Kenmore SHS Explicit Improvement Agenda 2022

The three pillars of our **Kenmore SHS Explicit Improvement Agenda (EIA)** for 2022 reflect the areas every teaching team in the school will focus on to realise the potential of every student in our care succeeding. Our EIA is shaped to provide clarity and practical direction for all staff; it presents a rich picture of the school's vision and aspirations in order to guide staff engagement across all phases of the school year. The pillars of **Flourish & Belong, Design for Impact and Engage & Learn** work together. A strong personal foundation and school culture must exist for students and teachers so that quality learning can be designed, planned, executed and engaged with by every student in every classroom, across our school.

Flourish and Belong   Connected with a positive wellbeing

In order to SEE 👓	We will DO 📋	So we can ACHIEVE 🚩
A positive and inclusive school culture where staff and students flourish and belong	• Increase affirmations for staff and students across all levels of the organisation • Increase staff connections between all members of our school community • Provide opportunities for staff feedback on culture every term. • Staff contribute to a high level of morale through celebrations of student and staff achievement (academic, cultural, sporting, citizenship, effort & behaviour).	• Increase in staff and student wellbeing • Increase in student engagement in classrooms • Improvement in school culture (staff, students and parents)
Classrooms that exhibit positive relationships and classroom climates with clear expectations, routines and our school values **Students who are committed to personal excellence by being Respectful, Responsible, Safe and Involved**	• Set the stage for learning in every classroom (Use Dimensions 1&5 and Kenmore learning ladders 1&2) • Use the language and strategies of the 4D model in every class (expect, reinforce, redirect and follow through) • Consistently communicate our expectations and values with students & parents. • Explain and use the Referral Processes for behaviour issues. • Use restorative practices and increase communication to increase confidence in relationships between teachers and students.	• Increase use of 4D strategies • Increase in positive behaviour for identified students who previously misbehave and required referrals. • Increase in cohort Behaviour across the year • Decrease in classrooms behaviour incidents for misbehaviour (targets for each year level)
Students displaying resilient behaviours, positive attitudes and reporting a positive sense of belonging.	• Teachers and leaders get to know their students and respond to any concerns • Identify students at risk in each grade and target interventions to support them in their academic, behaviour and wellbeing development: Find where they belong. • Organise and promote events that involve students and staff in whole cohort and school activities (meaning project, Kindness campaign, gratitude program)	• Increased Student attendance (91->93%) • Increase student participation in extra-curricular activities • Increase in students reporting they belong to KSHS
Engagement in opportunities that incorporate positive education principles throughout our school, our curriculum and into our community.	• Model and provide resources for teachers to include positive education (PERMAH model and character strengths) in their lessons. • Leaders incorporating PERMAH pillars and character strengths in action across staff/faculties/events • Students setting academic and wellbeing goals • Increase and strengthen community partnerships	• 100% of students setting academic and wellbeing goals • Evidence of PERMAH pillars in our teaching and learning and wider organisational work

Design for Impact   Targeted collaboration to lift students

In order to SEE 👁	We will DO 📄	So we can ACHIEVE 🏷
Teaching Teams work together to target student groups to impact learning across junctures in each term. **Differentiated learning occurs in every class, by design.**	• Teachers collaborate to recognise, improve and enact the 7-12 vertical alignment in all subject areas. • Teaching teams use school data or pre-test data to identify targeted students and set achievement targets for each class. • Teachers collaborate to plan effective strategies and activities to remove barriers to learning. • Teachers create, monitor and refine class placemats clearly identifying students to target including; Boys, Cruisers, At-risk groups • Teachers gather evidence through the use of various monitoring tools to aid their interventions in classrooms • Teams use collaboration time to share evidence of student success linked to strategies in faculty groups and cross-faculty groups.	• Collective, whole school Achievement Target of >95% A-C & >70% A-B • All students maintain or improve their mark from their previous results • 100% of targeted cruisers improve their overall achievement data in 2022 • 100% of targeted boys maintain or improve achievement data outcomes to a minimum GPA of 3 • Increased Effort and Behaviour GPA in 2022

Engage and Learn Visible learning in every classroom and staffroom

In order to SEE 👁	We will DO 📄	So we can ACHIEVE 🏷
Students learning and improving through deliberate teacher practice. **Kenmore Key Impact Strategies from Dimensions 2, 3 & 4 are used to provide;** ▪ **Clear Learning** ▪ **Deep Learning, Differentiated Learning** ▪ **Responsive Learning** **Data is used to inform intervention points and feedback opportunities.**	• Teachers choose and use evidence-based strategies to suit their learners for maximum impact • Teachers deliver differentiated learning experiences for students in our school. • All teachers use student collaboration and diverse learning experiences to increase engagement and learning. • All teachers maximise school supports (e.g. peers, coaches, 4D observers, leaders & external experts) and systems (e.g. ICT, Collegial Cafe, PD, etc.) to collaborate, adopt and refine practices for student improvement. • Teachers use updated data sources to know their learners and their learning. • Teachers and students use formative assessment and feedback to improve learning in all classrooms. • Teachers facilitate a trial of student self-tracking against ULG/USC in at least one class, each term. • Teachers and leaders engage in data conversations that lead to opportunities to intervene before summative assessment pieces. • Students engage in feedback cycles to set goals for continuous improvement. • Teacher have as many opportunities to engage in professional learning to increase their knowledge of high impact strategies and environments.	• All students track their own progress in classrooms to seek feedback at formative assessment junctures and monitor their own learning. • Teachers report their own professional growth as evidenced by student voice and pre and post-test data, coaching cycles, data conversations and APR conversations • All teachers show an increase in growth of practice (teacher, coach and student data) learning ladder increase and student voice in their collegial engagement sessions.

Engage & Learn *with* Writing A whole school focus to lift achievement & proficiency

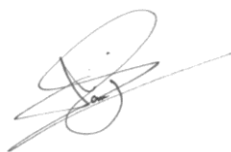| In order to SEE 👁	We will DO 📄	So we can ACHIEVE 🏷
Students purposefully using the writing elements to successfully write across all genres in all subject areas.	• Use of exemplars in classrooms to increase feedback and improve writing • Students use writing activities such as Collaborative Writing, parallel writing and John Collins tasks that are embedded in Kenmore unit plans. • Students receive feedback targeted to the writing elements relevant to the assessment task	• Each faculty improves student writing in the identified writing elements for each extended writing assessment piece. • NAPLAN writing results will reflect improvement (Relative gain target TBC,

	• Coach supports all faculties to align writing elements, criteria sheets, assessment and a range of term writing tasks to target faculty specific elements of writing. • Coaches support pedagogy of exemplar use in every faculty. • Faculties monitor student writing progress in their teaching teams.	U2B/U3B retention target TBC) • Faculty / Subject A-E results (with extended writing tasks) will improve
Students target, track and improve their own writing mastery skills in Years 7-9. **A lift in writing of an identified group of students (cruisers) in Years 7-9.**	• English teachers use the cycle of pre-tasks to facilitate student tracking so they can seek intervention pre-draft. • After draft return, Teaching Teams implement targeted teaching of genre specific mastery skills, implemented before the final draft is due. • The Writing Rubric is used for the pre-task and informs/assists students in the drafting process. • StLaNs and English teachers together support identified students to lift performance in writing elements across the year.	• Increase in English mastery skill data, pre-task to final • Increase in English A-C data set by each teacher • Increase in writing achievement for every student in the U2B and U3B targeted groups Year 7 & 9 • NAPLAN (Relative gain target U2B/U3B retention target).

09/05/2022

Paul Robertson
Executive Principal

Date signed:

11/05/2022

Trevor Dixon

School Council Chair

Date signed:

Alan Jones
Assistant Regional Director
Metropolitan Region

Date signed: 17 May 2022