

Improvement plan for

Karoonda Area School

2019 to 2021

School name

Karoonda Area School

Vision statement

We are passionate about making a positive difference in every child's life.



**KAROONDA
AREA SCHOOL**



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice	Success criteria
Increase all Students Achievement in Mathematics.	<p>Year 3: 85% of students achieving SEA in PATM, with 30% achieving high bands in PAT M(As currently measured). Achieved!</p> <p>Year 4: 85% of Students achieving SEA in PATM, with 50% achieving high bands in PAT M(As currently measured)</p> <p>Year 5: 85% of students achieving SEA in PATM, with 55% achieving high bands in PAT M (as currently measured) and NAPLAN.</p>	If we enact and embed our Numeracy Agreement and build upon and make learning more visible with explicit goals and learning intentions for Staff, Parents and Students, we will see an increase in student achievement in Mathematics.	<ul style="list-style-type: none"> Individual learning goals have been set and worked towards by students...Twice per term. Numeracy Agreement has been reviewed and is implemented. Curriculum Planning Continuum has been developed (Draft) and trialed during Term 1. Mathematical language is introduced at the beginning of every Maths Unit.
Increase all Students Achievement in Reading.	<p>Year 1: 50% of students will be at Level 17 or above(RR), with 85 % achieving SEA or Higher. Achieved!</p> <p>Year 2: 55% of Students will be at Level 25 or above, with 85% achieving SEA or higher. With 50% at Level 30</p> <p>Year 3: 50% of students will be achieving high bands in PATR, with 85% achieving SEA or higher (as currently measured).</p>	If we explicitly teach and set explicit (teachers and students) goals (Visible) relating to the 'Big Six' components of Reading within a structured reading program (particular emphasis on comprehension), we will see an increase in Student Achievement in Reading.	<ul style="list-style-type: none"> Individual learning goals have been set, reviewed and worked towards twice per term. Teachers have informed parents as to how they can be of assistance. Training of Junior Primary Teachers in Mini-Lit has occurred. Training of Primary Teachers 'How to teach reading' has occurred Parents are actively engaged in listening to and modeling reading to their children Parents/Staff collaboratively monitoring student progress.
Increase all Students Achievement in SACE.	<p>Year 10: A Grades achieved across all subject areas will be 25% or above. 2019. Achieved!</p> <p>Year 11: A Grades achieved in SACE Stage 1 across all subject areas will be 25 % or above</p> <p>Year 12: A Grades in SACE Stage 2 across all subject areas will be 18 % or above.</p>	If we attend to the Critical and Creative thinking capabilities, with a particular emphasis on skills that support logical, strategic flexible and adventurous thinking we will increase SACE outcomes for all students.	<ul style="list-style-type: none"> Teachers are providing Summative and Formative Feedback to students upon which they reflect and set their learning goals. Teachers have worked in PLC's to work on LDAM and LDAR SACE/VET Senior Leader has conducted interviews with all Year 10/11 Students in relation to Subject/VET Options An increased no of courses/subjects offered.

Improvement plan for Karoonda Area School

2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice,
contact:

Shelley McInerney

Review, Improvement and Accountability

Phone: 8226 4297

Shelley.McInerney@sa.gov.au

Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase all Students Achievement in Mathematics.	2019	Year 3: 85% of students achieving SEA in PATM, with 30% achieving high bands in PAT M(As currently measured). Achieved!
		2020	Year 4: 85% of Students achieving SEA in PATM, with 50% achieving high bands in PAT M(As currently measured)
		2021	Year 5: 85% of students achieving SEA in PATM, with 55% achieving high bands in PAT M (as currently measured) and NAPLAN.
Goal 2	Increase all Students Achievement in Reading.	2019	Year 1: 50% of students will be at Level 17 or above(RR), with 85 % achieving SEA or Higher. Achieved!
		2020	Year 2: 55% of Students will be at Level 25 or above, with 85% achieving SEA or higher. With 50% at Level 30
		2021	Year 3: 50% of students will be achieving high bands in PATR, with 85% achieving SEA or higher (as currently measured).
Goal 3	Increase all Students Achievement in SACE.	2019	Year 10: A Grades achieved across all subject areas will be 25% or above. 2019. Achieved!
		2020	Year 11: A Grades achieved in SACE Stage 1 across all subject areas will be 25 % or above
		2021	Year 12: A Grades in SACE Stage 2 across all subject areas will be 18 % or above.

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice		Success criteria
Goal 1	If we enact and embed our Numeracy Agreement and build upon and make learning more visible with explicit goals and learning intentions for Staff, Parents and Students, we will see an increase in student achievement in Mathematics.	<ul style="list-style-type: none"> • Individual learning goals have been set and worked towards by students... Twice per term. • Numeracy Agreement has been reviewed and is implemented. • Curriculum Planning Continuum has been developed (Draft) and trialed during Term 1. • Mathematical language is introduced at the beginning of every Maths Unit.
Goal 2	If we explicitly teach and set explicit (teachers and students) goals (Visible) relating to the 'Big Six' components of Reading within a structured reading program (particular emphasis on comprehension), we will see an increase in Student Achievement in Reading.	<ul style="list-style-type: none"> • Individual learning goals have been set, reviewed and worked towards twice per term. • Teachers have informed parents as to how they can be of assistance. • Training of Junior Primary Teachers in Mini-Lit has occurred. • Training of Primary Teachers 'How to teach reading' has occurred • Parents are actively engaged in listening to and modeling reading to their children • Parents/Staff collaboratively monitoring student progress.
Goal 3	If we attend to the Critical and Creative thinking capabilities, with a particular emphasis on skills that support logical, strategic flexible and adventurous thinking we will increase SACE outcomes for all students.	<ul style="list-style-type: none"> • Teachers are providing Summative and Formative Feedback to students upon which they reflect and set their learning goals. • Teachers have worked in PLC's to work on LDAM and LDAR • SACE/VET Senior Leader has conducted interviews with all Year 10/11 Students in relation to Subject/VET Options • An increased no of courses/subjects offered.

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Increase all Students Achievement in Mathematics.		
Challenge of practice	If we enact and embed our Numeracy Agreement and build upon and make learning more visible with explicit goals and learning intentions for Staff, Parents and Students, we will see an increase in student achievement in Mathematics.			
Actions	Timeline	Roles and responsibilities	Resources	
Class and Subject Teachers to be given time to develop individual learning goals in collaboration with the previous Year's teacher. These goals are to be explicit and shared.	Week 5 2020. First staff meeting of each term.	<ul style="list-style-type: none"> *Principal to Schedule time for this to occur in staff meeting SIP Reviews Week 5 and 9 of each term or as near as possible to these times. *Class Teachers to develop, monitor and share. *Class teachers to share with parents utilising a process which can reported upon at PDP Meetings. 	PAT M Data Staff Meeting Time	
All staff spend time to interrogate Numeracy Agreement and plan/programme its implementation and its implications for classroom practice.	Commence Week 2 Term 1	<ul style="list-style-type: none"> *Staff Meetings to be scheduled for this to occur, discussion facilitated by Leadership *Classroom observations and PDP Meetings will be utilised to inform in relation to effectiveness (Teacher/Line Manager). 	KAS Maths Agreement, KAS Mathematics Learning Continuum, Australian Curriculum, Numeracy Guide Books, Big Ideas in Number Resources, Kathy Palmer, Staff Meeting Time.	
Analyse 2020 PAT M Results and determine areas for development. Program to address these areas with Geometry being a focus Year 3-6. With Algebra a focus 7-11.	Week 5, Term 4. By Week 5 Term 1.	<ul style="list-style-type: none"> Principal to organise release time. Teachers to plan. Teachers to 'teach' this unit at a time which is determined by the school Numeracy Agreement. 	PATM Data. Australian Curriculum Documents. Best advice papers in Big Ideas in Number. Conceptual Narratives-AC Leaders website.	

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase all Students Achievement in Mathematics.	
Actions	Timeline	Roles and responsibilities	Resources
Share learning goals/programme with parents twice per term to focus on achievement and the development of a positive mindset to facilitate optimum learning in Mathematics.	Week 5 of Term 1. Weeks 1 and 5 of Terms 2-4	<ul style="list-style-type: none"> * Parents will assist students to formulate, monitor and achieve their goals and support a positive mindset around progress. * Teachers will inform parents and students topics to be covered each term and learning intentions. * KAS will recognise achievement and progress in Mathematics through.....Awards, Newsletter, Phone Call/Emails to parents etc.....Teacher/Principal 	Maths Year Level Books
Explicitly teach and display mathematical language from Pre-School to Year 12.	Collation of Language Twice Per Term	<ul style="list-style-type: none"> * Teachers will collate and display mathematical language within room....pertinent to topics being covered. * Parents will reinforce at home * Leadership will allocate prominent newsletter space.....in each newsletter. * Teachers will use mathematical language scope and sequence 	Numeracy Guidebooks Mathematical Scope and Sequence Kathy Palmer
Quicksmart to be provided to targeted students to improve number skills and automaticity.	Trained asap. Student review end of term.	<ul style="list-style-type: none"> * SSO's will provide program. * Parents will ensure students are attending. * Budget/Staffing Principal. * Principal to Investigate training of staff so this can occur. 	Quicksmart Kit SSO Hours
Total financial resources allocated			\$12000
Success criteria	<ul style="list-style-type: none"> • Individual learning goals have been set and worked towards by students...Twice per term. • Numeracy Agreement has been reviewed and is implemented. • Curriculum Planning Continuum has been developed (Draft) and trialed during Term 1. • Mathematical language is introduced at the beginning of every Maths Unit. 		

Step 3 continued

Plan actions for improvement



Goal 2		Increase all Students Achievement in Reading.	
Challenge of practice	If we explicitly teach and set explicit (teachers and students) goals (Visible) relating to the 'Big Six' components of Reading within a structured reading program (particular emphasis on comprehension), we will see an increase in Student Achievement in Reading.		
Actions	Timeline	Roles and responsibilities	Resources
Utilise the QAR framework in relation to texts being read and studied across curriculum areas, to develop a greater level of comprehension. Areas to be focused on are: 1. Right There 2. Think and Search 3. Author and you 4. On my own	From March until December 2020.	<ul style="list-style-type: none"> * Determine needs around training in this area....Leadership * Organise training...Leadership * Teachers to implement. PLC's to discuss ideas and effectiveness *class observations to evaluate what QAR strategies look like in classrooms by leadership.	<ul style="list-style-type: none"> * Staff Meeting Time * Louise Hanrahan * PLC Meeting Time * Procure a range of text types
Junior Primary Teachers to explicitly teach synthetic phonics, sharing the strategies with parents (in parent workshops and open classroom time) and other staff.	February 2020 December 2020	<ul style="list-style-type: none"> *Staff Meeting Time to be scheduled for this to occur facilitated by Leadership. * Parent workshops delivered to JP/Pre-School Parents by class teachers. *Line Manager to observe lessons and provide feedback through individual and PLC Meetings 	<ul style="list-style-type: none"> * PLC Time * After hours or release time. * Copies of resources.
Explicitly teach Tier 2 and Tier 3 Words in each curriculum area within the subject context.	Week 3 2020 onwards.	<ul style="list-style-type: none"> * Leadership will determine needs around training of staff and organise training for staff as required. * Subject Specialists will teach and provide understanding of Tier 3 language. * Class Teachers will teach/expose students to Tier 2 and 3 words and the beginning of a topic or unit of work. 	<ul style="list-style-type: none"> * Staff Meeting/PLC time.....to discuss strategies.

Step 3 continued

Plan actions for improvement



Goal 2 continued		Increase all Students Achievement in Reading.	
Actions	Timeline	Roles and responsibilities	Resources
Identify students utilising Running Records Data who will be supported through the Mini-Lit Programme for 2020 and communicate with parents. Teaching staff to be trained in Mini-Lit so that strategies can be utilised also within the classroom.	Term 1 2020 For identification	<ul style="list-style-type: none"> Karen and Dionie (SSO) to deliver program. * Katelyn (Senior leader) to Monitor Progress * Parents to prioritise attendance * JP Teachers to be trained 2020 	<ul style="list-style-type: none"> *Mini-Lit Kit. *Trained Staff Members *SSO Time
Staff to identify high achievers and establish achievement goals for these students which are published and communicated.	Week 5, 2020.	<ul style="list-style-type: none"> * Teachers to identify students. * Teachers to assist students with their Goal Setting with explicit PD being sought. * Leadership to monitor in PDP Sessions 	<ul style="list-style-type: none"> * Time in week 0-2 * Ongoing resourcing as required. * Increase classroom/library resources. * Running Records Data * NAPLAN DATA * PAT R Data
Teachers to provide clear and explicit learning intentions to students prior to commencing a unit of work.	Ongoing..... Weekly basis.	<ul style="list-style-type: none"> * Teachers to modify these depending upon student capabilities. * Leadership to monitor/reinforce * Students will view themselves as readers/writers. 	<ul style="list-style-type: none"> * The 'Big Six' components of Reading.....copy for each staff member. * Australian Curriculum
Total financial resources allocated			\$15000
Success criteria	<ul style="list-style-type: none"> • Individual learning goals have been set, reviewed and worked towards twice per term. • Teachers have informed parents as to how they can be of assistance. • Training of Junior Primary Teachers in Mini-Lit has occurred. • Training of Primary Teachers 'How to teach reading' has occurred • Parents are actively engaged in listening to and modeling reading to their children • Parents/Staff collaboratively monitoring student progress. 		

Step 3 continued

Plan actions for improvement



Goal 3		Increase all Students Achievement in SACE.	
Challenge of practice		If we attend to the Critical and Creative thinking capabilities, with a particular emphasis on skills that support logical, strategic flexible and adventurous thinking we will increase SACE outcomes for all students.	
Actions	Timeline	Roles and responsibilities	Resources
Open Access Teaching/Mentoring Line Established. Innovative Curriculum Options to be explored and supported. Integrated learning with a STEM Focus to develop higher order thinking. Monitor and Counsel targeted students.	Semester 1 (February) Semester 2 (July)	*SACE Achievement Officer will provide support to school leaders. *VET/SAVE/OA Coordinator will maintain an overview of direction and support individual teachers through the PDP Process.	Kristina Palmer TRT Days for release
All staff design 'during' reading activities across multiple texts to extend students thinking: read, evaluate and synthesise	At least twice per term.	*Teachers to work in PLCs to work on Learning Design. *Leadership to provide staff meeting time in Secondary/ Primary split to work on activities with key persons (Kristina Palmer etc)	Pupil Free Day (LDAR LDAM) Staff Meeting Time Kristina Palmer
Offer a broad range of SACE/VET Courses and Subjects through KAS Staff, Open Access College and TAFE/Industry.	Terms 3&4	*SACE/Vet Coordinator will conduct interviews with all Year 10 Students. *Teachers will actively provide and seek information from students.	Kristina Palmer Jane Manowski

Step 3 continued

Plan actions for improvement



Goal 3 continued		Increase all Students Achievement in SACE.	
Actions	Timeline	Roles and responsibilities	Resources
Explicitly share assessment criteria and develop goals with students on a regular basis. With a process to share goals being developed	Commence and conclusion of each unit	<p>*Secondary Staff and students will communicate requirements, time-lines and needs to each other with a shared understanding of due dates and assessment criteria.</p> <p>*Teachers will provide summative and formative feedback to all students with an aim to get grade shift.</p> <p>*Students will seek feedback and reflect/act on it.</p> <p>*Secondary staff will develop strategies to ensure parents are informed of the goals developed.</p>	Training as required
Investigate "Agri-Futures' as a direction and implement if	Term 1	*B1 Senior Leader and Ag Studies teacher to investigate and present to staff.	TRT Days Accommodation Agri-Futures Materials.
Total financial resources allocated			\$10000
Success criteria	<ul style="list-style-type: none"> • Teachers are providing Summative and Formative Feedback to students upon which they reflect and set their learning goals. • Teachers have worked in PLC's to work on LDAM and LDAR • SACE/VET Senior Leader has conducted interviews with all Year 10/11 Students in relation to Subject/VET Options • An increased no of courses/subjects offered. 		

School improvement plan

Approvals



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date