

Kenmore Park Anangu School

Site Improvement Plan 2017-19

Our Vision and Purpose:

Be Strong – Be Smart – Be Successful

“At Kenmore Park Anangu School we create confident, freethinking, problem solvers with strong connections to our community and land. Our students are globally aware, yet locally grounded. They graduate with the skills to successfully move freely between Piranpa and Anangu worlds”.

“Kenmore Park Anangu Schoolangka nganana palyalpai kunpungku, kulintja wiru, nintingu kulilpai kulintja kunpu ngura nganampa nganampa tjiti tjuta ninti worldpaku, palu ngurangka nyinapai. Tjana wiyaringkala niti ngaranya piranpaku/munu ananguku tjutiku wangkaku”.

Our Targets:

“The site which contributes the most rapid growth in numeracy and literacy through quality teaching and learning within the partnership”

80% of students achieving the DECD Standard of Educational Achievement by the end of 2019

Our Outcomes:

A deep understanding of Literacy and Numeracy with a focus on maintaining strong culture and language.

Effective Teaching and Learning

“Effective teaching and learning within a structured, agreed and uninterrupted English/Maths block”

At Kenmore Park Anangu School Teachers, AEW’s and leaders will:

Effective literacy pedagogies:

- Create a student culture which embraces reading through the Implementation and explicit teaching of the Big 6.
- Implement effective literacy pedagogy within a structured, agreed and uninterrupted English block

Effective numeracy pedagogies:

- Create a student culture which embraces mathematics through risk taking, concrete materials and digital technologies for engagement.
- Implement effective numeracy pedagogy within a structured, agreed and uninterrupted Maths block.

Effective teaching and learning:

- Create a whole site culture and language around achievement data sets.
- Provide regular and timely feedback through formative and summative assessment.

Empower Anangu Culture and Language

“Empowered Anangu Culture and Language through Anangu Domain, FLMD, training and development,”

At Kenmore Park Anangu School Teachers, AEW’s and leaders will:

- Commit to the training of AEWs in certificate 3 in Early Childhood.
- Commit to the training of AEWs through the APY AEW training.
- Provide training in technology for improved differentiation practices.
- Maintain weekly bush trips during winter terms.
- Embed use of learning intentions and success criteria in AEW lessons.
- AEWs to joint plan and Independently Teach one lesson per Week.
- AEWs to provide targeted intervention to students.
- Provide mentoring for administration staff.
- Provide onsite traineeship pathways for senior students.



PRIORITY AREA 1: Effective Teaching and Learning				
ACTION STRATEGIES	KEY TASKS What needs to be done?	TEAM/ PERSONS RESPONSIBILITY By whom?	OUTPUT/ OUTCOME MEASURES How will we evaluate our efforts?	COMPLETION STATUS By When? What is the status?
Effective Teaching and Learning <i>“Effective teaching and learning within a structured, agreed and uninterrupted English/Mathematics block”</i>				
Create a student culture which embraces reading through the implementation of Independent, whole class and guided reading and the revitalisation of the schools library collection.	<ul style="list-style-type: none"> • Subscribe to Indigenous Literacy Foundation to expand the range of quality literature accessible to students. Sign a monthly order with a book provider to provide new texts regularly. • Employ a Librarian on a short term basis to catalogue books in the resource centre and implement a Library Operations system in order to track reading by students and staff. • Each morning both classes will implement a free choice reading time for the first 15 minutes of the day 	Christie Nadia Teachers	All students will achieve at least one 'scorelink' progress point each term in RR levels or PAT-R depending on stage of schooling.	Completed Term 3 Term 2
Implement effective literacy pedagogy and a literacy intervention program for students failing to achieve agreed growth milestones	<ul style="list-style-type: none"> • Implementation of the Initalit program for explicit Literacy instruction R-6. • Implement use of the Multilit Program to provide targeted intervention to students years 5-12 not achieving expected growth in literacy. • Employ an SSO to provide tier 2 and 3 interventions • Provide daily Guided reading in all classrooms to ensure deep levels of comprehension. • Develop teachers understanding of the Teaching, Learning and assessment cycle to ensure an explicit and structured approach to the teaching of writing a range of genres in line with the Australian Curriculum • Improve teacher's understanding of EALD teaching strategies by undertaking the 'Literacy for Learning' Course 	Christie Nadia Nadia Teachers Nadia Nadia	All students will achieve at least one 'scorelink' progress point each term in RR levels, PAT-R or Language and Literacy Levels.	Term 3 Term2 Term 2 Term 2 End of 2018 End of 2018

<p>Create a student culture which embraces mathematics and increases engagement.</p>	<ul style="list-style-type: none"> • Purchase engaging Numeracy apps for use by students on iPads and other devices • Purchase new engaging concrete materials to encourage manipulation, problem solving and risk taking. 	<p>Nadia</p> <p>Nadia</p>	<p>PM Observation will have a focus on engagement in the numeracy block.</p>	<p>End term 2</p> <p>End of term2</p>
<p>Implement effective numeracy pedagogy within a structured, agreed and uninterrupted Maths block</p>	<ul style="list-style-type: none"> • All staff to undertake Ann Baker - natural maths. • All staff to implement subitising activities to develop student numerical automaticity. • Classes to implement mental routines, problematised situations and reflections. • Undertake NAPLAN familiarisation activities for year 3,5,7 and 9 students in the lead up to NAPLAN 	<p>All Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>By the end of 2019 80% of secondary students will achieve National Minimum standards in NAPLAN Maths</p> <p>All students will achieve a year on year PAT-M growth of 50%</p>	<p>Ongoing- new staff requiring training</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p>
<p>Create a whole site culture and language around achievement data sets</p>	<ul style="list-style-type: none"> • Create individualised data displays in classrooms as appropriate to stage of schooling eg. RR, Oxford Word List, SACE • Create staffroom data wall for staff (Updated each term and discussed after each update) • Update assessment map and reporting map. • Implement use of Numeracy assessment tool • Data to be used as a driver for Performance Management meetings. 	<p>Teachers</p>	<p>Students will also achieve at least one 'scorelink' progress point each term for all DECD benchmarks.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1, 2018</p> <p>Term 2,2018</p> <p>Ongoing</p>
<p>Provide regular and timely feedback through formative and summative assessment.</p>	<ul style="list-style-type: none"> • Teachers will provide regular written feedback in student's workbooks. • Develop bank of Teachers formative assessment techniques through staff meetings, teleconferences and observations. • Teachers to implement agreed partnership summative assessments. • Teachers will become familiar with and participate in the Collaborative Moderation process to ensure consistency of assessment and reporting using the Australian Curriculum Achievement Standards 	<ul style="list-style-type: none"> • Teachers • Teachers • ALL • All with support from APY lands education team 	<p>PM Observation will have a focus on Assessment for learning.</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • Revisit in Term 3 • Ongoing • End of 2018

PRIORITY AREA 2: Empower Anangu, Culture and Language

"Empowered Anangu, Culture and Language through Anangu Domain, FLMD, training and development"

ACTION STRATEGIES	KEY TASKS What needs to be done?	TEAM/ PERSONS RESPONSIBILI TY By whom?	OUTPUT/ OUTCOME MEASURES How will we evaluate our efforts?	COMPLETION STATUS By When? What is the status?
Commit to the training of AEWs in certificate 3 in Early Childhood	<ul style="list-style-type: none"> Mary and Sylvanna Fraser to complete unit of competency (Cluster 3: Develop Positive and respectful relationships with children) – Term 2 Week 2. Sylvanna to complete her placement Establish a plan for remaining clusters 	Mary Fraser Sylvanna Fraser Sue/Nadia	Mary and Sylvanna will have gained a Cert 3 in early childhood. CPC students will be engaging in play based learning with Mary and Sylvanna Competition of practical.	<ul style="list-style-type: none"> Clusters 3- 6 are ongoing. Expected completion date: 2018.
Commit to the training of AEWs through Early Language and Literacy Program	<ul style="list-style-type: none"> AEW's to complete Certificate 4 in Early Language and Literacy 	AEW's/ Nadia	AEW's completed Certificate 4 Early Language and Literacy	End of 2019
Ensure literacy in Pitjantjatjara with twice weekly FLMD lessons	Develop a Pitjantjatjara teaching space for AEW's to conduct lessons in. Ensure a bank of learning materials is prepared in kits for FLMD lessons each week	Lois Lois/ Trish	Observations/Class Walkthroughs	By the end of 2018
Maintain weekly bush trips	<ul style="list-style-type: none"> AEWs to regularly plan and organise Bush Trip with clear purpose (Learning Intention) and success criteria. Ensure application to conduct excursion and risk assessment is completed prior to each 'bush trip'. Ensure learning plan is developed for each 'bush trip' 	AEWs Nadia/ Lois	Observation High student engagement in purposeful activities during bush trips.	Ongoing Term 3 2016
Provide onsite traineeship pathways for Senior students.	<ul style="list-style-type: none"> Engage with TAFE lecturers to ensure students are supported to complete their workbooks for units Provide SSO support to students to assist in the completion of TAFE workbooks 	Nadia Nadia	Successful Completion of Certificate 3 in Community Service/ Certificate 2 Civil Construction.	2018/ Ongoing

