

School Improvement Plan 2024 (summary)



Goal:

To exemplify innovative and inclusive education where students and ASMS and Department for Education staff are empowered to personalise their learning experience with a focus on science, mathematics and technology through fostering learner agency, effective learning, and ongoing partnerships. (from ASMS Strategic Plan 2024)

Challenge of Practice:

If ASMS customises students' learning experiences through interdisciplinary approaches and aids them in gathering and organising evidence of their learning, then students will improve their ability to apply mindful agency and demonstrate high-quality evidence of their learning.

Success Criteria:

- Students will be able to:
 - Understand their learning progress and be able to articulate their immediate next steps in their learning and preferred future pathways
 - Collate and curate their evidence of learning
 - Report a sense of belonging and connectedness to the ASMS

How and when will this be monitored, tracked and measured?

- ASMS Students:
 - Checkpoint growth analysis against achievement and performance standards (A-E)
 - 5 weekly check-ins student attendance
 - Student Learner Attribute Reflection analysis
 - End of Term / Semester student surveys

Actions

<p>Ensure the ASMS curriculum is innovative, equitable and excellent:</p> <ul style="list-style-type: none"> ○ Develop the Interdisciplinary Learning Design to include assessment. ○ Develop the collation and curation of students' evidence of learning with timely, future-focused feedback from teachers. ○ Increase hands-on learning opportunities. ○ Align the curriculum to the Australian Curriculum v9.0. ○ Embrace and prepare for the appropriate and innovative use of Generative AI by staff and students. ○ Develop, integrate, document, assess, moderate and review high quality and engaging interdisciplinary Technologies (Design & Digital) curriculum (AC & SACE), Digital Literacy Capabilities and aligned pedagogies. ○ Refine the Exploring Identities and Futures program. ○ Develop ASMS service learning through the Curiosity in Communities Week. ○ Scaffold and integrate the ASMS Learner Attributes more prominently into each experience at the ASMS. ○ Incorporate indigenous pedagogies in the T&L programs through the development of a site Reconciliation Action Plan that will inform and drive pedagogical and curriculum change.
<p>Review the ASMS Career Education approaches through use of the DfE: Self- Assessment Matrix & related Student Pathways and Careers strategy and develop an action plan for 2025 implementation.</p>
<p>Build students' sense of belonging & connectedness through increased emphasis on students, staff and parents working in partnership to increase engagement, attendance and learning outcomes.</p>
<p>Expand the ASMS Statewide Professional Learning Service by:</p> <ul style="list-style-type: none"> ○ Targeting support and personalised mentoring to schools across the state through questioning their data in the Education Dashboard. ○ Expanding the ASMS Primary Mathematics Extension Group hub-&-spoke model to other high schools with multiple feeder schools. ○ Working with the DfE Maths Champions group to inform the approach and focus for improving mathematics in South Australian preschools and schools to improve inclusive and flexible approaches to mathematics, learner empowerment, and positive dispositions towards mathematics. ○ Develop the various online communities and professional learning communities to develop and connect S, T & M teachers across the state. ○ Strengthen connection with Flinders University ITE & CSE including 1st Year Undergraduate Hub School, Curriculum Studies, Undergraduate Teacher Exploration. ○ Foster humanitarianism by collaborating with other DfE sites and industry to codesign service-learning opportunities encouraging students to apply academic concepts to practical situations (CIC Week & ISF). ○ Provide, source and / or resource, targeted, credible Professional Learning for ASMS staff e.g. CIII ICT, Undergraduate Certificate in Mathematics, Graduate Certificate through FU.
<p>Ensure the ASMS is ready to partner with the Tonsley Technical College by January 2025.</p>

ESR Directions:

1. Identify specific data sets to establish measurable targets to evaluate the impact of actions addressing the Challenges of Practice in the Site Improvement Plan.
2. Develop a contextually appropriate framework of effective teaching to provide greater consistency in the implementation of agreed pedagogies in all classes.
3. Co-design with students professional learning that builds teacher capacity to provide a safe, respectful and inclusive environment for an increasingly diverse student cohort.