

District Improvement Plan

2008 - 2010



INNER SOUTH DISTRICT IMPROVEMENT PLAN

2008 - 2010

Introduction

The Inner South District Improvement Plan is a blueprint for our district.

The plan commits to a partnership in which site leaders; staff and community members work together with the district office team to improve child/student learning and wellbeing outcomes.

It underpins our commitment to improving the quality of teaching and learning and is aligned with the State Government Strategic Plan and the DECS Statement of Directions 2005 – 2010.

The plan informs and is informed by the Inner South district and site contexts and is aligned with Site Improvement Plans.

We aim to build an Inner South culture, which enhances leadership and teaching capacity and delivers responsive and effective services.

Site leaders and district office personnel are expected to influence and embrace this plan, endeavouring to meet agreed performance standards and other organisational and personal requirements.

In the preparation of this plan the following should be noted:

- This plan is directly linked with the DECS Statement of Directions 2005 – 2010 and the 2008 Key Focus Areas. Targets with direct relevance to the district have been included and some have been modified to suit the local context.
- District work around the DECS Aboriginal Strategy is included in Goal 3 and is an important district priority.
- Goal 5: Quality Teaching has been included as integral to other goals, especially Goal 2.
- The targets represent where sites need to be by the end of 2010 and serve as a guide to our improvement process. The strategies represent the work to be undertaken throughout 2008.
- The DECS Improvement and Accountability Framework (DIAf) will be used to review district progress towards our agreed targets. A report on our district progress will be prepared at the end of 2008. This report will be used to serve and inform the newly forming district team for 2009 and map our progress to date.

Context

Inner South District had 17,397 children and students enrolled in childcare, preschool and school in term 4, 2006. We have 35 schools, 25 preschools and 31 licensed childcare centres.

This Improvement Plan considers the needs of all learners.

The child/student population comprises:

	Total Enrolment
Junior Primary and Primary	7509
Secondary	6183
Total	13692

	District %
Students with Disabilities (SWD)	6.3%
Aboriginal and Torres Strait Islanders (ATSI)	1.27%
Non English Speaking Background (NESB)	11.75%
English as a Second Language	11.77%
School Card	20.43%

	Total Enrolment
Child Care Centres	1920
Preschool	1292
Occasional Care	186
Out of School Hours Care (OSHC)	2040
Vacation Care	1290

This plan aims to strengthen our public education system through improving site effectiveness, district service provision and child/student learning outcomes within Inner South.

Values and Guiding Behaviours

The following organisational values guide adult and student behaviours within state and district offices, schools and children's services.

Co-operation

We show co-operation by constructively thinking, working and learning together, by valuing the uniqueness of each individual and being capable of uniting cohesively as a group and community. We recognise our local and global inter-connectedness.

Excellence

We show excellence by being innovative, creative and responsive in the way we think, act and learn. In meeting and overcoming challenges, we expand capabilities to achieve appropriate quality outcomes and success.

Fairness

We show fairness by acting without bias and recognising that the causes of inequity are socially constructed and can be changed by behaving in a way that leads to equitable outcomes.

Integrity

We show integrity by consistently applying moral and principled behaviour, which reflects trust and honesty.

Respect

We show respect by honouring and considering others and treating them with dignity, empathy, esteem and courtesy.

Responsibility

We show responsibility through accountability and strategically leading, planning and managing for today, with tomorrow in mind.

Our district has embraced two additional values of its own. These are considered fundamental to our culture:

Optimism

We build resilience and confidence to enable individuals to deal effectively with challenges, opportunities and change.

Affirmation

We recognise the worth of others and let people know that they are appreciated.

Goals and Objectives

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Goal 1: Strong beginnings for all children

Targets

- Increase the professional connections across Early Childhood Services by 2010.
- Early Childhood Services increase utilisation of SACSA and supporting documents.
- Early Years Literacy Plans are reviewed and strengthened.
- Increase the number of integrated Early Childhood Services by 2010.
- Increase the continuity of Early Childhood Service provision in accordance with current DECS objectives.
- Access and participation in Early Childhood Services is improved for:
 - Aboriginal children and their families.
 - Children with special needs.

Objectives

Strengthen and integrate Early Childhood Services through:

- Support the planning and coordination of integrated Early Childhood Services through the establishment of effective cross government infrastructure, governance, leadership and management strategies.
- Expand the capacity of Early Childhood Services to meet the changing needs of children and families.
- Improve access and participation in Early Childhood Services for Aboriginal children and their families.
- Improve access and participation in Early Childhood Services for children with specific individual needs.
- Reduce barriers to continuity of service for children aged birth to eight and their families.

Improve the capacity and quality of Early Childhood Services through:

- Increase access to professional development to childcare workers.
- Increase professional and systematic connections between various Early Childhood Services.
- Continue to develop the leadership capacity of Early Childhood staff.
- Increase and sustain the use of the SACSA framework in Early Childhood Services.
- Increase teacher knowledge and skills in constructing effective literacy programs.

Goal 1: Strong beginnings for all children

Strategies

- Provide support to District Integrated Services initiatives like task/reference groups and Enabling Groups for Children's Centres (eg Marion Children's Centre) to explore emerging issues, eg:
 - Models of universal, targeted service and intensive delivery.
 - Programs.
 - Infrastructure.
 - Governance.
 - Accountability and feasibility.
 - Links with other government and non government agencies.
- Provide support to sites to access relevant information about the scope of childhood services and the changing needs of children and families through:
 - Professional development.
 - Established networks.
 - Links with government and non-government agencies.
- Support a multi agency and interagency approach for Aboriginal children.
 - Interagency group for supported playgroups. For example, Aboriginal Playgroup at Darlington Kindergarten.
- Facilitate links between Aboriginal children and their families with sites through AEW, AET networks, home visits and district parent network.
- Provide support and facilitate links for families with children with additional needs.
- Provide access to appropriate early childhood cross agency services such as Inner Southern Child and Family, Round Table and Interagency Showcases.
- Provide support for a range of professional development networks through:
 - Early years conference day.
 - Early years dinner meetings.
 - Early years task group.
 - Cluster groups.
 - Interagency networks.
 - Out of School Hours network.
 - Family Day Care Providers Network.
 - Child Care Centre Network.
- Provide professional development opportunities in early childhood leadership through reference groups:
 - Leading in the Early Years.
 - Succession Planning.
- Support the continued use of SACSA in Early Childhood Services through:
 - Established networks.
 - Professional development.
 - Learning circles.
 - Site visits.
- Support sites with the Moving Forward with SACSA Strategy.
 - Child Care Centres and Preschools with the Birth to 3 year old curriculum.
- Support and provide teacher learning in Early Years Literacy Programme through:
 - Established networks.
 - Professional development.
- Promote and support the implementation of the AEDI (Australian Early Development Index) for reception teachers and students.
- Promote the Early Learning Program in the delivery of literacy and numeracy experiences to families with children (birth to 3 years) at risk of delays.

Key Responsibility

- District Leadership Team.
- District Task, Inquiry and Reference Groups.

Goal 2: Excellence in Learning: Provision, Achievement & Pathways

Targets

- All sites monitor and review site wide data collection to determine site targets, inform practice and direct targeted intervention strategies by 2008/09 (with particular consideration to Aboriginal students, exempted students and students with specific disabilities).
- All sites monitor and review site improvement plans to incorporate literacy, numeracy and science that details explicit intervention strategies and is supported by targeted professional development.
- Increase the percentage of Aboriginal students in years 3, 5 and 7 achieving in the upper skill bands for literacy and numeracy.
- Increase Year 3, 5 and 7 student performance in literacy and numeracy to reach or exceed the national average by 2008.
- LaN results indicate 10% reduction in the number of students in skills bands 1- 2 in year 3, 1- 4 in year 5 and 15% reduction of students in skills bands 1- 4 in year 7 by end of 2008.
- Improvement in standards of learner achievement based on the SACSA Framework by 2008.
- Sites raise awareness of and improve opportunities for all learners to gain key competencies and enterprise skills and to participate in Vocational Learning programs (community and work based learning, career education and enterprise education).
- Site personnel feel supported in their preparation for the implementation of the *future* SACE.
- Students will engage in relevant curriculum that responds to their individual needs identified through their Individual Learning Plans.
- 85% of students enrolled in SACE Stage 1 English and Stage 1 Maths achieve a Satisfactory Achievement (SA) for each unit.
- Increase the number of year 12 Aboriginal students completing SACE, or its equivalent, from 48% in 2004 to 70% by 2010 (Aboriginal Education Plan target).
- Increase the percentage of students completing year 12 or its equivalent to 90% within 10 years and ensure they demonstrate an increased capacity to make a smooth transition through their schooling to work or further learning.
- Improve the connections between educational institutions, industry and to enhance creativity and innovation (SA Strategic Plan target).

Objectives

Improve overall student achievement:

- Identify and record standards of learner achievement in relation to SACSA.
- Implement appropriate strategies in response to recommendations of the *future* SACE.
- Student progress towards an initial post-compulsory qualification will be monitored, and their transition from school will be tracked for up to 18 months (especially students who are at risk of disengaging from learning).
- Support and improve the learning outcomes of Aboriginal children and students.

Provide engaging, stimulating and flexible learning programs and pathways:

- Students will develop Individual Learning Plans that identify the learning and activities they need to undertake in pursuit of their career aspirations.
- Improve the collaborative arrangements between preschools, schools and community agencies, providing specialist support which meets the specific needs of children and students with disabilities.
- Explore appropriate learner pathways by combining curriculum options incorporating senior schools with further education and employment to improve appropriate learner pathways.
- Continue to build Community Partnerships so students will engage in learning programs that are designed and delivered by schools and external providers as a shared responsibility.

Support students to be equipped to respond to changing employment markets:

- Implement improved career development resources and processes.
- Support career and transition networks across clusters of school so as to link school based student services teams with other agencies at the local level and provide access to up to date career information.
- Students will build career development skills and become competent self-managers of their futures (including life, learning and work roles).

Increase the export of International Education Services:

- Investigate opportunities to teach and host international students.

Goal 2: Excellence in Learning: Provision, Achievement & Pathways

Strategies

The District Office will support sites to

- Continue to review, analyse and use school data, in particular Years 3, 5, 7 and 9 LaN data to improve learning outcomes for all students and target interventions for those identified at risk.
- Work with Aboriginal students and their families as they promote the expectation of all Aboriginal students (except some NEP) to participate in LaN testing at Year 3, 5, 7 and 9.
- Analyse and cross reference student learning, in particular Years 3, 5, 7 and 9 LaN data and wellbeing data for Aboriginal students.
- Review and improve practices for identifying students at risk of not achieving site and system benchmarks in literacy and numeracy.
- Develop and refine whole school planning to incorporate DECS priority areas – literacy, numeracy and science.
- Identify explicit intervention strategies to support improvement in literacy and numeracy for all children and students at risk.
- Review and improve current transition processes between educational settings – Early Learning Program to Preschool, Preschool to Reception, Year 7 to Year 8, Senior Secondary (eg ICAN).
- Review current transition practices that support Aboriginal students and sharing of information/data at all transition points.
- Develop ILP and support structures for Aboriginal students at Senior Secondary level.
- Implement the Moving Forward with SACSA Strategy and associated requirements.
- Maximise the use of resources to meet specific learning need (eg behaviour management initiatives).
- Establish a Trades School consortium across Inner South and South West districts.
- Respond to emerging DECS issues, for example, Education Works and the *future* SACE.
- Implement key actions in the Futures Connect Framework for youth transitions. Particular emphasis will be given to:
 - Improving students' career development competencies [as described in the Australian Blueprint for Career Development (ABCD)].
 - Implementing ILPs and Transition Portfolios as tools for career management and improving subject/course counselling practices.
 - Increasing the number of students taking up School Based Apprenticeships (SBAs).
 - Increasing the participation in vocational education programs (including VET, ASBAs, career development) of Aboriginal students, students with disabilities and students at risk of not making successful transitions.
 - Providing better pre-work placement induction for students.

- Investigate and extend opportunities to teach and host international students.
- Analyse year 9 LaN data.

The District Office will

- Provide training in the use of labour market and regional skills information to improve: course counselling; career decision making; planning VET and other curriculum.
- Provide training to increase the number of teachers with VET teaching qualifications.
- Provide training to increase the number of teachers with career development qualifications (eg ACDS2).
- Collaborate with site leaders and central personnel to access data regarding youth statistics, pathway options, contexts, demographics and economic trends including labour market data.
- Coordinate workshops in Data Management and share data collection methods across school sites.
- Coordinate Early Years Literacy Programme initiatives and training.
- Promote site participation in *future* SACE PD and Phase 2 programs.
- Provide PD opportunities that support and promote curriculum priorities literacy, numeracy and science and effective pedagogy and structures.
- Promote and support professional learning about assessment, intervention approaches and resources that support quality literacy and numeracy teaching.
- Promote the use of inquiry methodology within sites.
- Analyse and cross reference student learning, behaviour and attendance data for Aboriginal students using district data and Indigenous Student Support System database as it becomes available.
- Provide training and support for schools to develop strategies to ensure that ILPs are developed with each student as part of their curriculum.
- Promote the inclusion of Aboriginal Studies into all school curriculum and provide PD opportunities to support this.
- Coordinate Inner South reference groups for *future* SACE and Senior Secondary Reform as appropriate.
- Facilitate effective working relationships with external stakeholders (e.g. business/industry).

Key Responsibility

- District Leadership Team.
- Site leaders and other support structures.
- District Task and Reference Groups.
- Transition Broker.
- State Office Youth Engagement Team.
- State Office SACSA.

Goal 3: Engagement and Wellbeing

Targets

- All preschools and schools will inquire into an area of learner wellbeing in 2008.
- All sites implement the new child protection curriculum materials in 2008.
- All Aboriginal students and students under the Guardianship of the Minister receive priority access to services and resources.
- The Enterprise Bargaining Behaviour Management Programs are effectively and efficiently implemented in sites.
- Improve and formalise interagency collaboration.

Objectives

- Implement the learner wellbeing framework.
- Extend engagement and retention of all students particularly those from Aboriginal backgrounds and students under the Guardianship of the Minister.
- Implement the new child protection curriculum materials.
- Behaviour management initiatives in sites are supported.
- Implement the Healthy Eating Guidelines.
- Services are better connected and more responsive to the needs of families, preschools and schools.

Goal 3: Engagement and Wellbeing

Strategies

The district will

- Promote and support sites to inquire into an area of wellbeing.
- Facilitate and coordinate learning opportunities in learner wellbeing initiatives eg Drug Strategy, SMART (Strategies for Managing Abuse Related Trauma), Restorative Practices, anxiety, attachment and involvement.
- Promote and support site leaders to review, analyse and use data in the area of learner wellbeing eg use of engagement and involvement tools, bullying, behaviour management, engagement and attendance.
- Promote and support the implementation of the new child protection curriculum.
- Ensure all Aboriginal children and children under the Guardianship of the Minister have a current IEP/ILP which is reviewed at **least** once a year.
- Develop and extend the analysis of data for our Aboriginal children and children under the Guardianship of the Minister to support targeted intervention and allocation of resources.
- Use a case management approach to support Aboriginal children and children under the Guardianship of the Minister. Work collaboratively across agencies as appropriate, linking IEP/ILP's information to other data for more effective case management.
- Establish a district Yurrekaityarindi model during 2008 to support Aboriginal voice and community consultation.
- Promote and support site leaders to apply for Behaviour Management funding and to implement and evaluate the projects.
- Promote and support sites in collaboration with the Southern Adelaide Health Service to implement the Healthy Eating Guidelines.
- Support a DECS inquiry based research trial on healthy eating for early year's sites including preschools and child care centres.
- Initiate and further develop collaborative partnerships with other agencies eg Mental Health Headspace, Youth Pathways joint projects, Marion GP Plus, Incredible Years and Inner Southern Planning Alliance.

Key Responsibility

- Site Leaders.
- District Office staff.
- Leadership Team.
- Support and Disability Team.
- Inclusion and Wellbeing Team.

Goal 4: Build Workforce Capability, Flexibility and Resilience

Targets

- All site leaders use aspects of DIAf (DECS Improvement and Accountability Framework) to review site improvement priorities.
- An increasing number of leaders undertake personal performance appraisals.
- All site leaders develop and are accountable for site improvement plans on an annual basis.
- All site leaders demonstrate improved practice as a result of their site planning processes.
- All site leaders implement performance development processes with their staff members on an annual basis.
- Increase the number of teachers, Assistant Principals and Deputy Principals appointed to leadership roles from 2008-10.
- All sites implement, monitor and review Business Manager.
- High level of staff morale indicated in site surveys.
- All site leaders indicate high levels of satisfaction with communication/information between district offices and sites (via surveys and discussions).
- All sites indicate high levels of satisfaction with district response to urgent requests (via surveys and discussions).
- District office staff is well informed and supported in the transition from the current District structure to the new structure from 2009.
- The District Leadership team provide relevant information to State Office about effective district operations.

Objectives

- Extend and enhance the capabilities of our workforce:
 - Build effective leadership.
 - Embed leaders learning in the district culture.
 - Support succession planning.
 - Develop a culture of inquiry.
- Develop a culture that values staff wellbeing:
 - Promote the public care and education system.
 - Promote best practice in OHS&W in all sites.
 - Develop district networks for collaborative development and sharing of best practice.
- Responsive systems and processes:
 - Improve district office support and response strategies.
 - Monitor and improve information and communication procedures across the district.
- District office staff is transitioned smoothly into the new regional structure.

Goal 4: Build Workforce Capability, Flexibility and Resilience

Strategies

- Share best practice, common challenges and research through district task and inquiry groups, clusters, district days and conferences.
- Promote national and international research, papers, readings, and programs on educational research.
- Forge links with other agencies.
- Personal support via site visits to assist leaders' development.
- Support Succession Planning Task Group and Heads Up 21.
- Develop a district mentoring program to support aspiring leaders.
- Provide support opportunities for leadership capacity building in the district.
- District personnel provide direct support to sites in planning professional development.
- Monitor and review with a view to improve:
 - Fortnightly bulletin to all sites.
 - Email chat lines covering various groups.
 - Contact lists for site leaders.
 - Professionally supported district inquiry groups.
- Continue to demonstrate responsiveness to clients by:
 - Direct telephone contact.
 - Regular face to face meetings.
 - Same day district response to urgent requests.
 - 24 hour response for other issues.
- Site leaders invite district office personnel to work on a performance appraisal process.
- Site leaders work with colleagues on performance appraisal processes.
- External review process to be undertaken when circumstances demand.
- District team works with sites on self review processes.
- Regular meetings are held between the District Leadership team and Service Providers about the emerging district structures.
- Ensure that relevant information is made available to leadership personnel in the new structure.
- District staff is actively engaged in the transition process through regular team meetings, timely provision of information, individual meetings with managers and professional learning opportunities.
- Contribute to the process of reclassifying Early Learning Program fieldworkers.

Key Responsibility

- District Office – District Director/ Improvement Consultant.
- Local Leaders Executive Group.
- District Task and Inquiry Groups.
- Site leaders and other support structures.
- All district office staff in relation to support and response strategies.
- District Office Staff.
- Leadership Team.
- Support and Disabilities Team.
- Inclusion and Wellbeing Team.
- State Office Teams.

Goal 6: Access to Integrated Services

Targets

- Support the development of Integrated Services across the district as stated in Goal 1.
- Improve access to Integrated Services.
- Increase access of targeted groups to Integrated Services.
- Establish a Children's Centre in the Marion Council area.
- Involve sites in detailed analysis and discussion regarding Education Works proposals with the Education Works team.

Objectives

- Increase the responsiveness and integration of support services to children, students and their families.
- Develop local mechanisms for consultation with the community about service provision.
- Examine and develop programs for integration of care, education, health and family support services for children and their families on existing DECS sites.
- Build upon strategic relationships with other government and non-government agencies to enable integration of services across government.
- Improve model(s) for infrastructure, governance, management and accountability policy and structures for integrated programs.
- Identify target groups to access Integrated Services.

Goal 6: Access to Integrated Services

Strategies

- Provide support to District Integrated Services initiatives like task/reference group to consider:
 - Models of universal, targeted and intensive delivery.
 - Programs.
 - Infrastructure.
 - Governance.
 - Accountability and feasibility.
 - Links with other government and non-government agencies.
- Provide support to sites to access relevant information about existing Children's Services and Integrated Services through:
 - Established networks.
 - Establishing new networks.
 - Clusters.
 - Professional development.
- Provide information and support to sites regarding Education Works proposals and projects.
- Arrange meetings with site leaders and the Education Works team to discuss proposals.

Key Responsibility

- District Office Leadership Team.
- District Task and Inquiry Groups.
- State Office.

Goal 7: An Interdependent DECS

Targets

- Implement an annual strategic management cycle.
- Establish and communicate accountability and reporting requirements annually.
- Improve service delivery in 2008 in response to the District Leaders' online survey undertaken in November 2007.

Objectives

- Support and build the interdependence between district office, local sites and central office:
 - Support the development of structures and processes for effective local management and whole school improvement.
 - Ensure effective communication between sites and the district office.
 - Support the development of effective planning and reporting practices.
 - Strengthen local financial/asset management practices.
 - Support the development of effective site governance.
 - Assisting sites in the collection and analysis of data to drive school improvement priorities.
 - Support sites in the involvement of parents/caregivers, students and the local community in decision-making.
 - Strive to influence Central Office decision making by taking account of site issues.

Goal 7: An Interdependent DECS

Strategies

- Establish networks to share best practice and provide PD opportunities to site and district office personnel (individual/cluster/task group/district days/conferences).
- Work with the Leaders' Executive Group and other district groups to develop and implement a district strategic management cycle (refer to Making the Connections document), including:
 - Timelines.
 - Accountability requirements.
 - Feedback.
 - Use of data.
 - Professional development.
 - Service delivery.
- Work with site leaders to improve their capacity to implement an annual site based strategic management cycle incorporating:
 - Performance development (based on the performance planning and development 2008 document).
 - Site improvement plans (including other planning requirements).
 - Annual Reports.
- Implement recommendations from the 2007 on-line survey conducted with site leaders.

Key Responsibility

- District Director.
- District Improvement Coordinator.
- District Managers, Student Inclusion and Wellbeing/Student Support and Disability.
- District Leaders Executive Group.
- District Task Groups.
- District Working Parties.
- State Office personnel.
- Cluster Groups.

Goal 8: A Sustainable System

At this point the Inner South District has not established Targets and Objectives different from the Statement of Directions 2005 – 2010.

Instead we affirm our intent to:

- Support sites in the achievement of relevant targets.
- Provide advice and the necessary links between sites and state office to progress mutual objectives.
- Assist sites in communicating, networking and sharing best practice across the district.
- District office personnel work to ensure a smooth transition from 18 to 12 districts towards 2009.

