

# REPORT ON PRIORITIES:

## PRIORITY: BUILDING RESILIENCE AND WELLBEING

	What was intended?	What was achieved?
CURRICULUM	Raise awareness of health and well-being issues and appropriate strategies to address these.	<ul style="list-style-type: none"> <li>Whole School Health Guidelines outlining Health Education topics (based on DET WA K-10 syllabus) developed.</li> <li>SDERA (School Drug Education and Road Awareness) professional learning delivered to staff and strategies incorporated into teaching &amp; learning programs.</li> <li>Teachers incorporated cooperative learning (CL) strategies across the school. Friendly Kids Friendly Classrooms analysis of student interaction demonstrated that teachers applying CL consistently to classrooms improved attendance, acceptance and participation. It reduced the level of social rejection felt by students.</li> <li>Staff adopted a structured social skills program premised on collaborative structures. Unified approach was incorporated across the whole school. Identified improvement in social interaction in classroom between students.</li> <li>ACER Social and Emotional Wellbeing Survey administered to Year 5-12 students.</li> </ul>
	All staff commit to promoting a cooperative learning (CL) community as a whole school approach to enhancing resiliency in KDHS students.	
	Students are up-skilled in the use of social skills and structures.	
	Baseline data measuring student health & wellbeing is collected and analysed.	
	A school profile of existing programs and structured interventions that support development of health & well-being in students is created, and programs are evaluated.	
STAFF DEVELOPMENT	<p>A shared understanding of resiliency and how cooperative learning (CL) enhances resiliency in staff and students is developed.</p> <p>Staff further develop their ability to implement cooperative learning strategies &amp; processes.</p> <p>Implementation of coaching/mentoring model is further developed.</p> <p>Staff are supported to have greater capacity in dealing with mental/physical/emotional/social issues in their classrooms.</p>	<ul style="list-style-type: none"> <li>Collaborative time for provided for teachers from same faculty area and similar student groups (e.g. Yr 4/5 teachers, ECE teachers)</li> <li>Extensive, on-going professional learning delivered to around 20 staff on Classroom Management Strategies. Some teachers completed Level 2 accreditation, enabling them to undertake collegiate classroom observations and provide coaching support.</li> <li>Cooperative learning strategies modelled at staff meetings and on school development days.</li> <li>"Instructional Strategies" training offered to staff. Improved uptake of CL by those who participated. Several staff on the IS program were trained as coaches/mentors for staff who are less familiar with cooperative learning.</li> <li>Health Education professional learning provided (i.e. SDERA)</li> <li>Bullying policy promoted at collaborative meetings.</li> </ul>
WHOLE SCHOOL COMMUNITY	A whole-school approach to improving parent involvement in the school exists.	<p>Staff supported in encouraging parent involvement through:</p> <ul style="list-style-type: none"> <li>Open classrooms</li> <li>Parent helpers.</li> <li>Parent meetings.</li> <li>AIEOs</li> <li>Newsletter articles.</li> <li>Parent workshops - 1 per term.</li> <li>Following staff survey, regular workshops with staff designed to develop heightened levels of satisfaction and engagement.</li> </ul>
	Parent and community awareness of health issues, resiliency and cooperative learning is heightened.	
	Staff to commit to supporting one another in maintaining a positive cooperative work environment.	

### RECOMMENDATIONS:

1. Conduct ACER Social Emotional Survey again in mid-2011 in order to monitor changes and trends in relation to 2009 baseline data.
2. Intervene through support programs in the High School. Example Year 8 cohort (2009), particularly in support of boys. Incorporate specialised knowledge of school support services in support programs.
3. Continue to utilise evidence from ACER Social Emotional Survey to direct interventions and program construction.
4. Strengthen Girls Basketball Program (Primary) on basis of excellent and high level impact on attendance, engagement and social skills development.
5. Maintain professional learning delivery to staff on Classroom Management Strategies - particularly to address transience factors on staff.
6. Support additional teachers in completing Level 2 accreditation, enabling them to undertake collegiate classroom observations and provide coaching support on classroom management and cooperative learning strategies.
7. Instructional Strategies to be delivered in school to develop cooperative learning skills in teachers
8. Adopt 'Attendance' as a more overt priority for 2010.
9. Initiate School Community Partnership Agreement with target date of September 2010.

# REPORT ON PRIORITIES:

## PRIORITY: LITERACY

	What was intended?	What was achieved?
CURRICULUM	<p><u>Pedagogy</u></p> <p>Develop general ESL/D Teaching and Learning strategies across the school</p> <p>Teachers will include ESL/D strategies in their planning and classroom practice.</p>	<ul style="list-style-type: none"> <li>ESL/ESD professional learning provided in after-school professional learning activities and as part of collaborative meetings (K-7)</li> <li>Teachers enthusiastically mounted displays of relevant environmental print in classrooms.</li> <li>Teachers included ESL/D strategies in their planning &amp; practice to cater for indigenous students.</li> <li>Selected AIEOs participated in the L1Club and made a number of 'Two Way' readers for use by students.</li> <li>ESL/D resource collection expanded to support teachers</li> <li>Guidelines for the use of Aboriginal English developed in consultation with Mirima Language Centre. Guidelines discussed during collaborative mtgs.</li> <li>Implemented KDHS Literacy Guidelines.</li> <li>Focus on Guided Reading and teaching of 18 Reading Strategies</li> <li>Guided Reading materials re-organised into Reading Recovery Levels to assist teachers to provide texts at students' instructional level</li> <li>Public Speaking Program Years 5 -7</li> <li>Literacy Program for secondary students implemented and significant gains measured for all selected participants.</li> <li>National Literacy Testing preparation undertaken with support from school leaders.</li> </ul>
	<p><u>Primary Literacy Operational Plan</u></p> <p>Implement, monitor and review KDHS Primary Literacy Guidelines.</p>	
	<p><u>Secondary Literacy Operational Plan</u></p> <p>Develop and implement KDHS Secondary Literacy Guidelines.</p>	
	<p><u>NAPLAN</u></p> <p>Address areas of concern (Aboriginal Boys)</p> <p>Prepare students for NAPLAN testing.</p>	
STAFF DEVELOPMENT	<p>Provide all staff with appropriate PL to raise awareness of ESL/D principles and practices</p> <p>Provide staff with appropriate ESL/D teaching and learning strategies to use in the classroom</p> <p>Build strong working relationships between teachers and AIEO/EA's.</p>	<ul style="list-style-type: none"> <li>Professional learning provided by experienced staff - modelling specific strategies / ways to monitor, observation sessions               <ul style="list-style-type: none"> <li>Guided Reading/Writing professional learning</li> <li>Reading to Learn professional learning</li> <li>NAPLAN preparation (Packages and professional learning)</li> <li>ESL/D Teaching and Learning Strategies in the Classroom professional learning</li> <li>First Steps professional learning undertaken by 2 secondary staff and delivered within school to secondary teachers,</li> </ul> </li> <li>Staff Meetings utilised to build capacity of teachers in ESL/D</li> <li>Literacy Noticeboard / Resource Focus display initiated</li> <li>Literacy Committee - assisted in setting long-term direction / strategies for the school. Regular meetings conducted</li> <li>AIEOs trained in use of KDHS Literacy Guidelines and testing / screening for the Individual Literacy Profile</li> <li>Cooperative Learning professional learning maintained throughout 2010.</li> </ul>
WHOLE SCHOOL COMMUNITY	<p>Engage parents/carers (particularly fathers) in classroom literacy programs.</p>	<ul style="list-style-type: none"> <li>Involved parents &amp; carers in literacy programs. The Volunteer 'Support A Reader' program had a strong following throughout 2009 and made substantial contribution to the progress of individual readers. Teachers highly value the support provided to students via this strategy.</li> <li>'Parents as Partners' sessions to support parents of K-Year 1 students to help their children with early literacy learning</li> <li>Newsletter articles and inserts placed by Literacy Committee in an effort to build capacity of parents / caregivers. Good verbal feedback for this strategy.</li> <li>Literacy Lunch in the park to celebrate National Literacy Week. The community joined in literacy activities with students</li> </ul>
	<p>Provide parents/carers and wider community with information to help improve literacy outcomes.</p>	

### RECOMMENDATIONS:

- Maintain Support A Reader Volunteer program in 2010.
- Continue Public Speaking Program in 2010
- Expand 'Literacy Lunch in the Park' to two terms in 2010
- Shift Literacy focus to Writing, with special emphasis to be afforded to Spelling and Grammar.
- Adopt 'Braidy' Approach to the teaching of narrative writing (K-5).
- Further develop teachers' capacity to support students with writing through professional learning on Narrative Writing Assessment tool (NAPLAN).
- Provide Professional Learning on the Writing Process , Writing Strategies and the use of the KDHS Editing and Proofing Guide
- Promote student writing through encouraging participation in writing competitions.
- Embed 'two way' strategies in teaching of writing.
- Celebrate Harmony Week - focussing on different languages and dialects spoken at the school

# REPORT ON PRIORITIES:

## PRIORITY: NUMERACY

	What was intended?	What was achieved?
CURRICULUM	Rejuvenated Numeracy Committee in 2009	The School Leadership Team identified a primary and secondary school leader to lead the Numeracy Committee.
	Heightened visibility of numeracy across the school	Numeracy Committee contributed a numeracy strategy to a staff meeting once per semester  Numeracy Committee met six times in 2009 and minutes were fed back into collaborative groups.  Upper Primary students were grouped according to achievement for numeracy instruction for the purpose of ensuring specific student needs were met.
STAFF DEVELOPMENT	Improved student use and understanding of mathematics vocabulary in mathematics and non-mathematics contexts.	A vocabulary guide compiled in 2008 was distributed to upper primary classroom teachers at the beginning of 2009 to facilitate the transition of Year 7 students to secondary maths. This was one strategy of several to improve the understanding and use of mathematical vocabulary across the school.
	Improved performance of Aboriginal Boys in NAPLAN Mathematics	Maths dictionaries for teachers were purchased.
	Comprehensive and Sequential teaching of mathematics in Years 1-7	Primary Teachers continued to use the Outcomes and Standards Framework as a reference point for teaching Numeracy from Year 1-7.
WHOLE SCHOOL COMMUNITY	Parent / Carer awareness of home support opportunities for Numeracy	Numeracy Committee contributed a numeracy article to the school news letter to raise awareness of mathematics beyond the classroom and amongst the school community.
	Strong working relationships between primary teachers and secondary mathematics teachers are fostered through collaborative opportunities (Yr 6-8 teachers & HOLA)	Collaborative opportunities were organised in Semester 1 for teachers of mathematics in Year 6-8. The outcome of these meetings was support and sharing of numeracy strategies across the years

### RECOMMENDATIONS:

1. One member of each collaborative group to be a member of the Numeracy committee
2. The committee member be responsible to feedback to collaborative group on strategies and actions.
3. Numeracy Committee is re-structured to more effectively meet the needs of staff to achieve targets set in mathematics curriculum plan.
4. Numeracy Committee focus is on providing practical support to staff to meet the needs of the students that they teach.
5. Primary and Secondary teachers analyse raw NAPLAN data to inform planning for student improvement in numeracy.
6. Math/Science department work with the other collaborative groups to provide real curriculum support to enable cross curricular support to math literacy across the high school
7. Teachers use a developed common assessment tool to assist in the ability grouping of students for streaming mathematics classes (Yr 3-7)
8. Secondary Teachers outside of Mathematics Department implement strategies to support the achievement of mathematical outcomes as identified in the Mathematics Curriculum Plan.

#### Primary

1. A whole of Primary approach to the teaching of numeracy is to be developed which will cater to:
  - a. the extensive differences of student achievement and their prior knowledge (in each class)
  - b. the transient teaching work force at Kununurra District High School
  - c. the experience and expertise of teaching staff
  - d. budget restraints for initial purchase and ongoing costs to the school and parents
  - e. ongoing need for staff development at a sustainable cost
  - f. National Curriculum Developments and Changes
2. Achievement based cross-class groups for numeracy lessons will be extended to middle primary and a review of the effectiveness of this strategy will be conducted at the end of 2010.

