres used for assessment purposes. 	
	<p style="text-align: center;"><u>NUMERACY</u></p> <ul style="list-style-type: none"> ▪ Develop and implement a 'Numeracy Policy' at PWAC that uses National Curriculum nomenclature and identifies strategies that all teachers can use to support attainment of numeracy skills 	
	<p style="text-align: center;"><u>ASSESSMENT & REPORTING</u></p> <ul style="list-style-type: none"> ▪ Progress checks will map student connection with school and learning and provide a basis for intervention ▪ current assessment and reporting policy and practices will be reviewed and redeveloped to provide students with regular, detailed and futures oriented reporting on their progress (assessment for learning) and achievement (assessment of learning) 	
<p>Northern Adelaide Senior College will advance the wellbeing of all our community members</p>	<p style="text-align: center;"><u>RETENTION AND ATTENDANCE</u></p> <ul style="list-style-type: none"> ▪ Develop and run a cross school student orientation/induction process/program each term that supports student sense of community and connectedness and understanding of the expectations of learning in an ARE environment ▪ Coaches, Youth Support Workers and the Aboriginal participation team will track students who stop attending or leave PWAC before completing a semester. ▪ Engagement and attendance of Aboriginal Students will be supported through a Breakfast and mentoring program ▪ The retention and attendance of Aboriginal Students, young mums and youth support students will be monitored and tracked against whole school targets ▪ We will formally acknowledge and celebrate student achievement through Facebook, Northern Web and PWAC Achievers publications 	<ul style="list-style-type: none"> ▪ Less than 25% of stage 1 students will withdraw from classes ▪ 70% retention of individuals within each class that they are enrolled from beginning of week 3 to end of each semester ▪ 70% attendance rate ▪ PWAC students can identify 5 NASC people on their support network ▪ 1,000 PWAC students will like the NASC Facebook page by Nov 2015