



# Kangaroo Inn Area School Site Improvement Plan - 2015 – 17



**Friendly  
and  
Supportive**

**Respect  
and  
Integrity**

**Innovative  
Learning**

**Safe and  
Inclusive**

**Student Learning**

**Effective Teaching**

**Effective Leadership**

**Improvement Agenda**

**School Community Partnerships**

### Intentional Teaching and Learning

Focus on Transversal skill development and Dispositions for Learning to facilitate

#### Literacy and Numeracy improvement

- NAPLAN data / PAT data / other data sets
- Literacy focus – spelling, grammar and punctuation
- Numeracy focus - resourcing and strategic teaching
- Maintain current strategies for improvement

**Embedding Formative Assessment** - Assessment for Learning - Dylan Wiliam resources

- Sharing Learning Intentions
- Questioning
- Feedback
- Self - Assessment
- Peer assessment

**APST Standard 5** - Assess, provide feedback and report on student learning

**TfEL - Domain 4** - Personalise and Connect learning

### DECD Priorities including Australian Curriculum

- Achievement Standards
- Use of data to plan whole intervention for improvement
- Assessment and Reporting
- EYLF (Early Years Learning Framework)

### National Quality Standards (NQS) Australian Professional Standards for Teachers and Principals (APST + APSP)

- **Implementation Pedagogy**
- Teaching for Effective Learning (TfEL)
- Respect, Reflect, Relate (RRR)

### Well-being through Strong Partnerships

- Student partnerships incl Kidsmatter / Mindmatter
- South East Coast and Vines (SECAV) Partnership
- DECD and outside services incl PLC, support services
- Community connections incl. global connections eg Vietnamese Orphanage
- Strong collaboration with families and community to set directions, share information and celebrate success

Priorities (Improvement Planning)	Strategies (Intervention for Improvement)	Targets and Evaluation (Performance Reporting)	Timeline
<b>Intentional Teaching and Learning</b>			
<ul style="list-style-type: none"> <li>Performance Development linked to SIP / APST as an individual focus on areas of need from <b>2014 Student Survey</b> and on APST Standard 5 – Assess, provide feedback and report on student learning (TfEL Domain 4 – personalize and connect learning) – <b>Inquiry Question + PDP</b></li> <li>Assessment for learning tools are used to inform teacher practice (reflection, differentiation and intentional teaching) and provide authentic feedback to students for improvement – <b>Inquiry Question + Student Survey</b></li> <li>Students have experienced more ‘applied’ learning and learning in real world situations + Increased subject choices across the site linked to student pathways and successful transitions – <b>SECAV + GC Parent survey</b></li> </ul>	<p>Transversal skills developed through -</p> <ul style="list-style-type: none"> <li>Site leaders have an improved knowledge of (and access to) strategies known to increase engagement and retention</li> <li>Performance Development Plan reflects site and individual goals and reviewed 2 x year as part of performance development process</li> <li>Inquiry Question formalised and based on Embedding Formative Assessment tools and strategies</li> <li>Explore additional subject choices in primary and secondary</li> <li>Track students who have left KIAS and determine pathways and link to forward planning.</li> </ul>	<p>100% staff involved in enacting Professional Development Plans (PDP) and Inquiry Question (IQ) based on the Embedding Formative Assessment program and linked to SIP goals in terms 1 and 3 each year</p> <p>Increase % of students represented In top growth bands in NAPLAN / PAT</p> <p>Increased subject choice linked to curriculum (eg Arts), student interest and pathways (eg Ag / Health)</p> <p>Continued focus on individual learning plans and pathways eg VET subjects</p>	<p>2016</p> <p>2015-2017</p> <p>2015-2016</p> <p>2015-2016</p>
<b>DECD Priorities incl Australian Curriculum</b>			
<ul style="list-style-type: none"> <li>Cultural studies embedded in the curriculum – <b>DECD priorities</b></li> <li>Professional learning for staff in AC is facilitated - <b>DECD</b></li> <li>Teaching, assessment and reporting processes are in line with DECD reporting timeline for AC implementation – <b>DECD</b></li> <li>Specific targets are identified to improve Literacy and Numeracy within the site for students in the middle and upper bands as well as intervention for students not achieving – <b>NAPLAN data</b></li> </ul>	<ul style="list-style-type: none"> <li>Chinese and Aboriginal Cultural Studies introduced as part of AC / Linda Clayton - DECD approached to run staff workshops</li> <li>100% teachers implement documented site agreements for assessment measures including annual data sets</li> <li>Timely, relevant, two-way feedback structures for teachers and students support targeted learning – Embedding Formative Assessment</li> <li>Collect data from 2014 grades to analyse against 2015 data to determine achievable growth targets in the middle to upper bands from 2015-17 and SACE Growth targets</li> </ul>	<p>Numeracy Focus – LNNP evaluation Rubric</p> <ul style="list-style-type: none"> <li>Whole School – Move from developing and functioning to strategic</li> <li>Evidence based practice – Move from functioning to strategic</li> </ul> <p><b>NAPLAN Goals</b> - KIAS Students will achieve growth across the site which is demonstrated by the following</p> <ul style="list-style-type: none"> <li>Year 3-5 growth – each student aims to increase their NAPLAN Mean score by 78 points or above (1.5 band)</li> <li>Year 5-7 growth – each student aims to increase their NAPLAN Mean score by 52 points or above (1 band)</li> <li>Year 7-9 growth – each student aims to increase their NAPLAN Mean score by 39 points or above (.75 band)</li> <li>Individual goals determined and attained – Explore Data walls</li> </ul> <p><b>SACE Goals</b> – KIAS students continue to achieve</p> <ul style="list-style-type: none"> <li>100% success in achieving SACE</li> <li>Analyse recent grades to determine success goals</li> <li>Increase number C grades to B grades in identified subjects</li> </ul> <p>Survey past pupils to determine pathways</p> <p>100% Staff trained in some form of learning technologies and embed in curriculum</p>	<p>2015 - 2016</p> <p>2015</p>
<b>Well-being through Strong Partnerships</b>			
<p>DECD Strategic Plan Links: <b>Build a better system</b> + SECAV - Capacity building of leaders and educators</p> <p>DECD Strategic Plan Links: <b>Higher standards of learning achievement</b> + SECAV - Improved student outcomes through a focus on improved pedagogy and learning dispositions</p> <p>DECD Strategic Plan Links: <b>Engage with children, families and communities / Right service at the right time</b> + SECAV - Parents, students and the community are engaged as partners in AC delivery and building learner resilience through a focus on learner dispositions and 21<sup>st</sup> century transversal skills.</p>	<ul style="list-style-type: none"> <li>Work with families to ensure that every child has the foundations for school, community, workplace and life success through developing 21<sup>st</sup> century transversal skills, an understanding of learning dispositions and Information about current issues</li> <li>Continue to survey families in multiple ways</li> <li>Students have experienced more ‘applied’ learning and learning in real world situations</li> <li>Successful and appropriate pedagogy reflected in learning areas and facilities which are aligned to WHS requirements</li> </ul>	<p>An increased community understanding of Learning Dispositions and Transversal skills linked to literacy and numeracy</p> <p>Regular Parent workshops in Cybersafety</p> <p>Staff learn about, observe students and use curriculum frameworks to embed our focus on learning dispositions and developing transversal skills, high order thinking and assessment for learning</p> <p>Secondary homegroup staff train in Mindmatters Kidsmatter committee plan activities for year</p> <p>Refurbishment continues aligned to facilities plans and pedagogy</p>	<p>2015</p> <p>2015 + 2017</p> <p>2016</p> <p>2015-2016</p> <p>2015-2017</p>

## Beginning of Year meeting 2016 - Disciplined Dialogue

SIP Priorities / Goals	What we have seen – data	Why we have seen this	What do we do...
<p>Specific targets are identified to improve Literacy and Numeracy within the site for students in the middle and upper bands as well as intervention for students not achieving – <b>NAPLAN data</b></p> <p><b>NAPLAN Goals</b> - KIAS Students will achieve growth across the site which is demonstrated by the following</p> <ul style="list-style-type: none"> <li>• Year 3-5 growth – each student aims to increase their NAPLAN Mean score by 78 points or above (1.5 band)</li> <li>• Year 5-7 growth – each student aims to increase their NAPLAN Mean score by 52 points or above (1 band)</li> <li>• Year 7-9 growth – each student aims to increase their NAPLAN Mean score by 39 points or above (.75 band)</li> <li>• Individual goals determined and attained – Explore Data walls</li> </ul> <p><b>NAPLAN Goals</b> Increase % of students represented In top growth bands in NAPLAN / PAT</p>			<p>See NAPLAN notes sheet from Pupil Free</p>
<p>Specific targets are identified to improve Literacy and Numeracy within the site for students in the middle and upper bands as well as intervention for students not achieving – <b>NAPLAN data</b></p> <p><b>SACE Goals</b> – KIAS students continue to achieve</p> <ul style="list-style-type: none"> <li>• 100% success in achieving SACE</li> <li>• Analyse recent grades to determine success goals</li> <li>• Increase number C grades to B grades in identified subjects</li> </ul>			
<p><b>DECD Strategic Plan Links: Higher standards of learning achievement</b> + SECAV - Improved student outcomes through a focus on improved pedagogy and learning dispositions</p> <p><b>Goals</b> - Staff learn about, observe students and use curriculum frameworks to embed our focus on learning dispositions and developing transversal skills, high order thinking and assessment for learning</p>			
<p>Students have experienced more 'applied' learning and learning in real world situations + Increased subject choices across the site linked to student pathways and successful transitions – <b>SECAV + GC Parent survey</b></p> <p><b>Goals</b> - Increased subject choice linked to curriculum (eg Arts), student interest and pathways (eg Ag / Health)</p> <p>Continued focus on individual learning plans and pathways eg VET subjects</p>			<p>Individual goal setting with students, staff and families working together</p>