




2022 - 2024

Site Number: 0814

School Improvement Plan Summary

Le Fevre High School

Goals	Targets	Challenge of Practice	Success Criteria
Increase student achievement in reading	2022: 62% (83 out of 134 students) will achieve SEA in NAPLAN Year 7 (currently 77/134 achieved SEA in 2021). Increase by 5% 50% (48 out of 96 students) will achieve SEA in NAPLAN Year 9 (currently 39/96 achieved SEA in 2019). Increase by 10% 69% (9 out of 13 students) of Year 9 ATSI students will achieve SEA in NAPLAN 2023:	If we implement reading comprehension strategies across the school, that explicitly focus on retrieving and interpreting explicit information, then we will see an increase in students achievement in reading.	When we moderate student work through collaborative tracking and monitoring processes, we will see each year 7 student select specific details from texts to develop their own response, recognizing that texts reflect different viewpoints. When we moderate student work through collaborative tracking and monitoring processes, we will see each year 9 student select evidence from texts to explain and analyse how images, vocabulary choices and language features distinguishes context and transferability of skill. When we moderate student work through tracking and monitoring processes, we will see SACE students using Tier 2 and 3 vocabulary in context and evidence of academic conversations building and sharing new ideas through evidence based arguments.
	2024:		
Increase student achievement in SACE	2022: 33% (34 out of 102 students) who achieved near or within HB in Year 8 will remain in HB in Year 9 in NAPLAN. In 2022 this will increase by 5% to 38% of students. 37% of students (37 out of 100 students) to achieve a B or above in Stage 2. This will be an increase of 7.1% 46% of (13 out of 28 students) ATSI students will show a grade band shift in Stage 1 and 2. 2023:	We will see each student from 7-12 have access to scaffolded summative assessment tasks that afford them the opportunity to achieve at the highest grade band. When we review student feedback across 7-12 we will see students' ability to embed feedback to move forward, communicate to make thinking visible and engage in a wide range of metacognitive and self-regulatory behaviours, such as setting themselves goals and checking their understanding. We will see students use formative teacher feedback in their final draft when we assess/moderate students work. We will see students articulate their next steps in learning when we conference students work.	We will see each student from 7-12 have access to scaffolded summative assessment tasks that afford them the opportunity to achieve at the highest grade band. When we review student feedback across 7-12 we will see students' ability to embed feedback to move forward, communicate to make thinking visible and engage in a wide range of metacognitive and self-regulatory behaviours, such as setting themselves goals and checking their understanding. We will see students use formative teacher feedback in their final draft when we assess/moderate students work. We will see students articulate their next steps in learning when we conference students work.
	2024:		
Click or tap to enter a date.	 Principal	 Education Director	 Governing Council Chair Person