



## National Partnerships School Plan

2012

### School Context

Kempsey Adventist School (KAS) is a co-educational PreKindy to Year 12 school operated by the Seventh-day Adventist Church, as part of its worldwide system of Christian schools. KAS opened on its current site in 2003 with just 11 students and one teacher, and has since grown to 350 students K-12 (August 2011 census), 30 Prekindy students and more than 50 staff.

Located on the outskirts of Kempsey, population approximately 8000, the school services a wider shire population of approximately 28,000 people on the Mid-North coast of NSW. According to current data from the Australian Bureau of Statistics - Index of Relative Socioeconomic Disadvantage, the Kempsey Local Government Area (LGA) has the lowest score for the North and Mid-North Coasts of NSW.

This score reflects the disproportionately high levels of unemployment, low literacy, teenage suicide and drug dependence and generational welfare dependency which typify some sections of this Mid-North coast community. Conversely, this same LGA also contains some of the State's most sought after holiday locations and is also home to long established pastoral families and a growing professional community.

In contrast to a number of Australian coastal communities, the LGA also has a proportionally high level of Indigenous residents who are represented across all demographics sections of the community. Significantly, in the context of KAS, the school's Indigenous students, who make up 20% of the total student population, are typically from highly supportive homes where many families have high aims and expectations for their children.

Hence, KAS draws its student and broader school community population from a complex and diverse context and seeks to provide a supportive environment

where students can fulfil their potential and prepare themselves for an enriching life of service to their communities. This vision of a supportive learning community is achieved through a comprehensive program where students are encouraged to realise their very best through academic achievement, vocational training, community service, sporting excellence and the performing arts.

This program is enhanced through an extracurricular syllabus which includes overseas study tours and outback service expeditions where the core academic program is reinforced through authentic real-life experiences. The impact of professional and committed teachers and Student Services staff, combined with a developing campus offering 21st century facilities, makes the achievement of contemporary learning outcomes at KAS a conceivable reality for Mid-North coast students seeking an education to equip them for life beyond school.

**Priority areas**

**1 Literacy K-12 - Further develop a whole of school learning community culture to improve teacher classroom practice and student outcomes particularly in literacy.**

**Targets**

- 1.1** By the end of term 3 2012 all teachers K-12 will plan explicitly and intentionally teach Literacy in one unit per subject area/KLA by identifying the literacy focus in written planning.
- 1.2** Secondary teachers will incorporate the use of IWB's/Learning Tablets in teaching practice through written planning and observations a minimum of four times per term by the end of Term 3 2012.
- 1.3** Primary teachers demonstrate the use of IWB's when teaching literacy a minimum of twice per week as evidenced in written planning and observations by the end of Term 3 2012.
- 1.4** Reduce the percentage of matched students below or at NMS in Reading by 29.5% for Year 3 in 2010 to 23.5% in Year 5 in 2012 by Term 3 2012.
- 1.5** Reduce the percentage of matched students below or at NMS in Reading by 33.3% for Year 5 in 2010 to 25.0% in Year 7 in 2012 by Term 3 2012.
- 1.6** Reduce the percentage of matched students below or at NMS in

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|   | Reading by 23.1% from 40.6% for Year 7 in 2010 to 31.3% in Year 9 in 2012 by Term 3 2012.   |
| <b>2: Transition Program (Stage 4) Expand the school's Year 7 Transition program to include Year 8 and become a whole of Stage 4 program, with the aim of supporting students to successful commence secondary schooling in a safe and supportive learning environment.</b> | <b>2.1</b> Transition teachers collaboratively plan and implement successful strategies to improve student learning outcomes at Stage Four by meeting once a fortnight as evidenced by minuted meeting notes.   |
| <b>3: Use of Data/Assessment – Integrate the use of Assessment for Learning in classroom practice and use data to inform strategic and learning decisions at both an executive and classroom level</b>  | <p><b>3.1</b> By the end of Term Four 2012 the Executive team will have completed an analysis of NAPLAN and other relevant assessment data to inform the creation of specific learning targets for 2013.</p> <p><b>3.2</b> All teachers implement differentiated teaching programming including Assessment for Learning strategies in at least one unit per subject (Secondary) and one KLA per Year Level (Primary) by the end of Term 3 2012.</p> <p><b>3.3</b> Complete the development of a whole school approach to giving timely oral and written feedback to improve student learning by the end of Term 3 2012.</p> |
| <b>4: Indigenous Student Engagement - Develop opportunities for the school's Indigenous students to fully benefit from the range of educational experiences available through the school's learning program, particularly in the area of literacy.</b>                      | <p><b>4.1</b> Increase the school's Indigenous Primary student Instructional Reading resources by 50% by end of Term 2 2012.</p> <p><b>4.2</b> Reduce the percentage of matched students below or at NMS in Reading from 85.7% for Year 5 in 2010 to 71.5% in Year 7 in 2012 by Term 3, 2012</p> <p><b>4.3</b> Reduce the percentage of matched students below or at NMS in Reading from 83.3% for Year 7 in 2010 to 66.7% in Year 9 in 2012 by Term 3, 2012</p>  |

**5: Numeracy (7-12) – Develop foundational numeracy skills in all secondary Mathematic students to provide a platform on which to build more complex numeracy skills.**

**5.1** Increase the number of students in the Greater than 75th Percentile Growth Range in Numeracy in Year 5 in 2010 from 4.6% to 15% in Year 7 in 2012 by October 2012.

**5.2** Decrease the number of students in the Less than 25th Percentile Growth Range in Numeracy in Year 7 in 2010 from 38.4% to 25% in Year 9 in 2012 by October 2012

| <b>Intended Outcome 1:</b> Literacy K-12 - Further develop a whole school learning community culture to improve teacher classroom practice and student outcomes particularly in literacy. |  |  |  |  |  |
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| <b>Reform</b>   | <b>Indicators</b>  | <b>Strategies</b>  | <b>Timeframe 2011</b>  | <b>Responsibility</b>                          | <b>Resource Allocation and Funding Structure</b>   |
| <b>1</b>  | Teachers plan and intentionally teach literacy across a range of subject/KLA areas | <ul style="list-style-type: none"> <li>- Ongoing PD of all teachers re: the practice of embedding and explicitly planning for teaching literacy across subjects/KLA by the end of Term 3 2012</li> </ul>   | Oct 2012   | Principal/Assistant Principals, Teaching Staff | PD: Literacy teaching & resources<br><b>Total: \$10,000 (NP funded)</b>  |
| <b>4</b>  | Secondary teachers are teaching reading across a range of subject/KLA/s            | <ul style="list-style-type: none"> <li>- Two teachers attend the First Steps 'Train the Trainer' PD by the end of Term 1 2012</li> <li>- First Steps Trainers begin instruction with secondary teachers to teach reading across KLA's by the end of Term 1 2012</li> <li>- First Steps Trainers to work with secondary teachers in planning for the teaching of reading across KLA's and the delivery of this in classrooms by end of Term 2 2012</li> <li>- Teachers released by Department to work with either the Assistant Principal (Sec) or Head of Learning Support to either plan the implementation of reading processes and strategies or peer observation of reading lessons</li> </ul> | <p>April 2012</p> <p>March 2012</p> <p>July 2012</p> <p>Nov 2012</p> | Principal/Assistant Principals, Teaching Staff | <p>First Steps PD for Train the Trainer and staff as well as resources<br/><b>Total: \$8,000 (NP funded)</b></p> <p>School based teacher release for First Steps training and programme delivery.<br/><b>Total: \$4,000 (NP funded)</b></p> <p>School based teacher release<br/><b>Total: \$5000 (NP funded)</b></p> |

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| 4 | Primary teachers use Direct Instructional Reading techniques in all Reading sessions  | <ul style="list-style-type: none"> <li>- AIS consultant to PD teachers about Direct Instructional Reading techniques at least once per term</li> <li>- Primary staff to set goals in each PD session to work on in between PD sessions (implementation measured as evidenced in teacher planning/ documentation)</li> <li>- Teachers released by Stages to work collaboratively on comprehension strategies</li> </ul> | <p>Ongoing</p> <p>Ongoing</p> <p>Nov 2012</p> | Principal/Assistant Principal (Primary)/ | <p>On-site teacher PD (using external agency/trainers)<br/><b>Total: \$2,000 (NP funded)</b></p> <p>School based teacher release<br/><b>Total: \$5000 (NP funded)</b></p>   |
| 4 | Teachers use ICT strategies (IWB's/ Learning Tablets) in secondary classrooms based upon current ICT pedagogy to improve literacy skills. | <ul style="list-style-type: none"> <li>- Secondary teachers to be trained in use of Learning Tablets and IWB's by the end of Term 2 2012</li> <li>- Secondary teachers include in their unit planning the use of Learning Tablets and IWB's a minimum of four times per term by the end of Term 3 2012</li> </ul>  | <p>July 2012</p> <p>Sept 2012</p>             | Principal/Assistant Principal-Secondary  | <p>On-site teacher PD (using external agency/trainers)<br/><b>Total: \$2,000 (NP funded)</b></p> <p>Interactive Whiteboards purchase x 3<br/><b>Total: \$10,800 (NP funded \$7,200) (School Funded \$3,600)</b></p> <p>iPad Learning Tablets x 30<br/><b>(School Funded \$15,790)</b></p> |

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|          |  |  |                            |                                | Teacher Release<br><b>Total: \$1,000<br/>(NP funded)</b>   |
| <b>4</b> | Teachers use ICT strategies (IWB's/ Learning Tablets) in primary classrooms based upon current ICT pedagogy to improve literacy skills.      | <ul style="list-style-type: none"> <li>- Primary teachers to be trained in use of IWB's by the end of Term 2 2012</li> <li>- Primary teachers include in their unit planning and use of IWB's a minimum of two times per week by the end of Term 3 2012</li> </ul>   | July 2012<br><br>Sept 2012 | Principal/Assistant Principals | On-site teacher PD (using external agency/trainers)<br><b>Total: \$2,000<br/>(NP funded)</b><br><br>Interactive Whiteboards purchase x 3<br><b>Total: \$10,800<br/>(NP funded \$7,200)<br/>(School Funded \$3,600)</b><br><br>Teacher Release<br><b>Total: \$1,000<br/>(NP funded)</b> |
| <b>1</b> | Executive and teaching staff use current research that is relevant to the teaching of Reading to inform professional discussion and learning | <ul style="list-style-type: none"> <li>- A team of 6, including teachers and executive, to attend the ACER Research Conference (School Improvement: What does research tell us about effective strategies) in Sydney</li> <li>- Team of staff who attended PD to share research with whole teaching staff through staff meetings by the end of Term 3 2012.</li> </ul> | Aug 2012<br><br>Sept 2012  | Principal/Assistant Principals | Off-site teacher PD and teacher release:<br>Course costs \$3960<br>Flights \$2400<br>Acc/Meals \$2640<br><b>Total: \$9,000<br/>(NP funded)</b>   |

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| 4 | Teachers use common language and structures across the school that create consistency in how literacy is taught | <ul style="list-style-type: none"> <li>- Create a writing plan, draft, edit and publishing process that teachers will use across subjects/KLA's by the end of Term 3 2012</li> <li>- Create a scope and sequence of writing genre types K-12 by the end of Term 1 2012</li> <li>- Create consistent writing scaffolds of genre types by the end of Term 1 2012</li> </ul> | <p>Sept 2012</p> <p>April 2012</p> <p>April 2012</p> | Principal/Assistant Principals/Teachers | Teacher Release<br><b>Total: \$2,000 (NP funded)</b> |
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**Intended Outcome 2:** Transition Program (Stage 4) - Expand the school's Year 7 Transition program to include Year 8 and become a whole of Stage 4 program, with the aim of supporting students to successful commence secondary schooling in a safe and supportive learning environment.

| <b>Reform</b> | <b>Indicators</b>  | <b>Strategies</b>   | <b>Timeframe 2011</b>           | <b>Responsibility</b> | <b>Resource Allocation and Funding Structure</b>   |
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| <b>3</b>      | Students complete Stage 4 in a structured and supportive learning environment where the attainment of literacy skills is delivered and managed by one teacher in at least half of all KLAs | <ul style="list-style-type: none"> <li>- Restructure Timetable and class allocations to create teacher mentors for each Stage 4 class prior to the commencement of the 2012 school year.</li> <li>- Employ two specialist appropriately qualified and skilled teachers to teach across a range of KLAs in the Stage 4 program by the commencement of term 1 2012</li> </ul> | <p>Jan 2012</p> <p>Jan 2012</p> | Principal             | <p>Employment of 2 Transition teachers:<br/> <b>Total: \$168,866 (School funded)</b></p>   |
| <b>3</b>      | Stage 4 physical learning environment supports student transition to secondary school  | <ul style="list-style-type: none"> <li>- Establish a dedicated Stage 4 Transition program learning area</li> <li>- Fit-out and resource Stage 4 Transition learning facility.</li> </ul>  | <p>Jan 2012</p> <p>Jan 2012</p> | Principal             | <p>Student Desks \$5,040<br/> Student Chairs \$1,800<br/> Other furnishings \$3,800<br/> Lockers \$9,914<br/> <b>Total: \$20,554 (School funded)</b></p> <p>Interactive Whiteboards purchase x 4<br/> <b>Total: \$14,400 (School funded \$7,200)</b></p> |

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|          |  |   |          |   | <b>(NP Funded<br/>\$7,200)</b>  |
| <b>3</b> | Stage 4 Transition teachers work collaboratively to support student learning | - Stage 4 Transition teachers work together collaboratively to plan assessment schedules for a minimum of 1 hour per fortnight prior to the commencement of the 2012 school year. | Jan 2012 | Principal/Assistant Principals/Stage 4 teachers | Teacher release<br><b>Total: \$10,625</b><br><b>\$5,625</b><br><b>(School funded)</b><br><b>\$5,000</b><br><b>(NP funded)</b> |

**Intended Outcome 3:** Use of Data/Assessment – Integrate the use of Assessment for Learning in classroom practice and use data to inform strategic and learning decisions at both an executive and classroom level.

| Reform   | Indicators   | Strategies  | Timeframe 2011 | Responsibility  | Resource Allocation and Funding Structure   |
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| <b>1</b> | Leadership staff use best educational practices to inform the leadership of teaching and learning in the school                                | - 3 x executive attending a 2 day NP Leadership Course at the Independent Schools Leadership Centre in Sydney (September 2012)                        | September 2012 | Principal/<br>Assistant Principals                          | Course \$900<br>Accommodation \$1800<br>Travel \$1000<br><b>Total: \$3,700 (NP funded)</b>  |
|          |  | - 3 x executive attending a 2 day AIS Executive Conference in Sydney in early T4 2012   | Oct 2012       | Principal/<br>Assistant Principals                          | Course \$1100<br>Accommodation \$1900<br>Travel \$1000<br><b>Total: \$4,000 (NP funded)</b> |
| <b>5</b> | Teaching practice is informed through data analysis to track student learning K-12 throughout the school year and inform teaching and learning | - Develop a school-wide monitoring and recording process that tracks student learning year by year by the end of Term 4 2012 for the 2013 school year | Nov 2012       | Principal,<br>Assistant Principals/<br>Academic Coordinator | Denbigh costs<br><b>Total: \$5,000 (NP funded)</b>  |
|          |  | - Record all assessment data in the schools existing Denbigh database by the end of Term 3.   | Sep 2012       |   |   |
|          |  | - Data analysis and the sharing of this with Executive and teachers to be included as part of the school calendar by the end of Term 4 2012           | Nov 2012       |   |   |

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|          |  | <ul style="list-style-type: none"> <li>for the 2013 school year</li> <li>- Using data, produce class lists that indicate student achievement and areas of need that will inform teaching and learning by the end of Term 4 2012 for the 2013 school year</li> </ul>   | Nov 2012  |                                 | <b>Total: \$1,000 (School funded)</b>   |
| <b>1</b> | All teachers giving timely oral and written feedback to students using Assessment for Learning techniques. | <ul style="list-style-type: none"> <li>- Professional development of teaching staff including reading/watching of current research and feedback strategies by the end of Term 3 2012</li> <li>- Purchase of Assessment for Learning resources by the end of Term 1 2012 (Dylan Wiliam DVD)</li> <li>- Publish a school policy covering feedback as it relates to assessment by the end of Term 4 2012</li> <li>- Release of staff to trial new strategies, moderate and work in teams in using Assessment for Learning feedback strategies by the end of Term 3 2012</li> </ul> | <p>Sep 2012</p> <p>Apr 2012</p> <p>Nov 2012</p> <p>Sep 2012</p> | Principal, Assistant Principals | <p>Teacher PD &amp; Release<br/><b>Total: \$3,000 (NP funded)</b></p> <p>Assessment for Learning resources<br/><b>Total: \$4,000 (NP funded)</b></p> <p>Teacher release<br/><b>Total: \$2,000 (NP funded)</b></p> |

| <b>Intended Outcome 4:</b> Indigenous Student Engagement - Develop opportunities for the school's Indigenous students to fully benefit from the range of educational experiences available through the school's learning program, particularly in the area of literacy. |  |  |                       |   |  |
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| <b>Reform</b>   | <b>Indicators</b>  | <b>Strategies</b>  | <b>Timeframe 2011</b> | <b>Responsibility</b>   | <b>Resource Allocation and Funding Structure</b>   |
| <b>6</b>  | Increased Indigenous student attendance and achievement levels at school.  | <ul style="list-style-type: none"> <li>- Employ a paraprofessional (Indigenous Student Support Officer) to specifically assist Indigenous students and to liaise with their families in regards to the students' attendance and achievement levels prior to the commencement of the 2012 school year.</li> <li>- Provide culturally inclusive opportunities to engage Indigenous students through NAIDOC week celebration activities</li> <li>- PD staff (NSW Sport &amp; Rec) to run Traditional Indigenous Games and activities by the end of Term 2 2012</li> </ul> | January 2012          | Principal & Paraprofessional (Indigenous Student Support Officer) | Paraprofessional at 36 hrs per week (Indigenous Student Support):<br><b>Total:\$52,600 (School funded \$16,900) (NP funded \$35,700)</b><br><br>NAIDOC program:<br><b>Total:\$2,000 (NP funded)</b><br><br>Indigenous Sport/Games:<br><b>Total:\$500 (NP funded)</b> |
| <b>3</b>  | Teaching staff aware of appropriate cultural, environmental and societal factors which have the potential to impact upon Indigenous student learning | <ul style="list-style-type: none"> <li>- Local Indigenous elder to PD of all teaching staff prior to the commencement of the 2012 school year</li> </ul>   | Apr 2012              | Principal   | Indigenous PD<br><b>Total:\$500 (NP funded)</b>  |

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| <b>6</b> | Reduce the numbers of students attending school without having eaten breakfast. | - Provision of breakfast for at risk students  | June 2012 | Principal & paraprofessional            | Breakfast program<br><b>Total:\$10,000<br/>(School funded)</b> |
| <b>4</b> | Indigenous students literacy levels increased                                   | - Provide age and culturally appropriate reading resources<br>- Purchase Honey Ant Readers by the end of Term 1 2012 | Apr 2012  | Assistant Principals and Teaching Staff | Honey Ant readers:<br><b>Total:\$12,500<br/>(NP funded)</b>    |

