



School Improvement Plan 2016

Kempsey Adventist School



KAS School Improvement Plan - Aims

Domain	Focus Areas/ Component	Aims
Adventist Identity	1.1 Special Character	In relation to our Adventist Identity , we: <ul style="list-style-type: none"> • are clear and proud of our heritage and the Seventh-day Adventist Church. • ensure that Christian principles and our special character are embedded in every aspect of the school. • provide many opportunities for students and their families to accept Christ as their personal Saviour.
	1.2 Vision, Mission & Values	
	1.3 Sharing Faith	
	1.4 Pastoral Care	
Learning and Teaching	2.1 Rationale for Teaching	In relation to Learning and Teaching , we: <ul style="list-style-type: none"> • set high expectations for learning to challenge and engage all students to achieve their potential. • have a strong focus on high quality teaching in every classroom and a commitment to professional learning. • deliver a curriculum that provides all students with a solid foundation in core knowledge, understandings, skills and values while being responsive to individual needs. • have structures and processes to identify, support and monitor the needs and performance of each individual student. • ensure all students can access and participate fully in their school's learning programs and promote the involvement of students in the life of the school.
	2.2 Student Learning & Engagement	
	2.3 Teaching Practices	
	2.4 Curriculum	
	2.5 Assessment & Reporting	
	2.6 Student Achievement	
	2.7 Professional Learning	
Leading School Improvement	3.1 Leading the Learning & Improvement Culture	In relation to Leading School Improvement , we: <ul style="list-style-type: none"> • establish and publish a shared and clear vision of the school's values, goals, priorities and directions. • demonstrate strategic, purposeful and participative leadership, with a strong focus on student achievement through quality teaching. • manage resources and risks in ways that support the school's vision and maintain its operational integrity.
	3.2 Improvement Processes & Planning	
	3.3 Human Resources	
	3.4 Finances, Facilities & Resources	
	3.5 Compliance & Accountability	
Community Partnerships	4.1 Students & their Families	In relation to Community Partnerships , we: <ul style="list-style-type: none"> • are safe, supportive, inclusive and welcoming places. • actively encourage and support parents to be involved in their children's learning. • foster a genuine collaborative relationship with the school, and wider community. • celebrate and promote achievement within the community.
	4.2 Church	
	4.3 Wider Community	
	4.4 Professional Partnerships	

Component	Assessment and Reporting		Date Review Completed				
	Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Actions	Personnel	Funding	Start/Finish Date
Assess, provide feedback and report on student learning	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. (AITSL – APST 5.4.2)	Increase the use and analysis of assessment by class teachers to adapt and plan learning that is relevant to student needs while seeking and giving feedback to improve student outcomes.	Analysis of student assessment data identifying strengths and weaknesses in students' understanding of core concepts and essential skills in learning areas. Regularly collecting student feedback to improve learning	PLT/ Class teachers	\$2,500 (Release – Op. Budget)	T1 2016	
Assess, provide feedback and report on student learning	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. (AITSL – NPST 5.1.2)	Evidence of analysis of and application of student data in teaching practise. Evidence of effective use of feedback and moderation strategies in practise. Reflective and intentional use of the AITSL classroom practise continuum.	Samples of analysed student work Lesson plans evidencing student groupings and differentiation Lesson plans evidencing of ongoing use of data analysis Use of timetabled time for Appretio to gather evidence through observation, reflection and discussion of effective classroom practise Use of LI / SC to focus the intent of the lesson Timetabled planning meetings for English, Mathematics and Science 7-9 to collaborate using	SLT/HoDS Class teachers	\$3000 (Release – Op. Budget)	T1 2016	

			student data to plan, develop, assess and provide feedback on and for student learning HoDs and Deans to facilitate strategies and learning for differentiation through their department meetings				
		Reflections					

Component	Professional Partnerships		Date Review Completed				
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Actions	Personnel	Funding	Start/Finish Date	Completed Achieved
Engage professionally with colleagues, parents/carers and the community.	Engaging and working with the community (AITSL NPSP 5)	Principals identify trends and influences that will have an impact upon the management of the school and plan for them. They review the effectiveness of processes and use of data to improve school performance. They share best management practice and use of resources with other schools and education networks. They embed a culture of review, responsibility and shared accountability to achieve high standards for all.	School Executive staff attend a minimum of 4 Macleay Valley Educational Skills Forum (MVESF) programs. (end of T4 2016)	Principal/ Deputy Principals	\$200	Ongoing in 2016	
	Engaging and working with the community (AITSL NPSP 5)	Principals draw on expertise from other organizations to enhance and enrich the learning experience for students and their families. They encourage the community to use school facilities in order to strengthen community engagement with the school. They identify and implement strategies to meet the diverse needs of students and their families,	School Executive staff to participate in regular meetings with local SDA church staff to ensure continuity of educational/ministry initiatives per the KAS Sanctuary Plan. (end of T4 2016)	Principal/ Deputy Principals	\$500	Ongoing in 2016	

		challenge low expectations and close gaps in achievement for specific groups. They understand the strengths and needs of their communities, promoting high expectations and achievement for all.					
		Reflections					

Component	Additional SIP Strategies		Date Review Completed				
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Actions	Personnel	Funding	Start/Finish Date	Completed Achieved
Create and Maintain Supportive and Safe Learning Environments	Implement a K-12 student wellbeing program. (ASA Belonging/Believing/Becoming) (AITSL – NPST 4.4)	Ensure students’ well-being and safety within school by implementing school and/or system programs and strategies.	Implement a range of student wellbeing programs linked to ASA BBB program with a focus on student wellbeing. This may include: - Employment of K-12 SWB Dean - Continuing employment of SWB Department staff – including, but limited to, social worker, counsellor, 2 x wellbeing workers - Ongoing review of SWB related governance and programs to ensure best-practice in the areas of child protection and generalised wellbeing.	Principal/ Deputy Principals/ Chaplains	Wages \$250K \$10K (Op. Budget)	Ongoing in 2016	
Create and Maintain Supportive and Safe Learning Environments	Provision of breakfast for at risk students (AITSL – NPST 4.1)	Establish and implement inclusive and positive interactions to engage and support all students in school activities.	Maintain current breakfast program to students K-12 on a needs basis. (Start of 2016)	Student Wellbeing Dean	\$1,500	T1 of 2016	
Engage in Professional Learning	Maintain a Professional Review and Development System (Appretio) for Teachers K-12.	Maintain/develop a classroom observation protocol for KAS to be used for teacher reflection to identify and	Whole-of-school Appretio improvement goal – teacher/student feedback/feed forward.	PLT/SLT	\$3000 (PL) \$5000 (Site Lic.)	Ongoing in 2016	

	(AITSL – NPST 6.1)	plan professional learning needs.	Research best practice in teacher observation practices. Explore and trial several observation models. Implement teacher training of observation techniques.		Other costs in Op. Budget)		
Plan for and Implement Effective Teaching and Learning	Establish whole of secondary school collaborative practice to improve HSC results. (AITSL – NPST 3.2)	Faculty teams working with the Deans and Heads of Department to analyse school-based data, NAPLAN and HSC results and design actionable plans which ensure that the HSC outcomes for all student are maximised.	Write and implement and a HSC improvement plan that leads to improved HSC results from 2015 to 2016. (End of T1 2016)	SLT/ Secondary TLC		Term 1 2016	
Engage in Professional Learning	Establish a professional learning plan that shows a selection of professional development courses and other professional learning activities that are based on identified Stage 6 professional learning needs. (AITSL – NPST 6.4)	Improved HSC results through enhanced professional practice that is based on current best-practice, course specific professional learning.	Stage 6 teachers engage in targeted, course specific professional learning that leads to improved HSC results.	SLT/ Secondary TLC	\$5000	Term 1 2016	
Engage Professionally With Colleagues, Parents/Carers and The Community	Provide culturally inclusive and purposeful opportunities to engage all students through separate Multicultural and NAIDOC Week programs.	Identify, initiate and build on opportunities that engage students and school community in culturally relevant programs and events.	Write and implement a rationale for Multicultural and NAIDOC Week programs. (End of T1 2016). Implement separate Multicultural and NAIDOC Week programs, which are	Deputy Principals	\$3000	Term 3 2016	

	(AITSL – NPST 7.4)		focused on alignment to KLAS, based upon relevant government guidelines and consultation with local Aboriginal elders (NAIDOC). (end of T3 2016).				
Engage in Professional Learning	Local Indigenous elder to PD of all teaching staff regarding the cultural distinctiveness of Indigenous students by the end of Term One 2016. (AITSL – NPST 6.2)	Evidence of participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs and webinars), targeted to school and/or system priorities.	Maintain the provision of culturally relevant Aboriginal education to all staff through two specific PL activities. (end of T3 2016).	Deputy Principals	\$500 (PL)	Term 1 2016	
	Reflections						

Component	Additional SIP Strategies (School Leadership)		Date Review Completed				
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Actions	Personnel	Funding	Start/Finish Date	Completed Achieved
Leading teaching and learning	Creating a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. (AITSL NPSP 1)	Principals have a current knowledge and understanding of research into teaching, learning and child development and how to apply such research to the needs of the students in the school. This includes the management of performance in the school and strategies to improve practice.	Executive team to participate in <i>The Agile Executive</i> (AIS Leadership Centre) program in 2016.	Principal/ Deputy Principals/ Business Manager	\$7,000 (PL)	T2 2016	
	Reflections						