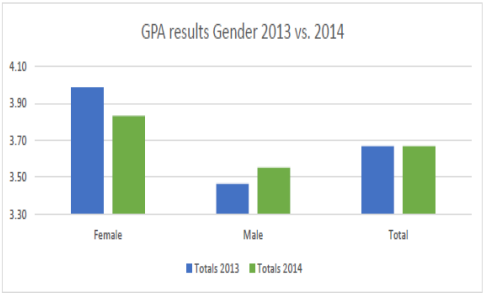
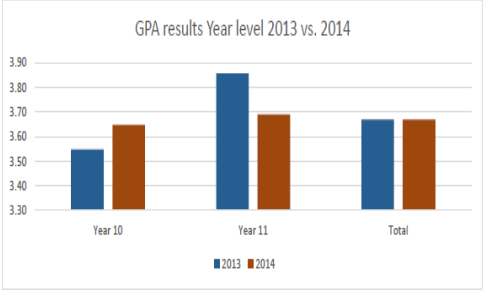
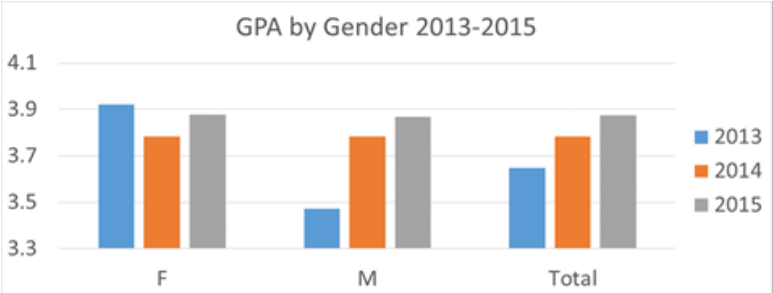
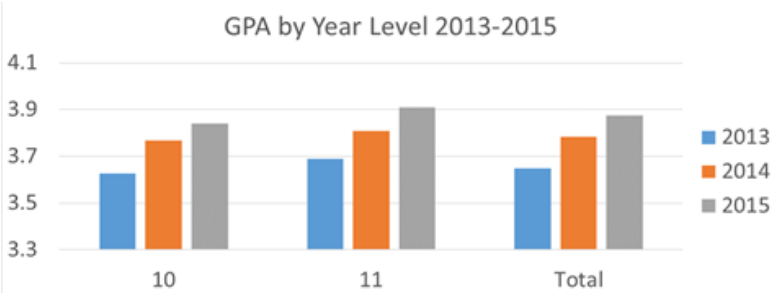
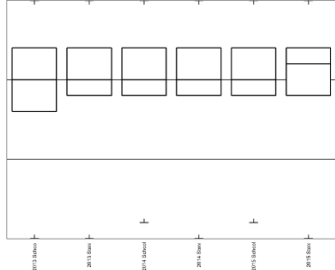


ASMS IMPROVEMENT PLAN 2015 - 2016

IMPROVEMENT FOCUS	2015 TARGETS AND STRATEGIES	OUTCOME	2016 TARGETS AND STRATEGIES																								
<p>RAISE ATTENDANCE</p> <p>The 2014 attendance data showed a dramatic drop in attendance in terms 3 and 4. The procedures for capturing attendance is complicated by the double data entry required by the transfer from the learning management system to the EDSAS.</p>	<p>Ensure that the state targets for 2016 are met.</p> <p>Rationalisation between EDSAS and the portal attendance data is done weekly.</p> <p>Work with families to provide reasons for absence.</p> <p>Explore and improve the data transfer from the learning management system (LMS) to the EDSAS.</p> <p>Continue weekly rationalisation of the data in the LMS and EDSAS.</p> <p>Target compliance for Unexplained absences</p>	<p>ACHIEVED</p> <p>The rate of unexplained absences has decreased.</p> <p>SPERS attendance data reports ASMS attendance at 94.1%.</p> <table border="1" data-bbox="1338 237 1855 472"> <thead> <tr> <th>Attendance by Year Level</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Year 10</td> <td>92.8</td> <td>93.4</td> <td>93.8</td> </tr> <tr> <td>Year 11</td> <td>89.4</td> <td>89.9</td> <td>92.7</td> </tr> <tr> <td>Year 12</td> <td>95.8</td> <td>95.2</td> <td>96.0</td> </tr> <tr> <td>Total All Year Levels</td> <td>92.7</td> <td>92.4</td> <td>94.1</td> </tr> <tr> <td>Total ACARA 1 TO 10</td> <td>92.8</td> <td>93.4</td> <td>93.8</td> </tr> </tbody> </table>	Attendance by Year Level	2013	2014	2015	Year 10	92.8	93.4	93.8	Year 11	89.4	89.9	92.7	Year 12	95.8	95.2	96.0	Total All Year Levels	92.7	92.4	94.1	Total ACARA 1 TO 10	92.8	93.4	93.8	<p>Continue to monitor attendance data and work closely with families to improve attendance.</p> <p><u>To be noted in regards to attendance.</u></p> <p>ASMS online learning mitigates against the effects of absenteeism. The focus on developing the self directed learner reduces the reliance on the teacher. Extensive use of google tools enable online monitoring feedback and assessment.</p> <p>Students who have medical and other issues that impact on their attendance can continue with the learning program.</p>
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<p>IMPROVE ACHEIVEMENT in Year 10 and the SACE.</p> <p>Each semester we examine the achievement of students in the central studies.</p>   <p>Year 12 results are available in the School Performance Report and the SACE School Data 2014.</p>	<p>CENTRAL STUDIES</p> <p>Raise achievement in the central studies to GPA 3.9</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> Data collection and analysis cycles occur after each assignment, test and semester. Assessment policy redeveloped; non-submission procedures enhanced. Support Central Studies to teams to moderate each assessment task. Central studies teachers conduct student improvement planning after each assessment cycle. Learning Studies teachers conduct student improvement planning after S1 grades are announced. <p>STAGE 2</p> <p>Raise the number of A and B grades in Stage 2.</p> <ul style="list-style-type: none"> Year 12 grade levels are investigated and tracked at the end of term 1 & 2. Support year 12 teachers to set targets for improvement for identified students. Regular debrief on the progress of all year 12 students. Students at Risk are identified 2015 ASMS PD program focuses on giving and receiving feedback. <p>STRATEGIES FOR FURTHER DEVELOPMENT in 2016</p> <p>Continue to develop the Co-Design strategy that invites students to design their own learning program negotiated on their interests.</p>	<p>ACHIEVED in Stage 1&2, NOT YET ACHIEVED at Year 10.</p> <p>Non submission procedures have been redeveloped and non-submission rates have declined to almost zero.</p> <p>Strategies to monitor individual student progress have been implemented. <i>Yr10&11 GPA levels continue to improve. Year 11 GPA is at 3.9 and year 10 at 3.85.</i></p>   <p>2015 Year 12 results cf state (without ASMS Uni results)</p>  <p>What is not captured in the SACE data is the thirteen ASMS 2015 Year 12 Students who studied 11 different first year university units in semester 1 and 2 receiving 14 High Distinctions (A+), 7 Distinctions (A+) and 4 Credits (A)</p> <p><i>Including the university results show that the % of A/B grades slightly increased in 2015.</i></p> <p>2014: 281 A/B band grades, 62% of all grades 2015: 360 A/B band grades, 64% of all grades.</p>	<p>CENTRAL STUDIES</p> <p>Improve moderation of year 10 task design and assessment in the interdisciplinary curriculum will assist teachers' understandings about the level of task design and assessment levelling.</p> <p>Careful analysis and revision of the performance standards that are applied to year 10 task design will ensure that achievement levels are fair.</p> <p>Refine and improve moderation of assessment items to maximise consistency.</p> <p>Ensure that individual Learning Plans are constructed for students who are not meeting standards (Club 4). The application of this strategy resulted in an improvement of 25 students in 2014 to 12 students in 2015.</p> <p>Develop personalised rubrics for targeted students (Club 4) to ensure that assessment items are modified in on ongoing basis.</p> <p>Continue to develop and embed the Co-design strategy to increase engagement and achievement of identified students.</p> <p>Explore Year 10 PAT results to identify those students who are below average in reading comprehension and mathematics. 2015 data showed that</p> <ul style="list-style-type: none"> Reading Comprehension of ASMS year 10 students is slightly below national norm Mathematics is a slightly above the national norm. <p><i>(As the school cannot access the NAPLAN data for students from the private sector schools (30% enrolment) ASMS administers the year 10 PAT to all year 10 students in August.)</i></p> <p>STAGE 2 SACE</p> <p>Student development plans will be evaluated at year 12 for those students who are not managing their workload and submission deadlines.</p> <p>% deadline compliance will be collected and monitored to establish base line data.</p>																								