



Learn Lead Improve Connect

Learn	Improvement Strategies	Who	Measured
<p style="text-align: center;"><u>Learn Priority</u></p> <p style="text-align: center;"><u>Standards.</u> Literacy and Numeracy.</p> <p style="text-align: center;"><u>Targeted Outcome</u> All students will receive a <u>C or better grade</u> when reporting against the Australian Curriculum in Terms 2 and 4.</p> <p style="text-align: center;"><u>Learn Priority</u></p> <p style="text-align: center;">PSFT – Professional Knowledge. Know students and How they Learn Know the content and how to teach it.</p> <p style="text-align: center;"><u>KPS Inquiry Question :</u></p> <p style="text-align: center;"><i>How can we facilitate our staff visiting and learning from other sites within our Partnership?</i></p>	<ul style="list-style-type: none"> - Map current Literacy practices according to the TfEL Framework. - Explicitly teach Jolly Phonics for R-2 students - Undertake relevant Professional Development Opportunities - Undertake Lexile reading to improve Reading and Comprehension while tracking student’s achievement. - Continue mapping agreed data sets according to the KPS data calendar. - Seek and utilise new ways of sharing data with students at a classroom level to inform students progress / improvements. - Design , plan and act upon data to inform directions - Align Professional standards to Performance Reporting + PD plans. - Work shadowing re PD plans - Work towards a Numeracy agreement for 2015 	<p>K</p> <p>P</p> <p>S</p> <p>S</p> <p>T</p> <p>A</p> <p>F</p> <p>F</p>	<p style="text-align: center;"><u>Achievement Data</u></p> <p>Standard Testing Premiers RC NAPLAN Lexile Records Running records 1 Min timed test PAT R and M</p> <p style="text-align: center;"><u>DIAF</u></p> <p>Focus on Learning Rubrics</p>

Lead	Improvement Strategies	Who	Measured
<p><u>Lead Priority</u> ICT and Digital Learning's.</p> <p><u>Targeted Outcomes :</u> Develop Staff Professional Knowledge and Application Within ICT Learning's</p> <p><u>Lead Priority -</u> PSFT – Professional Practice.</p> <p><u>Targeted Outcomes</u></p> <p>Plan and implement effective teaching and learning.</p> <p>Create and Maintain supportive and safe learning environments</p> <p>Assess, provide feedback and report on student learning.</p> <p><u>KPS Inquiry Question :</u></p> <p><i>How can we further improve our processes to report data sets to students, staff and families</i></p>	<ul style="list-style-type: none"> - Designate time to share tips, treats, ideas and successful practice. - Begin Work shadowing regarding peer observations as stated in Staff Professional Development Plans - Begin to share and de-privatise ICT practice - Attend relevant ICT Professional Development to our appointed role - Track Personal and Professional Development plans via performance Meetings with an ICT content - Use ICT assessment data to record and drive student improvement <ul style="list-style-type: none"> - ICT Engagement. - Investigate different ways to utilise ICT skills to report Student data to effectively inform and report progress to all stakeholders. 	<p style="text-align: center;">K P S S T A F F</p>	<p><u>Achievement Data</u></p> <p>Performance Management</p> <p>Personal + Professional Development Plans</p> <p>Engagement within Digital programs</p> <p>Student Achievement Data</p> <p style="text-align: center;"><u>DIAF</u></p> <p>Set Direction Share Leadership Rubrics</p>

Improve	Improvement Strategies	Who	Measured
<p><u>Improve Priority</u> Aboriginal Education</p> <p><u>Targeted Outcome</u> Improve KPS student Cultural Competencies Continue Improving Achievement for Aboriginal Students</p> <p><u>Improve Priority</u> I and S strategies.</p> <p><u>Targeted Outcome</u> Students with additional needs Students that require additional learning support.</p> <p><u>KPS Inquiry Question :</u> <i>How can we better track the progress of identified students to ensure sustained progress?</i></p>	<ul style="list-style-type: none"> - Address Aboriginal Education across R-7 - Liaise with DECD Aboriginal Community + Education Officers - Monitor Aboriginal Student Attendance - Ensure all Aboriginal learners have an up to date IEP - Utilise the GTOT data base to report achievement. <ul style="list-style-type: none"> - KPS to sharpen the focus on students that require additional support. - This may look like investigating strategies such as ; - Identifying, Recording, Planning , Service Provider / Delivery , Referral processes and AC Reporting - Implementing Intervention and Support strategies that are measurable. <ul style="list-style-type: none"> - Investigate and explore ways which KPS can lead initiatives utilising the DECD Specialist School Grant. <ul style="list-style-type: none"> - Continue to build Staff and Site Capacity re ICT resources and consumables. 	<p style="text-align: center;">K P S</p> <p style="text-align: center;">S T A F F</p>	<p><u>Achievement Data</u></p> <p>Standard Testing Premiers RC NAPLAN Lexile Records Running records</p> <p>Attendance Data Behaviour Data</p> <p>Psychological Hazard survey</p> <p>Transition Pathways and Info Sharing.</p> <p><u>DIAF</u></p> <p>Think Systematically</p> <p>Continuously Improve Rubrics</p>

Connect	Improvement Strategies	Who	Measured
<p><u>Connect Priority</u></p> <p>PSFT – Professional Engagement.</p> <p>KPS Playgroup and local Community Wider Partnership Opportunities</p> <p><u>Targeted Outcome</u> Build Community connections that reflect context, opportunity and engagement.</p> <p>Engage professionally with colleagues, parents, carers and the community including MN Partner schools and communities.</p> <p><u>KPS Inquiry Question :</u></p> <p><i>How can we better involve families in their children’s learning?</i></p>	<p><u>Appoint Playgroup Coordinator for 2015</u></p> <p>Playgroup Co-ordinator Connections –</p> <ul style="list-style-type: none"> - Seek opportunities to connect with local Playgroups within and across communities - Establish , maintain + embed playgroup focus upon Learning Dispositions - Establish a regular communication mode to the Playgroup Community <p>Site Connections -</p> <ul style="list-style-type: none"> - Continue KPS role within PINS + Playgroup SA - Seek additional opportunities for Playgroup funding - Maintain open and regular communication mode with Playgroup Co-ordinator. - Continue to develop a culture of a welcoming environment - Continue to develop a culture by which all staff and playgroup parents and children are known to each other. <p>Community and MN Partnerships.</p> <ul style="list-style-type: none"> - Seek opportunities to engage parents and the local community within school initiatives. - Seek opportunities to collaborate with MN Partnership Schools. 	<p>K P S S T A F F</p>	<p><u>Achievement Data</u></p> <p>Playgroup Co-ordinator Feedback</p> <p>Community Feedback</p> <p>Attendance Trends</p> <p><u>DIAF</u></p> <p>Attend to Culture Target Resources Listen + Respond Rubrics</p>