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Description automatically generatedKatherine School of the Air

Explicit Improvement Agenda Cycle: 2021-2025

Focus for Improvement in 2024

One of our 2020 School Review recommendations is to:

* Collaboratively develop school-wide targets for improvement in terms of measurable outcomes.

According to the 2023 Data Perception Survey:

* 68% of teachers agreed or strongly agreed that they confidently discuss, share and determine mathematics data driven learning goals for their class with their colleagues.
* 78% of teachers agreed or strongly agreed that they make mathematics data available to their students in a meaningful way.
* 63% of teachers agreed or strongly agreed their students are able to engage in discussions about their mathematics data with their teacher, their peers and others.

According to the 2023 School Perception Survey:

* 84% of staff agreed or strongly agreed that teachers at KSA use data to inform their teaching.
* 72% of parents agreed or strongly agreed that KSA shares data to informs them how their child learns in a way they can understand.
* 79% of students agreed or strongly agreed that their teacher supports them to understand their learning data.

According to the 2023 School Perception Survey:

* 50% of parents agreed or strongly agreed that their child was well supported to transition into primary / middle / senior school.
* 78% of students agreed or strongly agreed that they felt ready to start primary / middle / senior school.

KSA does not currently provide a Transition to Early Learning Program.

KSA is yet to develop a whole school plan and program for transitioning into primary / middle / senior school.

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*Analyse evidence of students’ learning considering overall school performance; the needs of identified priority groups; evidence of improvement or regression over time; and in the case of standardised tests such as PAT and NAPLAN measures of growth across schooling, to determine a student outcome goal you will pursue in 2024 aligning it to a strengthening instruction focus.*

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| **STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS** | | | |
| Goal | Establish and implement a whole school data mathematics plan to guide the systemic collection, analysis and use of student achievement to improve student outcomes. | | |
| Change of Practice  *Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.* | If we establish a whole school mathematics data plan to drive school improvement, then we will build a collective responsibility for improving student outcomes, monitoring the progress of students over time and identifying and implementing improvements in processes and practice. | | |
| Implementation Outcomes  *What are the changes you expect to see in practice and/or behaviours if your goal has been successful?*  *Refer to Signature Strategy Improvement Guides.* | Educators | Students | Families/Community |
| Teachers and leaders will review current mathematics data and engage in meaningful data conversations.  Teachers and leaders will monitor growth over time at an individual, cohort and school level.  Teachers will use mathematics data effectively to identify starting points for learning, plan for teaching and monitor progress over time.  Leaders will analyse mathematics data to inform decision making about school improvement and monitor the impact of improvement strategies.  KSA will use mathematics data to identify entry and exit points for targeted intervention and monitor over time. | Students will feel challenged and supported in their learning.  Students will be able to use mathematics data to talk about and provide examples of being successful in their learning.  Students will have the opportunity to provide feedback on their own learning that is used as evidence to inform school-level decisions and initiatives. | Families will be more data informed and will have an accurate understanding of their child’s strengths and needs.  Transparency and purposeful sharing of the mathematics data will promote a stronger home-school partnership.  Families will become more confident in reading and interpreting progress data so they can engage in and support their children’s learning.  Families will feel empowered to make informed decisions and set high expectations for their children’s leaning at home. |
| Student Improvement Targets  *What are the measurable changes you expect to achieve in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at your school?*  *(Refer to Goal and Target setting guidance for 2024)* | NAPLAN Numeracy:   * Increase student participation in NAPLAN numeracy by 3%, year 3 from 40% to 43% and year 5 from 56% to 59%. * Increase the number of students in strong or exceeding by 3% for year 5 from 69% to 72%. * (Noting year 3 results reflect 100% of students in strong or exceeding for NAPLAN numeracy).   School Survey: Staff Perception Survey for 2024:   * Increase staff participation in school survey by 3% from 64% in 2023 to 67% in 2024. * Increase from 84% to 89% of staff agreeing or strongly agreeing that teachers at KSA use data to inform their teaching. * Increase from 72% to 80% of parents agreeing or strongly agreeing that KSA shares data to informs them how their child learns in a way they can understand. * Increase from 81% to 86% of students agreeing or strongly agreeing that their teacher supports them to understand their learning data.   In the Data Perception Survey for 2024:   * Increase from 68% to 75% of teachers agreeing or strongly agreeing that they confidently discuss, share and determine mathematics data driven learning goals for their class with their colleagues. * Increase from 78% to 82% of teachers agreeing or strongly agreeing that they make mathematics data available to their students in a meaningful way. * Increase from 63% to 70% of teachers agreeing or strongly agreeing their students are able to engage in discussions about their mathematics data with their teacher, their peers and others. | | |

| Actions | When | Signature Strategies | Who | | Resources |
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| *Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.* | *Outline the start and end date for implementing the action.* | *Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?* | *Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.* | *Who is the contact in your school leading this action?* | *Outline the resources (facilities, FTE and budget) that will be allocated to the action.* |
| Develop an effective data plan with a clear purpose, including when data is collected, who is responsible for the collection and analysis, who the data is communicated to and how the data will be used. | Term 1 to end of Term 2 | E4. Whole School Data Plan | DoE Education and Improvement Team | Principal and  School Leaders | Data Activation Audit tool  Whole School Data plan template  NT Assessment, Reporting and Data Schedule |
| E1. Shared Vision and Values |  | Principal and  School Leaders | Data Perception Survey  Data Activation Continuum |
| Provide professional development aimed at building teachers’ and leaders’ data literacy skills. | Term 1 to end of term 4 | A2. Access to and use of Data to Target Teaching | DoE TLS - Differentiated Services  DoE Education and Improvement Team | Assistant Principal | Data Activation Coaching Guide |
| E6. School Professional Learning Plan and Individual Growth Plans |  | Principal  School Leaders | Data Driven Instruction Growth Point Scale |
| Collaboratively develop school-wide targets in mathematics for improvement in terms of measurable student outcomes | Term 2 to end of term 4 | R5. Targeted and Strategic Differentiation | DoE TLS - Differentiated Services  DoE TLS - eDash  AADES (Australian Association of Distance Education School) | Senior Teacher | Travel to Adelaide to participate in the AADES Focus Group – Online Differentiation  $2,500 |
| A2. Access to and use of Data to Target Teaching | Guy Constable – LTD  DoE TLS – Mathematics | Assistant Principal | $8,000 |

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*Analyse evidence of students’ engagement and learning considering: overall school the performance; the needs of identified priority groups; evidence of improvement or regression over time, and school surveys and parent and student voice determine a student outcome goal you will pursue in 2024 aligned to* [*NT Education Engagement Strategy2022-2031*](https://elearn.ntschools.net/leading-system-improvement/strategies/education-engagement-strategy-2022-2031)

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| **ENGAGE EVERY CHILD AND STUDENT IN LEARNING** | | | |
| Goal | To develop a whole school approach towards supporting students to develop the skills to manage new situations so they feel more confident in their ability to transition to a new learning environment. | | |
| Change of Practice  *Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.* | If we develop a whole school approach towards supporting student transitions and pathways, then we will see students successfully adapt to new learning environments through flexible learning and targeted resources including the coordination of partnerships with families, schools, agencies and service providers. | | |
| Implementation Outcomes  *What are the changes you expect to see in practice and/ or behaviours of staff, students and community?* | Staff | Students | Families/Community |
| Staff will contribute to and provide feedback on the development of programs and policies to support students transitioning to primary, middle years, secondary and beyond.  Teachers and leaders will work in partnership with families, schools, communities and agencies to support successful transitions and pathways. | Students will feel supported and ready to transition into preschool/ primary/middle/senior school.  Students will develop skills to manage new situations with confidence.  Students will be aware of available education and employment pathways and how to pursue them.  Students will have experience, opportunity and familiarity with their future life, study and work options.  Students will have opportunities and support to transition back to mainstream/face-to-face education where possible. | Families will work in partnership with schools, communities and agencies to support successful transitions and pathways.  Families will share and contribute to transition planning to maximise success.  Families will provide valuable input towards the implementation of programs, policy development and celebrations of success. |
| Student Improvement Targets  *What are the measurable changes you expect to achieve in student engagement? How are the targets reflective of the diverse cohorts at your school?* | School Survey:   * Student participation increased by 5% from 35% in 2023 to 40% in 2024. * Increased positive wellbeing responses: *I like being at my school,* increased by 3% from 83% to 86%.   In the 2024 School Perception Survey:   * Increase from 60% - 70% of parents agreeing or strongly agreeing that their child was well supported to transition into primary / middle / senior school. * Increase from 61% to 70% of students agreeing or strongly agreeing that they felt ready to start primary / middle / senior school. | | |

*The Education Engagement goals and actions support the strategy’s commitment to continuing to grow our connection with young people, families and communities to engage every child in learning. The actions are evidence-based steps that can be taken to achieve the Engagement goals.*

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| Select the relevant goals and actions **which most align** to your school goal for engagement: | | | |
| 1. **Education is a partnership**: *Families and education services work together to ensure all children and students get the best start to learn and are supported and encouraged to continue their learning journey.* | 1. **The right people**: *Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.* | 1. **Meaningful learning**: *Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.* | 1. **Wellbeing and inclusion**: *Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.* |

*Outline the actions, timelines, roles, responsibilities and resources that the school will adopt to implement the school’s Engagement Goal and Actions.*

| Actions | When | Aligned EES Actions | Who | | Resources |
| --- | --- | --- | --- | --- | --- |
| *Outline what the school will do to lead to the desired changes of behaviours and / or practices.* | *Outline the start and end date for implementing the action.* | *Identify the relevant EES actions which most align.*  *Refer to the ASIP Guide for link to complimentary strategies to consider.* | *Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.* | *Who is the contact in your school leading this action?* | *Outline the resources (facilities, FTE and budget) that will be allocated to the action.* |
| Research, consult, develop, and implement a Transition to Early Learning program in 2024. | Term 2 ongoing | 4.1 Ensure early childhood services and schools are inclusive of all children, young people and their families. | TLS – Early Learning team | Preschool teacher  Early Years team champion | ERT to cover Preschool teacher to visit and consult with schools  Early Learning Teacher school visit to view effective models - accommodation - $500 |
| Develop and implement a whole school transitioning plan into preschool /primary /middle / senior through collaboration with families and the school community. | Term 1 – Term 4 | 1.1 Build on current work to implement models of local decision making focused on improvement and ensuring everone has a say in key decisions on how the education service operates. | Life Education Transition program (Yr 6 – 7 program Guide to Thrive)  Transition Support Unit | Principal  Team Champions | Dual School visits - $2,500 |
| Develop a school policy, process and guidelines to ensure sustainability of transition and pathway programs at KSA. | Term 3 to Term 4 | 2.5 Support school leaders to drive implementation of the strategy | Policy Advisory group  Headspace | Principal |  |
| Build strong partnerships and connect with services and agencies to provide opportunities for students to explore and participate in transitioning and pathways including VET providers and work experience placements. | Term 1 to Term 4 | 3.4 Investigate ways to strengthen pathways in senior years and provide more pathway options. | Palmerston Youth Skills Centre (PYSC)  NTSDE  VET/CDU  Dept of Ed – Transition from school coordinator | Middle Years AN teacher  Senior Teacher AN  Year 9 Teacher | Travel and accommodation for teacher to support student transitions in Darwin - $2,000 |

Endorsement (to be completed by mid-Term 1, 2024)

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|  |  |  |  | If endorsement is captured through ‘ASIP on a page’ or other complimentary mode to communicate the agreed agenda to your school community, please attach. |
| Donna Bryant  Principal |  | Warren Giles  Senior Director  Education Improvement and Leadership |  | Lauren Hoar  Chair  School Body / Lead Committee Chair  (Circle which one applies) |

A graph with text and a bar

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A close-up of a graph

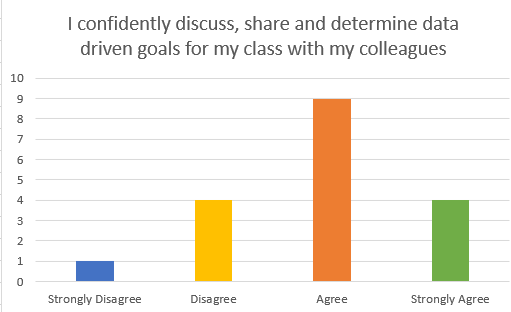
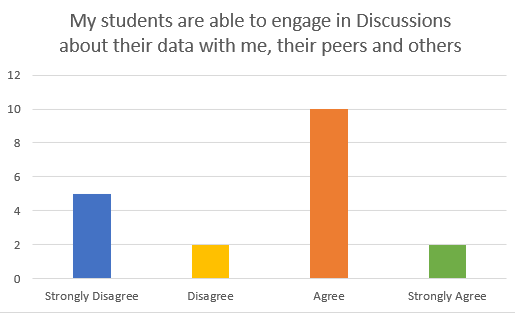
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A graph of a student and a student

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A graph with different colored bars

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