

2022 - 2024

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School Improvement Plan Summary

UNDERDALE High School

Goals	Targets	Challenge of Practice	Success Criteria
Increase student achievement in reading.	<p>2022:</p> <p>84% of students (16 out of 19) who achieve HB in year 5 NAPLAN Reading will remain in HB in Year 9 NAPLAN reading</p> <p>62% of students (8 out of 13) who are just below HB in year 5 NAPLAN will move into HB in Year 9 NAPLAN reading.</p> <p>90% of Year 7 and 9 students (203 out of 226) reach SEA or above in NAPLAN reading.</p> <p>2023:</p> <p>2024:</p>	<p>If we use a whole school consistent evidence-based approach to teaching comprehension then we will see an increase in achievement in reading</p>	<p>We will see each student: (literacy progressions)</p> <ul style="list-style-type: none">• Accurately retell a text including most relevant details when we review students' formative and summative reading tasks.• Pose and answers inferential questions when we review students' analysis of, and responses to texts.• Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension when we collaboratively moderate student work samples in PLTs.
Increase student achievement in numeracy.	<p>2022:</p> <p>54% of Year 9 students (6 or of 11 students) move from just out of SEA into "just in/at SEA".</p> <p>100% of year 9 students (8 out of 8 students) maintain HB in Year 9</p> <p>64% of year 9 students (9 out of 14 students) move from just below HB into HB</p> <p>85% of Year 10 students (99 out of 116) achieve a C or better in mathematics in their end of year</p> <p>2023:</p> <p>2024:</p>	<p>If we implement best practice pedagogical approach (based on HITS) in all maths classes then we will see an increase in achievement in numeracy</p>	<p>We will see each student: (numeracy progressions Owp5)</p> <ul style="list-style-type: none">• increases and decreases quantities by a percentage when we review students' formative and summative tasks from the "Number" strand.• uses percentages to calculate simple interest on loans and investments when we review students' formative and summative tasks from the "Number" strand.• recognises that adding a percentage is equivalent to multiplication when we review students' formative and summative tasks from the "Number" strand.




Increase the % of students achieving A and B grades in SACE.

2022:
88% of Stage 1 students achieve SEA C, or better in final subject results
20% of Stage 1 students achieve A grades in final subject results
98% of Stage 2 students achieve SEA C, or better in final subject results
72 % of Stage 2 students achieve A & B grades in final subject grades

2023:

2024:

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X 
Principal

X 
Education Director

X 
Governing Council Chair Person

If we consistently use the TfEL approach to task design across all classes then we will increase the % of students achieving A and B grades in SACE

- Solve problems involving simple interest (AC Year 9 Maths achievement standard) when we review students' formative and summative tasks from the "Number" strand.
- Show resilience and persistence in solving maths problems when we collaboratively moderate student work samples in PLTs.
- Explain the processes used to solve maths problems when we review students' formative and summative tasks from the "Number" strand

We will see each student articulate learning intentions and success criteria and use rubrics to understand the connection between learning intentions and success criteria at the A/B grade bands when we talk to students about their learning

