

2014 Priorities
What do we want to do this year?

21st Century Pedagogy

PRIORITY 1

FOCUS ON LITERACY

To implement Middle Years & Senior Years literacy programs, integrating both modified and non-modified SACE and Australian Curriculum requirements

Key Strategies
What will it take to get there?

- Improve student literacy levels and enact high quality implementation of the Australian Curriculum
- All students from year 10 -12 will be able to access a modified curriculum influenced by modified or non-modified SACE programs that is inclusive of their needs

- Develop communication programs that are inclusive, progressive and authentic
- Build partnerships with Speech Pathologist across a range of agencies to improve strategies, supports and enhance student opportunities

- To embed ICT and digital learning as an integrated component within every student literacy programme.

Evidence
How will we measure / evaluate learner progress?

- Review and critique results from varied embedded pre-assessment techniques.
- Growth and development monitored via personalised formative and summative assessment review and results.
- Students to be tested at the beginning of each year and again late in Term 3 on their reading (Nelson Thompson Testing Kit), spelling (Waddington Test) and (Precision academics).
- Consistent approach to gathering literacy data via fully trained running records facilitator – Increased student/staff continuity and understandings.
- All students in year 8 & 9 to access Australian Curriculum including History, English, Maths, Science under the umbrella of literacy.
- Collect data and evidence around literacy goals that will be embedded into student Negotiated Education Plans each semester.
- Analyse literacy outcomes/trends via data collection from online digital learning programmes such as Literacy Planet, Reading Eggs, Study Ladder and Mathletics.
- Monitor the embedding of “Career Development” strategies within greater literacy outcomes.
- Greater student self-evaluation processes

- Development of Communication Profiles relevant to student communication needs.
- Identification of Communication as a key element within NEPs
- Development and participation in Communication Programs devised around informed individualized needs of students.
- Student progressed will be tracked using the AC Literacy capability

- Embedded and monitored programming reflecting quality 21st century pedagogy which is authentic and student centered,
- Student led software/app reviews to increase student centered learning and empowerment
- Increased staff confidence/training/awareness of digital tools and 21st century pedagogies.
- All students to engage in e-learning to achieve improved learning outcomes and enhance their participation and engagement in a connected world.
- Learner outcomes influenced by staff

Targets
Key indicators of learner success

- 100% of students (including pre-foundation) assessed in Term 1 on baseline standardized assessments: subsequent Term 3 comparison
- Student voice via reflection and feedback
- By the end of 2014 it is anticipated that 80% of 15 - 19 year old students will be actively and consistently participating in work education and pathway initiatives.
- All student Negotiated Education Plans by the end of 2014 will incorporate explicit literacy and graduate quality learning outcomes inclusive of student needs resulting in every student engaging in individualised literacy programs.
- All students from Year 10 onwards will be engaged in an individualised SACE Pathway. All students will have access to assessment tasks aligned with SACE requirements and taking into account specific learning requirements that are inclusive and provide opportunities for all students to reach their maximum potential. The goal for the end of 2014 is that 100% of eligible students will be linked to SACE
- Students will be provided a SACE pathway that enables them to gain their SACE completion

- Progression against AC Literacy Learning Continuum.
- Individualised Communication Profile
- Individualised Communication Plans written for identified students
- All students provided with opportunities to engage in learning activities that target enhanced communication opportunities.

- Effective 21st Century staff training measured in continual program review, monitoring and teacher/student feedback with particular attention on increased literacy, purposeful learning, student voice and engagement.
- Student centred NEPs that express student passions, goals, aspirations and graduate qualities
- Student learning via digital tools and 21st century pedagogies identified through feedback, assessments and monitoring.

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PRIORITY 2

COMMUNITY CONNECTIONS

To improve Kensington Centre sense of community and connectedness, advocating inclusive principles which support seamless transition to Charles Campbell College

Key Strategies
What will it take to get there?

- A positive whole school ethos and environment that provides safety, security, support and a sense of connectedness for all members of the school community
- To create a seamless transition to Charles Campbell College by mid-2014

- To embed digital learning and literacy into student programs which record community connections and transition process
- Enhance career opportunities and options for students.
- Process developed to support and implement Career Strategy Plan within school

Evidence
How will we measure / evaluate learner progress?

- Initiate and build relationships between Kensington Centre/Adelaide Education Centre and Charles Campbell College which are socially sustainable.
- Promote community identity inclusive of Kensington Centre and Charles Campbell communities i.e. identify key elements of the community which are important to learners and staff and plan ways of transitioning these to the new site
- Increase number of place based programs engaging students in authentic community and environmental issues, community access, work education/experience and pathways
- Joint staff meeting/governing council meeting inclusive of both site community members
- Kensington Centre's new school name of Adelaide East Education Centre to be promoted via a myriad of vehicles including social media
- Review School Vision and Values as the school community moves to the new site
- Evaluate understanding and anxiety of transition via consultation and observation with students
- Myriad of digital tools to be utilised enabling student expression to be captured

- Students, parents and staff co-design a display board with visual images for visitors to view plans and updates of co-location (Capital Works) project in school reception area for both sites to ease transition process – Timeline on corridor wall
- Undertake training to facilitate programs to enhance parental engagement in supporting careers planning and pathways.
- Use of Career Strategy Planning Tool within the school
- Use of Vocational Pathways Planning Tool within the school
- Career Pathway Planning identified as a key element within NEPs

Targets
Key indicators of learner success

- All students regularly communicating with buddies at Charles Campbell College during 2014 i.e. face to face activities, site visits, email and Safe social networking program
- Relationship building across sites through class visits
- Student Action Teams introduced whereby students choose and implement a community based project, set goals and report achievements
- Increased number of parents/community members working within place based programs
- Greater integration and participation within Campbell Partnership
- Ownership and engagement in new school decisions i.e. logo, name, school design of new school areas which capture Kensington Centre culture and history
- Enthusiasm towards relocation
- Learners engage with high quality teacher capacities whom are confident and promote National Professional Standards for Teachers
- Learner progress evidenced through programs integrating digital images enhancing numeracy, literacy, communication and comprehension skills

- Utilise learner voice from findings of UniSA research which identifies individual preferences for what they find important at Kensington Centre into both their NEP and transition plan.
- UniSA Australian Curriculum research program results critiqued for staff understandings
- Formulation of Student Pathways Career Strategy Plan
- All senior students will have Careers Pathways documented within all NEPs