



# SACE Improvement DRAFT Action Plan 2021

<b>Cleve Area School</b>	<b>Site Improvement Plan Goal/s:</b> Conduct a whole-site exercise to collect baseline data on current student ability in order to identify school strengths and weaknesses in an effort to refine teacher practice.
<p><b>SACE Improvement Challenge of Practice:</b> To have 100% completion of the compulsory subjects in 2021. Increase the number of C grades or better to 100%, (↑1.8% in Stage 1, ↑2.6% in Stage 2 in 2020), As to 40% (↑12.6% in Stage 1 and ↑0.8% in Stage 2 in 2020), and Bs to 50% (↓1.8% in Stage 1 and ↑7.9% in Stage 2 in 2020).</p> <p>Maintain SACE completion from February enrolment at 100%.</p> <p>To have a closer correlation between internal school and externally assessed components at Stage 2 level.</p> <p>All students leaving Cleve Area School in 2020 are either employed or involved in further education. Increase the number of green lights in interim reports.</p>	

<b>Goal 1 Achievement</b>	<p><b>Priorities:</b>  <b>Achievement:</b> Schools develop and implement a SACE internal review process to continually improve SACE completion Feb to Dec, and Oct to Dec, and increase A and B grades          Schools respond to educator and subject data analysis in planned and systematic ways.</p>			
<b>Strategies</b> <i>How will we achieve our goal?</i>	<b>Evidence Sets</b> <i>Where will this information come from?</i> <b>DATA and Measures</b> <i>How will we know how far we have come?</i>	<b>Action/Responsible</b> <i>What Action will be taken for improvement by whom?</i>	<b>Time Line</b>	<b>Resources and monitoring/progress check list</b>
<p><b>Increase the Stage 1 and 2 grade distribution and Standard Educational Achievement.</b></p> <p>-Staff to work together as a faculty to conduct benchmarking and collaborative moderation.</p>	<p>Increase the percentage of Stage 1 students meeting the SEA in all subjects.</p> <p><i>Increase the percentage of Stage 2 students meeting the SEA in all subjects</i></p>	<p>Students &amp; Parents</p> <p>Teachers</p> <p>Learning Area Staff</p> <p>SACE Coordinator</p> <p>Principal</p>	<p>Jan/Feb review of 2020 Data</p>	<p>Secondary Learners Moodle - SACE Improvement tools: <a href="http://dlb.sa.edu.au/ctmoodle/course/view.php?id=76">http://dlb.sa.edu.au/ctmoodle/course/view.php?id=76</a></p> <p><b>SACE Self-Review Tools Framework</b>  <a href="https://www.sace.sa.edu.au/coordinating/supporting-students/maximising-success/self-review-tool">https://www.sace.sa.edu.au/coordinating/supporting-students/maximising-success/self-review-tool</a></p> <p><b>SACE Board – individual Subject Assessment Advice reports and past examinations</b></p>

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<ul style="list-style-type: none"> <li>-Leadership to examine what and how Stage 1 and 2 subjects are delivered at Cleve Area School</li> <li>-More refined subject counseling at Stage 1 and 2</li> <li>-Introduction of supervised study or support sessions.</li> <li>-Monitoring and tracking of student achievement, students need to actively seek support – mentoring</li> <li>-Contact to be made with parents of at-risk students and intervention strategies in line with traffic lights</li> </ul>			<ul style="list-style-type: none"> <li>- Staff to actively engage with PLATO and understand moderation effects, student exemplar examples accessed</li> <li>- Staff to attend Training and Development faculty focus</li> <li>- Staff to read moderators report and identify key areas to improve school based and external assessment results</li> </ul>
<p><b>Shift the percentage of higher A and B grade achievement bands across all Stage 1 and Stage 2 subjects.</b></p> <ul style="list-style-type: none"> <li>-Provide stretch and academic rigor for high achieving students</li> <li>-Provide additional support for students who are at-risk of achieving unsatisfactory grades</li> <li>-Increase the percentage of exam results at Stage 1 and Stage 2</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to maintain high percentage of satisfactory grades in Stage 1 compulsory subjects (PLP <span style="color: green;">↑3.6%</span>, Literacy <span style="color: green;">↑9.1%</span>, Numeracy <span style="color: green;">↑6.6%</span>, RP <span style="color: orange;">100%</span> in 2020)</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Stage 1 &amp; 2 Teachers</li> <li>Home Group Teachers</li> <li>SACE Achievement Officer</li> <li>SACE Coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>- SACE Teachers to undertake Bench Marking</li> <li>- SACE Staff to attend local or state moderation</li> <li>- Staff to actively engage with PLATO</li> <li>- Staff to attend Training and Development where applicable</li> <li>- Continue with current best working practices</li>   <li>- Teachers using past exams and unpacking question types and content knowledge required with students</li> </ul>

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<p>-Continue to engage students by offering alternate pathways for success – via VET, Community Studies or Integrated Learning.</p> <p>-Improve study skills from years 10 – 12 to improve exam preparation</p> <p>-Monitor and track students achievement with traffic lights</p> <p>-Pastoral Care used to track and monitor non-submission of assignments, homework, effective diary usage/organization strategies</p> <p>-Effective incorporation of Community Studies B</p> <p>-Traffic lights sent home to parents</p>	<p>- Continue to maintain 100% SACE completion (compared to State average of 98%).</p>			
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<p><b>Goal 2</b></p> <p><b>Retention</b></p>	<p><b>Priorities:</b></p> <p>Schools use tracking and monitoring information to identify and enact specific interventions for identified students to improve and enhance their SACE achievement outcomes</p> <p>Schools regularly engage students in planning for their own SACE improvement</p>			
<p><b>Strategies</b></p>	<p><b>Evidence Sets and Measures</b></p>	<p><b>Responsible</b></p>	<p><b>Time Line</b></p>	<p><b>Resources and monitoring/progress checklist</b></p>
<p>Keeping students at Cleve Area School is crucial. Based on data, Stage 2 completion data have increased/remained</p>	<ul style="list-style-type: none"> <li>• 2018 28 (Feb) enrolled and 28 completed (100%)</li> <li>• 2019 15 (Feb) enrolled and 15 completed. (100%)</li> <li>• 2020 .. (Feb) enrolled and .. completed. (%)</li> </ul>	<p>SACE Coordinator</p> <p>Principal</p> <p>DP</p>	<p>Every 5 weeks</p>	<p>SACE Student Monitoring tools  <a href="https://www.sace.sa.edu.au/coordinates/supporting-students/maximising-success/student-monitoring">https://www.sace.sa.edu.au/coordinates/supporting-students/maximising-success/student-monitoring</a></p> <p>Secondary Learners Moodle - SACE Improvement tools:  <a href="http://dlb.sa.edu.au/ctmoodle/course/view.php?id=76">http://dlb.sa.edu.au/ctmoodle/course/view.php?id=76</a></p>

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<p>consistent over a 3 year span.</p>				
<ul style="list-style-type: none"> <li>Student identification of interventions that could be enacted by themselves/others</li> </ul>	<ul style="list-style-type: none"> <li>Student (documented) Actions</li> <li>Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>student</li> <li>mentor</li> <li>Year Level Manager</li> </ul>	<p>Every 5 weeks</p>	<ul style="list-style-type: none"> <li>Consistently check Census data</li> <li>SACE Co-ordinator/teachers consistently check attendance data per subject</li> <li>Use traffic light system to check and monitor attendance.</li> <li>Destination data – formalize our process for recording this data over a period of time</li> </ul>

<p><b>Goal 3</b> <b>Completion</b></p>	<p><b>Priorities:</b> Schools track and monitor student engagement and achievement towards SACE at approximately 5 week intervals in Stage 2. Students track and monitor their achievement in SACE at approximately 5 week intervals in Stage 2.</p>			
Strategies	Evidence Sets	Responsible	Time Line	Resources
<p><b>Improvement in Stage 2 School Based Assessment (70%) vs External Assessment (30%) grade differential.</b></p> <p>Refine subject offerings in Stage 1</p> <p>-Teaching effective study skills across the school in Pastoral Care</p> <p>-Consistency of task sheet design across whole school – improvement of student task criteria and assessment</p>	<ol style="list-style-type: none"> <li>Increase in overall external assessment achievement                             <ul style="list-style-type: none"> <li>62% of students did worse in their EA compared to SBA in 2020</li> </ul> </li> <li>Improve student exam preparedness and exam results                             <ul style="list-style-type: none"> <li>80% of exam results were worse than school based assessment in 2020</li> </ul> </li> </ol>	<p><i>SACE Achievement Officer</i></p> <p><i>SACE Coordinator</i></p> <p><i>Principal</i></p> <p><i>Students</i></p> <p><i>SACE Teachers</i></p>		<p>Familiarisation with new SACE website</p> <p>-Actively engage in PLATO</p> <p>-Undertake benchmarking and moderation with local or statewide peers</p> <p>-Ensure teachers are reading moderator's reports and discuss with students</p> <p>-Past exam revision content knowledge and analysis, Improve students' exam readiness and preparedness</p> <p>-SACE Coordinator to monitor and track student achievement at Stage 1 and 2</p>

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<p>-Equal emphases and teaching time being put into exam preparation or external assessments reflects 30% components</p>	<p>3. Increase staff Professional Development and Training of moderation effects</p> <ul style="list-style-type: none"> <li>- 1 Stage 2 subjects experience downwards moderation effects in 2020</li> </ul>			
<ul style="list-style-type: none"> <li>• Rigorous monitoring of student engagement and achievement towards SACE (eg 5-weekly intervals)</li> </ul>	<ul style="list-style-type: none"> <li>• 5-weekly interval tracking</li> <li>• SACE Progress Report</li> <li>• SACE Completion Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers</li> <li>• Mentors</li> <li>• Year Level Manager(s)</li> </ul>	<p>Every 5 weeks</p>	<p>SACE Student Monitoring tools  <a href="https://www.sace.sa.edu.au/coordinating/supporting-students/maximising-success/student-monitoring">https://www.sace.sa.edu.au/coordinating/supporting-students/maximising-success/student-monitoring</a></p>
<ul style="list-style-type: none"> <li>• Explore trends in data over time (completion, performance against state, proportion of A/B grades and Merits)</li> </ul>	<ul style="list-style-type: none"> <li>• SACE Student Tracking Summary</li> <li>• SACE School Summary Information</li> </ul>	<ul style="list-style-type: none"> <li>• Year Level Manager(s)</li> <li>• SACE Leader</li> <li>• School Leaders</li> </ul>	<p>Jan/Feb review of 2019 Data</p> <p>ongoing</p>	<p>Secondary Learners Moodle - SACE Improvement tools:  <a href="http://dlb.sa.edu.au/ctmoodle/course/view.php?id=76">http://dlb.sa.edu.au/ctmoodle/course/view.php?id=76</a></p>
<ul style="list-style-type: none"> <li>• Devise processes for student self-monitoring and tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Student (documented) Actions</li> <li>• Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>• students</li> <li>• mentors</li> <li>• Year Level Manager(s)</li> <li>• SACE Leader</li> <li>• School Leaders</li> </ul>	<p>Term 1, week 5</p>	