KINGSTON COMMUNITY SCHOOL
SITE IMPROVEMENT PLAN
2012

PRIORITIES
Improve literacy
Improve numeracy
Improve attendance and student well being
PURPOSE
Kingston Community School aims to educate students so that they gain the academic and social skills necessary to become capable, confident and productive members of society.

VISION
Kingston Community School will provide access to quality services where the focus is on meeting the needs of the individual student. Kingston Community School aims to provide a foundation of learning so that students can reach their full potential becoming effective, independent learners achieving personal best with skills to enter a global society.

VALUES
PERSONAL BEST
RESPECT
HONESTY
FRIENDLINESS
RESPONSIBILITY

CONTEXT
Kingston Community School has developed on 10 hectares of land in parkland setting at Gall Park since 1985. The school, although geographically isolated, is a modern complex, with excellent facilities. We have comprehensive sporting facilities including a large oval, six tennis/netball/basketball courts, cricket nets and a 25-metre swimming pool that are shared with the community. Included in the building complex are a well-resourced community library, full-sized gymnasium, four squash courts and TAFE learning centre. Additionally, the school has recently established an aquaculture facility in a purpose-built, modern complex. The school has aquatics resources located at the sailing shed and owns a small bus. The school is serviced by a dental van. The school values of personal best, respect, honesty, friendliness and responsibility are reflected throughout the curriculum. Students have access to a range of core subjects from Reception to 12, including music and German. Programs are tailored to suit individual needs and include a broad range of subject choices including university pathways, vocational education and training options, and school-based apprenticeships or traineeships. (www.myschool)

RATIONALE
Kingston Community School Site Improvement plan reflects the KCS Early Years Literacy and Numeracy plan, Limestone Coast DECS Improvement plan, and DECS Strategic Directions, 2010-2013. Data and evidence have been used to identify the key areas for improvement. The school has adopted a focus on Early Years, Reception to Year 3, thus aligning it with the Limestone Coast Improvement Plan. Broad targets have been set that have relevance to all students at the site.

As well as the improvement agenda, Kingston Community School strategically manages curriculum change, pedagogy, inclusion, student well being, personnel, use of school facilities, and resourcing. Responding to Change agenda includes R-7 Science, Australian curriculum, History and Geography, Aboriginal Perspectives, Enterprise Bargaining Agreement, ICT Management, more students choosing Maths and Science at Senior School levels and transition to Reception classes 2013.
**IMPROVE STUDENTS’ LITERACY SKILLS WITH A FOCUS ON EMERGENT LITERACY AND READING**

As a minimum acceptable outcome our NAPLAN Reading results should broadly match the national mean score.

**TARGETS**

- All students are reading at their chronological age – excluding students with disabilities.
- All students (excluding students with disabilities) achieve the National Minimum Score in NAPLAN reading.
- Reduce the gap between school mean score and national mean score for each cohort of students.
- More than 25% of KCS students make upper growth in NAPLAN reading.

% of KCS Year 2 students reading independently at Level 22 is greater than the region.

**LITERACY IMPROVEMENT STRATEGIES**

**Classroom reading**

- Site Reading strategies reflect the regional reading position.
- Reading Trackers are used to record reading progress until Level 30 is achieved at Year 6.
- Students who achieve age appropriate reading levels will be extended through a range of relevant texts in a variety of genre, at instructional level (Guided Reading) and take home readers.
- Guided reading lessons provide explicit instruction in reading in all R-7 classes.
- Running records and PM Benchmarks are used for reading diagnosis and explicit teaching in guided reading until students achieve Level 30
- Running Records in Year -6-9.
- Running Records revision R-9 will improve teachers’ understanding of reading diagnosis, comprehension and fluency.
- The teaching of high frequency spelling, grammar, punctuation and vocabulary will be embedded into guided reading sessions.
- Sequential teaching of spelling skills in the early years with an emphasis on phonological awareness will assist reading improvement in early years.
- Correct spelling of high frequency words, and technical words, along with vocabulary expansion will be emphasized in all subjects.
- Consistent editing procedures for literacy activities in all subjects R-12 is recommended.
- Aspects of “Daily five” literacy strategies are trialled in Year 2 and Year 5 classrooms to assess potential impact on literacy improvement.
- Early Years Reading Focus teacher, Teaching and Learning Coordinator, Tactical Teaching of Reading Teacher, and SPALL information will provide site leadership in reading and reading intervention.
- Literacy Professional Learning Community will provide opportunities for teacher discussions on contemporary literacy practices and site agreements on literacy and reading intervention.
- Literacy discussions and literacy goals are included as part of teacher’s performance development and growth.

**Reading Intervention**

- Site approach to intervention is documented which uses the “Wave” approach to intervention.
- A consistent bank of screening and diagnostic tests is used across the site to identify students at risk literacy.
- Teacher’s knowledge of the “Big Six” and associated assessments is clarified through DEO staff.
- Explicit reading instruction continues until students reach Level 30 Running Record.
Classroom intervention strategies for low progress readers R-7 will be an integral part of reading programmes in Wave 1 and Wave 2. Multi-Lit Screening test will identify gaps in learning for students at risk Year 3-7. A school approach to identification, and diagnosis of individual students not reading at their chronological age, which compliments the Limestone Coast, is developed and documented, using a bank of recommended consistent screening tests. PAT R, Sutherland phonological Awareness test, Flesh Kincaid, are purchased and used for screening purposes.

**Data Collection and Analysis**
- School Entry Assessment Reception
- Running Records R-9
- Informal Reading inventories
- PM Benchmarks R-7
- Waddington Standardised Reading Test Results Year 1-3
- NAPLAN Reading test results Year 3-5-7

**IMPROVE STUDENT NUMERACY SKILLS**

**As a minimum acceptable outcome our NAPLAN Numeracy results should broadly match the national mean score**

**TARGETS**
- All students (excluding students with disabilities) achieve the National Minimum Score in NAPLAN Numeracy.
- Reduce the gap between school mean score and national mean score for each cohort of students.
- More than 25% of KCS students make upper growth in NAPLAN Numeracy.

**NUMERACY IMPROVEMENT STRATEGIES**

**Classroom numeracy**
- Explicit teaching of number and algebra is a high priority (NAPLAN analysis 2011)
- R-10 teachers consistently use Big Ideas in Number as a basis for teaching numeracy.
- A whole school approach to data collection, diagnostic assessment, and classroom intervention for Numeracy R-10 is developed.
- Professional development on Australian curriculum Numeracy and curriculum differentiation for individual students is required.
- Numeracy discussions and numeracy goals are included as part of teacher’s performance development and growth.
- Teaching and Learning Coordinator, Numeracy Coach Year 6-9, and Cluster Maths Coordinator will provide site leadership in numeracy teaching and Australian Curriculum Maths implementation.
- Numeracy Professional Learning Community will provide opportunities for teacher discussions on contemporary numeracy practices and site agreements on numeracy teaching, data collection, and intervention.
- Numeracy discussions and literacy goals are included as part of teacher’s performance development and growth.
Numeracy Intervention
Refine teacher’s consistent use of diagnostic assessment tools and application for intervention.
Diagnostic tools in Numeracy will be used for identification of students at risk in numeracy R-7.
Differentiation in number curriculum is important, with further training and development required.
“Maths for Learning Inclusion” intervention programme and its application at our site to be investigated for students at risk.
PATM is trialled for use for screening and diagnostic purposes.

Data Collection and Analysis
School Entry Assessment
OPI Maths Assessment Year 3-7
Westwood One Minute Maths Test Year 1-7
NAPLAN Numeracy test results Year 3,5,7,9
Booker “Diagnosis and Intervention Tests Year 2-7
PAT tests – ACER

**IMPROVE STUDENT ATTENDANCE / STUDENT WELL BEING**

Regular attendance at school and full participation and engagement in the learning programme underpins literacy and numeracy success.

As a minimum acceptable standard our site attendance should match Limestone Coast

**TARGETS**

3% improvement in site attendance to reduce the gap between school, region and DECD.
Reduction in time out and focus area referrals for students in all classes from previous years.

**STUDENT ATTENDANCE/ STUDENT WELL BEING IMPROVEMENT STRATEGIES**

**Attendance**
Attendance data published in the end of term in Newsletter, Governing Council minutes.
Less than 93% attendance commented on in student reports.
Home Group teachers contact families after three days of consecutive absence with a phone call home.

**Student Well Being**
The school values, along with a student “Code of Conduct” are used to promote higher levels of respect, friendliness and responsibility.
Student Well Being programmes, which include anti bullying strategies are explicitly taught in Health Curriculum R-10.
Time in class replaces Time Out whenever possible.
Students bring class work to focus area and stay for one lesson only if referred by a subject or class teacher.
Data around time out of class is accurately recorded through a new streamlined system linked to DUX.
Buddy classrooms R-12 allow for time out of a class or lesson, but curriculum continuity and work completion.
Year level Coordinators /Student Counsellor and class teachers adopt proactive approach as to student behaviour management, using restorative justice.
All teachers develop a strong focus on keeping students engaged in curriculum, particularly during literacy and numeracy lessons.
Anti-Bullying programmes conducted in classrooms are widely promoted to parents and the community.
Simple, verified data is available to staff, Governing Council and the school community, which accurately represents bullying at our site.
Student behaviour information on bullying is discussed at Governing Council quarterly, available on the school website and in a school newsletter.
Parent Complaints and Concerns are dealt with efficiently, confidentially and expediently through our site “Parent Concerns and Complaints Policy”.

Data Collection and analysis.
Student Data Warehouse Student Attendance and Behaviour Records.
Student Behaviour Management information. – focus area records, student suspension records.