



Quality improvement planning

Analyse and prioritise:

The school has prioritised improvement in English Writing, Reading Comprehension and Numeracy in the 2019-2021 Site Improvement Plan. The targets related to the percentage of students who retain achievement in the top two bands from year 7-9 NAPLAN testing. The school has used a range of data including NAPLAN, PAT R and M, and A– E data to determine the improvement in student outcomes.

We have also prioritised the engagement of students in their learning by creating a whole school agreement on classroom expectations centred around four areas; be brave and take risks, be active learners, be respectful and responsible use of devices.

Determine challenge of practice:

We continued our challenge of practice for staff to use data to effect change. We focussed on a consistent approach to planning and programming through the development of a Framework for Active Learning that guided staff on effective classroom practice and pedagogy. Consistent Year7 assessments were also agreed upon, with the development of Year 7 LAPs that assisted students with their understanding of their learning requirements.

Plan actions for improvement:

In 2021, we had particular success in Literacy improvement through the work of Professional Learning Community (PLC), and Professional Development opportunities. All staff were involved in trialling new teaching methodologies and shared their new learning with other staff, hence building capacity. We will continue with our Literacy priority as a whole school, together with High Impact Teaching Strategies. Numeracy improvement will be focussed within the faculty during 2022. A narrow and deeper approach to improvement has been targeted in our SIP for the next three years.

Improve practice and monitor impact:

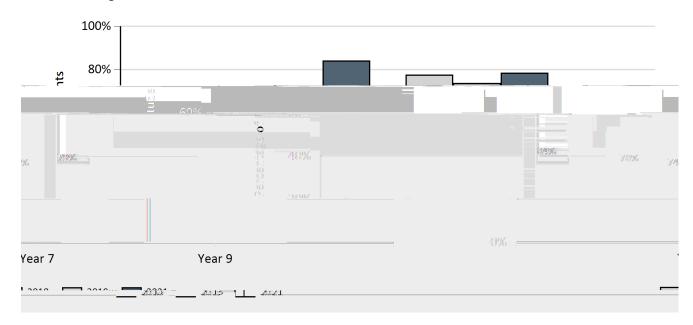
This year has seen a continuation in the increased faculty participation in the school improvement work. The work undertaken by faculties in using data to improve practice has been showcased with the whole staff together with teachers sharing their learning through the Sprints. Leadership capacity has been built through PLCs and regular action plan and data analysis sessions. A Data Leader will be employed in 2022 to support staff in their analyses of data to improve practice and monitor the impact.

Review and evaluate:

The SIP has been regularly reviewed with the senior and middle leadership teams. Faculties have written comprehensive evaluation reports detailing the work and achievements they have made at a faculty level. This year we developed a one-page SIP which clearly identified Leaders and Teachers' actions. This will continue in 2022 which the addition of Literacy and Numeracy Coaches to our improvement agenda.

Performance Summary NAPLAN Proficiency

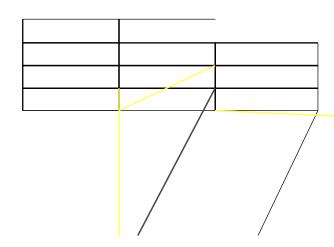
Numeracy



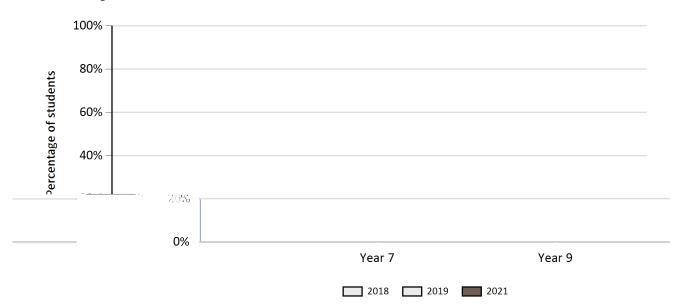
NAPLAN progress

Reading

Numeracy



Numeracy



NAPLAN progress - Aboriginal learners

Reading

Numeracy



SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

In 2020, Mitcham Girls High School's Site Improvement Plan was in its final year. Goals were to increase student achievement in Numeracy and Literacy, specifically reading comprehension and writing. All teachers have been involved in identifying challenges of practices and sharing their work through professional learning communities (PLCs) and Learning Sprints. Data was collected and analysed to help set direction in all curriculum areas. Students have provided valuable input into the most effective ways of learning and engagement strategies. This has helped us develop a Framework for Active Learning to guide teachers in their planning and assessment.

SACE Results
Year 11 Stage 1 results show that 84% of our Stage 1 students received A and B grades compared to the state average of 62%

Behaviour support comment

In 2021 Mitcham Girls High School saw an increase in the number of suspensions. This increase is in line with the growth of student numbers at Mitcham Girls High School and the number of suspensions are still well below state average. A small number of students have found it difficult to meet the new classroom expectations that were agreed upon by staff, students and parents during the year. A Refocus Room at lunch time has been introduced for students to reflect and catch up on work missed. There has not been an exclusion at Mitcham Girls High School in recent years. Mitcham Girls High School has a team of proactive Year Level Managers who work with teachers and leaders to put into place support strategies to mitigate the escalation of incidents that may arise. Our pastoral care program continues to develop and aims to foster positive relationships, resilience and engagement.

Parent opinion survey summary

The Parent Engagement Survey results showed that 393 (49%) parents responded in 2021 in five areas of school

Qualifications held by the teaching workforce and workforce composition

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| All teachers at this scl | hool are q | ualified and regis | tered with the S | A Teachers Regist | ration Board. |
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2021 School Annual Report: Tier 2 Funding Report*

| Tier 2 funding section | Tier 2 category (where applicable to the site) | Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|---|--|--|
| | Improved wellbeing and engagement | The school identified students at risk and developed intervention strategies and support. | WEC Data showed improvement in many areas. |
| Targeted funding for individual students | Improved outcomes for students with an additional language or dialect | Provision of intensive English as a Additional Language (EAL) classes at Year 7 – 12 | All students achieving at SEA levels and high number of A and B grades at SACE |
| | Inclusive Education Support Program | All SWD students received in-class support and One Plans were developed and implemented. | Progress evident and goals of One Plan achieved. |
| Targeted funding for groups of students | Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support | Data analysed and students identified that need additional support through differentiation. ATSI students supported by ASETO and Wellbeing Leadership staff. FLO funding supporting students via off-site programs through a number of external providers. | Curriculum differentiated according to student needs. Improved attendance VET courses completed. |
| Program funding for all students | Australian Curriculum | Collaborative planning undertaken to implement DfE Units of Work and Year 7 Learning Assessment Plans. | Consistent approach between classes and other schools. |
| | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | Funds supported students who had low levels of literacy through MacLit program. | Improved PAT-R results. |
| Other discretionary funding | Specialist school reporting (as required) | N/A | N/A |
| _ | Improved outcomes for gifted students | Opportunities provided to students to compete in competitions and programs. | Increased numbers in STEM subjects and pathways. |