



Kangaroo Inn Area School

Learning for Improvement plan - 2025

Kangaroo Inn Area School Vision:

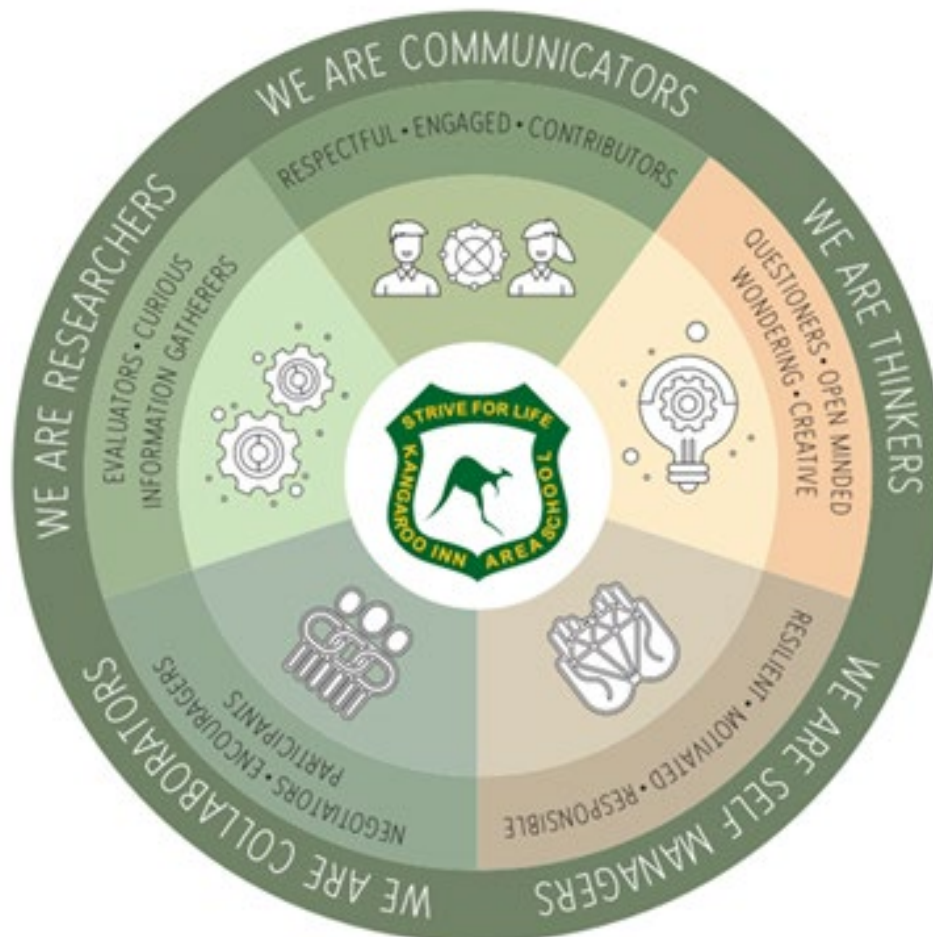
Kangaroo Inn Area School is Preschool to Year 12 school committed to innovative learning. Our school cares for and values people. The school environment is attractive, with dedicated educators working together with supportive parents, caregivers and community members.

Our learning programs and teaching methodologies reflect intentional planning, clear implementation, assessment and reporting. We aim for continuous learning, social responsibility and developing skills for success.

Values:

At Kangaroo Inn Area School these values underpin our school. They carry through in our learning and actions.

<p style="text-align: center;">CONNECTIONS</p> <p>We build and maintain healthy and strong relationships through kindness, empathy and respect within our school and wider community.</p>	<p style="text-align: center;">SELF</p> <p>We are motivated, resilient, and emotionally aware. We are independent learners who communicate effectively, are organized and use initiative.</p>
<p style="text-align: center;">LEARNING</p> <p>We learn through active participation, collaboration and inquiry to become curious, critical and creative thinkers. We use a positive mindset to solve problems and create solutions.</p>	<p style="text-align: center;">COMMUNITY</p> <p>We are generous, responsible, and respectful citizens, contributing positively to our communities and leading in sustainable practices.</p>



DFE - Areas of Impact

Wellbeing	Equity and Excellence	Learner Agency
<p>Resilience Project – All students and staff will be involved in this in 2025</p> <ul style="list-style-type: none"> • Wave 1 – All students involved – class / home group activities each day / week • Wave 2 – Focus Group – • Wave 3 – Individual students within focus group 	<p>Students with Disabilities</p> <ul style="list-style-type: none"> • Funding applications process documented with increasing support and intervention • Regular review of SMARTAR goals and reset • SSO 1 day per fortnight – updating student goals and collecting resources 	<p>Continue work on LISC to end point of co-design of success criteria) + Feedback and building the areas on Goalsetting + Engagement</p> <ul style="list-style-type: none"> • Develop student understanding that Feedback is given to support them to become better at learning (Be explicit in giving feedback and explain what it is for)
<p>Evidence of Improvement</p> <ul style="list-style-type: none"> • WEC data re – CHECK 2024 DATA <ul style="list-style-type: none"> ○ Emotional wellbeing – regulation, wellbeing literacy ○ Engagement with School - Important adult at school, school climate, school belonging 	<p>Evidence of Improvement NCCD Data / IESP data – CHECK 2024 DATA</p> <ul style="list-style-type: none"> ○ 9 x SWD receiving IESP funding ○ 53 / 115 students (46%) students identified in NCCD data with social emotional (23%) / physical (3%) / cognitive (23%) concerns 	<p>Evidence of Improvement - CHECK 2024</p> <ul style="list-style-type: none"> • WEC data re Learning Readiness – Meeting expectations. • Access to range of secondary subjects and pathways • Engagement (confident, self-directed learners)
<p>Stage of Improvement - Embedded</p>	<p>Stage of Improvement – System impact</p>	<p>Stage of Improvement – Embedded - Review 2026</p>

EFFECTIVE LEARNERS

To be Effective Learners, our students need

- Curiosity
- Creativity
- Meaning-making ie they need to make connections
- Strategic awareness ie find solutions and problem solve independently
- Metacognition and self-regulation in learning and behaviour

At Kangaroo Inn Area School, our values

- Connections
- Self
- Learning
- Community

underpin our learning and our actions.

Evidence of Improvement -

- **Effective Learners** was chosen through consultation with staff and students using the AOI action cards
- **Multiage data collection** from students indicated a need to focus on the following areas

Curiosity	Creativity	Metacognition and Self-regulation	Strategic Awareness
<p>Learners actively seek new information in relation to themselves as a learner and are eager to explore new ideas, queries and topics</p> <p>Learners practice being confident, resilient and powerful learners wherever they are</p> <p>Learners seek information and clarification through questioning</p>	<p>Learners demonstrate bravery by trying new things in learning</p>	<p>Learners plan, monitor and evaluate their learning</p> <p>Learners are aware of their strengths and challenges</p>	<p>Learners persist and use various strategies and sources when stuck</p>

Stage of Improvement – Developing

	Leaders Actions	Staff Actions	Student Actions	Resources
Term 1	<p>Making Meaning of the area of Impact: Learner Agency</p> <ul style="list-style-type: none"> Introduction - Pg 1-5 - support staff to develop an understanding of Learner Agency to underpin our focus area – Effective Learners 	<p>Wk 2 Staff meeting Self-Audit –principles to guide teacher practice to build student engagement and agency leading to learner effectiveness. Use student Engagement Survey data to guide self-audit and to identify opportunities for growth. Select a focus area to work on in Term 1 – Review in Wk 5, Term 1</p> <p>Kaz – AI and DFE platform – EDChat</p> <p>Teacher Companion End of term Reflection Pg 40</p> <p>Week 10 – Collaborative Planning Session Collaboration with Colleagues Pg 62 / 63 Teacher Companion</p>	<p>Pre-Yr 12: Complete Student Engagement Survey in Wk 1, Term 1</p> <p>Year 11 / 12 (Kate and Ange) – review reports and work out goals</p> <p>Pre-Year 12 - Working with Shane in week 6</p>	<p>DATA</p> <ul style="list-style-type: none"> NAPLAN / PAT data WEC Staff, student, family surveys Staff survey – processes for learning improvement <p>Programs</p> <ul style="list-style-type: none"> Embedding Formative Assessment (EFA) Hit Impact Teaching Strategies and Wellbeing Strategies (HITS)

Term 2	<p>Effective learners - metacognition and Self - regulation Teacher Companion</p> <ul style="list-style-type: none"> • Introduction - Pg 16-17 - support staff develop an understanding of the areas • Metacognition LD1 – Pg 64-110 <p>What is feedback – research</p> <ul style="list-style-type: none"> • EFA • Hattie • HITS <p>Audit our feedback processes (pre /post)</p> <ul style="list-style-type: none"> • What are teachers using • What are students valuing • Why are we doing what we are doing • How are we doing it <p>Strategies for teachers</p> <ul style="list-style-type: none"> • Developing feedback strategies • Being explicit in our feedback with students • Teacher observing teachers - walkthrough <p>Teacher Companion pg 114 + Shane’s strategies</p>	<p>Early term 2 staff meeting Collaboration with Colleagues – planning</p> <p>Authentic learning - creativity and curiosity – dispositions and capabilities</p> <p>Staff meeting Metacognition activities</p>	<p>Data day (morning + BBQ) - Term 2</p> <ul style="list-style-type: none"> • WEC – Whole School Data • NAPLAN – doing well – why 	<p>DFE Resources</p> <ul style="list-style-type: none"> • Take a Stand • Meaning making • EDChat <p>NAPLAN re growth - Spelling (2/4 strong) / G&P (0/4 Strong) – Jolly Grammar - scope and sequence – revisit in primary / Year 7-8</p> <p>Shane Crawford Continue to work with Shane in 2025</p> <p>East Adelaide PS – Ron Rickard / James Anderson – Learnership – contact East Adelaide re visit</p> <p>Making Thinking Visible – Ritchard / Church / Morrison Pg 15+ Collecting baseline data about thinking / grouping the strategies /</p>
Term 3				
Term 4				

Amy – wonderings: What are our core principles that guide teacher practice?

As teachers, how do we provide opportunities to engage students in their learning? Without engagement we can't expect to improve the Area of Impact 'Effective Learners'.

Ideas:

- Self-Assessment Rubric for the 'As a teacher I'
- Space on rubric to include evidence of how you currently do this/ideas for how you could do this.
- Select an area/s to develop over the term – time in staff meeting to share how you are doing this
- Spotlights on particular educator examples/implementations to demonstrate good practice

Self-Assessment Rubric - As a teacher I:

- Enable learners to have a say in how to bring the curriculum to life
- Value, act upon and respond to ideas of learners
- Involve learners as part of the planning process
- Use learners' ideas and wonderings to inform planned learning experiences
- Enable learners to demonstrate what they know, understand and can do in different ways
- Design learning which focuses on conceptual understandings, enabling learners to make connections and meaning and apply their understanding to new situations and contexts.

- Provide learning opportunities guided by real purposes and situated in authentic purposes
- Encourage ownership of learning, where learners have a voice in, and can make real choices about, their learning
- Provide learners with opportunities for continual reflection on and through the learning process
- Allow adequate time for investigation, processing and creating, and communicating learning
- Approach learning with openness, flexibility and curiosity
- Provide learners with guidance and feedback to take their understanding and skills further

Audit – record sources for above statements

Annie Matthews

- Routines for learning – can we adapt this?
- Revisit Corwin audit – link to the Areas of Impact – Learner agency – can we redo this with staff to lead into thinking about learning processes through the lens of inquiry
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