

**2025-2027**

## **2025 School Improvement Plan for Youth Education Centre**

**RESPECT RESPONSIBILITY SUCCESS**





### **Vision Statement:**

At Youth Education Centre, we provide positive, empowering learning experiences that respond to the needs of every student and maximise their life opportunities in and beyond their schooling education.

Youth Education Centre Values are: Respect, Responsibility and Success

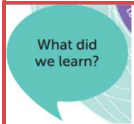
# Youth Education Centre Area of Impact (School)

	<p><b>2025</b> <b>Area of Impact Focus:</b> <b>Wellbeing/Learner Agency/Effective learners</b></p> <ul style="list-style-type: none"> <li>• <b>YEC staff, students and partners in our educational context will train in and develop understandings of Choice Theory and Reality Therapy.</b></li> </ul>	<p><b>As we develop our Choice Theory and Reality Theory based therapeutic counselling strategies, we will be able to support learners to...</b></p> <ol style="list-style-type: none"> <li>1. Feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.</li> <li>2. have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.</li> <li>3. have the mental capability to engage actively in learning and feel stretched and challenged</li> <li>4. understand and manage their behaviour and reactions to their environment.</li> </ol>	<p><b>Training Dates:</b> <b>6<sup>th</sup> and 7<sup>th</sup> March</b> <b>5<sup>th</sup> and 6<sup>th</sup> June</b> <b>3<sup>rd</sup> and 4<sup>th</sup> September</b> <b>23<sup>rd</sup> and 24<sup>th</sup> October</b></p> <p><b>Alternate between sites</b></p>
	<p><b>2025-2027</b> <b>Areas of Impact:</b> <b>Effective learners/Equity and Excellence</b></p> <ul style="list-style-type: none"> <li>• <b>YEC will engage with the SA Curriculum within Maths, English and elective unit plans and increase their level of engagement towards full adoption.</b></li> <li>• <b>We will develop a consistent and accessible SACE approach that will support greater student engagement and achievement (Kilburn specific)</b></li> </ul>	<p><b>2025 to 2026 – Activate in context</b> Our school will engage with the SA Curriculum: Mathematics and English as our priority. We will continue to increase our level of engagement towards full adoption.</p> <p><b>2027- Full adoption in all subject areas</b> Our school will make the shift to using the SA Curriculum to design, teach, assess and report in all learning areas at all year levels</p> <p><b>2025 (Kilburn specific)</b> The Kilburn teaching staff will work to develop a uniform approach to SACE curriculum that is consistent in learning design and assessment expectations.</p>	<p><b>Leadership to support this through Curriculum meetings</b></p>

	<b>Goal 1: We will improve students' resilience and persistence (Wellbeing Area of Impact) and metacognition and self-regulation(Effective Learners)</b>		
	<b>Challenge of Practice: As we develop our Choice Theory and Reality Theory based therapeutic counselling strategies so that learners are able to:</b> <ol style="list-style-type: none"> <li>1. Feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.</li> <li>2. have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.</li> <li>3. have the mental capability to engage actively in learning and feel stretched and challenged</li> <li>4. understand and manage their behaviour and reactions to their environment.</li> </ol>		
	<b>What are we giving a go? Our Actions:</b>	<b>Responsibility &amp; Timeline</b>	<b>Resources/Implementation</b>
	<b>Action 1:</b> <p>All staff are developing a shared understanding of the Choice Theory and Reality Theory based model and counselling strategies.</p> <p>This will include the development of a shared catalogue/resource of questioning prompts to support students in their preferred decision making approach.</p> <b>Action 2:</b> <p>All staff are trialling, implementing and reviewing the shared strategies in the classroom. These are evidenced by students engaging with their preferred decision making approach (refer to progress indicators below).</p>	<b>All staff/shared responsibility – Ben, Amy</b>  <b>KT – June, Kilburn – October</b>   <b>From October - ongoing</b>	<b>Wellbeing Team Meetings</b> – planning, reviewing and identifying resources needed as required. Leaders reviewing and adjusting plans based on staff feedback.  Professional Development sessions:  <b>6<sup>th</sup> and 7<sup>th</sup> March (KT)</b> <b>5<sup>th</sup> and 6<sup>th</sup> June (KT)</b> <b>3<sup>rd</sup> and 4<sup>th</sup> September (Kilburn)</b> <b>23<sup>rd</sup> and 24<sup>th</sup> October (Kilburn)</b>
	<b>How we will know if we have made a difference? (Progress Measures)</b>  When learners ... <ol style="list-style-type: none"> <li>1. Feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.</li> <li>2. have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.</li> </ol>	<b>Data Collection options (tba)</b>  Samples of student interviews/feedback (tbc) Surveys (tbc) Staff feedback (tbc)	

3. have the mental capability to engage actively in learning and feel stretched and challenged		
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<div>Where do we want to get to?</div> <b>Goal 2: We will develop knowledge, skills, competencies and capabilities (Equity and Excellence) and meaning making (Effective Learners)</b>		
<div>How might we get there?</div> <b>Challenge of Practice:</b> <b>By developing consistent, shared approaches to teaching the SA curriculum and SACE we will be able to support students to:</b> <b>1. Develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest</b> <b>2. Build on cultural identity and pride, and develop the knowledge, skills, confidence and resilience needed to achieve their goals and thrive in society</b> <b>3. Access and fully participate in learning experiences, regardless of social, cultural, community and family background</b>		
<div>Give it a go</div> <b>What are we giving a go? Our Actions:</b>	<b>Responsibility &amp; Timeline</b>	<b>Resources/Implementation</b>
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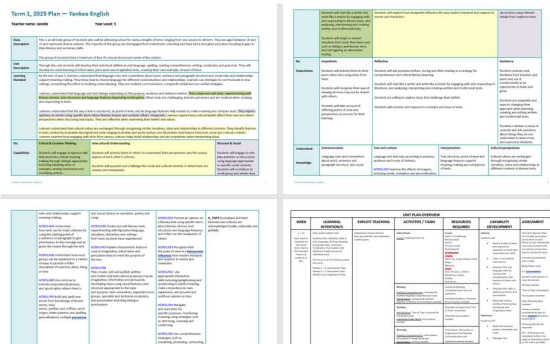
<p><b>Action 3:</b></p> <ul style="list-style-type: none"> <li>Adopt a whole site approach to reading fluency intervention at a classroom level across the curriculum, we will see an increase in student reading stamina.</li> </ul>		
<div data-bbox="88 365 220 487">  <p>What did we learn?</p> </div> <p><b>How we will know if we have made a difference? (Progress Measures)</b></p> <p>When learners ...</p> <ol style="list-style-type: none"> <li>1. Develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest</li> <li>2. Build on cultural identity and pride, and develop the knowledge, skills, confidence and resilience needed to achieve their goals and thrive in society</li> <li>3. Access and fully participate in learning experiences, regardless of social, cultural, community and family background</li> </ol>	<p>Data Collection options</p> <p><b>Action 1</b></p> <ul style="list-style-type: none"> <li>Collaboratively designed guiding documents, plans and assessment processes to support students learning achievement</li> <li>A to E achievement in Maths &amp; English</li> </ul> <p><b>Action 2</b></p> <p><b>Action 3</b></p> <ul style="list-style-type: none"> <li>Fluency data using the DIBELS suite of assessments as a premeasurement of student's rate and accuracy of reading</li> <li>DIBELS suite of assessments as a post measurement of student's rate and accuracy of reading</li> <li>MacqLit Data of students receiving intervention</li> </ul>	<p>Professional Development session to be led by Vikki in week 0 around the implementation of the fluency intervention program</p> <p>Pre-assessment data to be obtained from all students. KT-this is done on arrival by assessor. Kilburn- collected in week 1, term 1 by teachers</p> <p>English teachers will implement fluency intervention during English lessons</p> <p>Post-tests will occur at 6 months and 12 months at Kilburn and for long term students at KT.</p>



## Attending to the Challenge of Practice Actions:

### Goal 2: We will develop knowledge, skills, competencies and capabilities (Equity and Excellence) and meaning making (Effective Learners)

**COP2, Action 1:** Effective Learners- YEC will engage with the SA Curriculum within Maths, English and elective unit plans and increase their level of engagement towards full adoption.

Date of Action:	How did we attend to our improvement area? What did we learn? What are our next steps?...	How will we measure our improvement? Who leads the collation of agreed measure?
Term 1	<p>Staff at KT have trialled with adapting the SA curriculum to their curriculum planning in term 1. The goal was for staff to experiment with the features of the SA curriculum and apply them to rich context appropriate learning approaches.</p> <p>Staff received feedback on their plans to incorporate in their next terms planning</p>  <p><b>Next steps...</b> -All staff across YEC (KT and Flexi) to be engaging with the SA curriculum for their planning</p>	<p>Staff feedback on navigating and using the SA curriculum document</p> <p>Staff understanding of the curriculum and using it in their planning</p>
Term 2	<p><b>All staff across YEC required to use the SA curriculum for their planning.</b></p> <p>Staff had the opportunity to give feedback on using the SA curriculum (Enjoyed using it, easy to follow, simple layout) Individual feedback given and whole group feedback given to staff during staff meeting- suggestions to improve their planning for next time.</p>	Outcome of observations

**Year 7**

**Learning Standard**

By the end of year 7, learners develop confidence in their ability to manipulate and further develop mathematical concepts. Learners show how concepts are identified and how they influence a range of mathematical problems. They use mathematical reasoning and problem-solving skills to work independently and collaboratively to solve problems. They use mathematical reasoning and problem-solving skills to work independently and collaboratively to solve problems. They use mathematical reasoning and problem-solving skills to work independently and collaboratively to solve problems.

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**Dispositions**

**Confidence**

**Reasoning**

**Problem Solving**

**Knowledge**

**PD during staff meeting:** Staff to acknowledge and understand the different language within the curriculum (eg. dispositions). What are dispositions? How are these or could these be developed within the classroom?

**TASK**

- Choose a task that you are doing as part of your unit of work
- Which one of your dispositions can you develop during this activity and how?

**THINK, PAIR, SHARE**

**TASK**


Write a learning intention for this lesson or activity that supports the development of your chosen disposition


**What are our next steps?**

- Continue to build on our unit plans each term, taking on the feedback presented- Find ways to make it better each time.
- Option of building learning intentions around the dispositions and capabilities
- Leadership to undertake observations with the focus on lessons aligning as best as possible to unit plans

**COP2, Action 2:** Staff are adapting the SA curriculum to their curriculum planning in term 1 in Mathematics. Implement evidence based worded problem pedagogy (Worded problem-solving using **schemas**) Weave maths concepts into elective subjects with a focus on worded problems.

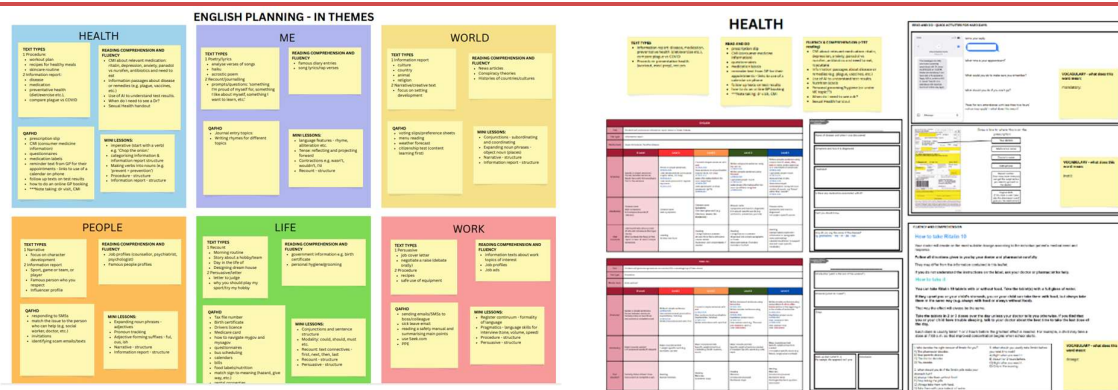
Date of Action:	How did we attend to our improvement area? What did we learn? What are our next steps?...	How will we measure our improvement? Who leads the collation of agreed measure?
Term 2	<b>What are our next steps?</b> <ul style="list-style-type: none"> <li>Term 3 we will start a 3 week sprint with a chosen theme. At the end of the trial we will gather feedback from both staff and students around what did and didn't work and areas for improvement.</li> <li>Staff will become more confident in developing and sharing their own resources</li> </ul>	


COP2, Action 3: Adopt a whole site approach to reading fluency intervention at a classroom level across the curriculum, we will see an increase in student reading stamina.																																																									
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Term 2	<p>The English Curriculum team at KT have been working with Vikki and Meg (speech pathologists) to develop an overview of an English curriculum that will best cater for the needs of our students</p> <p><b>Step 1-</b> The Literacy Progressions overview was simplified- focussed in on grammar, vocabulary and the different text type structures for Recount, Procedure, Persuasive and Information. Each text type had an associated target rubric and resources</p> <div><div> <b>LITERACY PROGRESSIONS – DRAFT #2 MAY 2025</b></div><table><tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th></tr><tr><td><b>Sentence structure</b></td><td>Writes in simple sentences Uses sentence-level punctuation (capital letter, full stop) <i>ACCE1.1, ACCE1.2</i></td><td>Connects simple sentences with and uses sentence-level punctuation (capital letter, full stop) <i>ACCE2.1, ACCE2.2</i></td><td>Writes compound sentences using but and so Writes complex sentences using because Capitalises proper nouns <i>ACCE3.1, ACCE3.2</i></td><td>Writes complex sentences using conjunctions (where, after, before) either at the beginning or in the middle of sentences Capitalises proper nouns <i>ACCE4.1, ACCE4.2</i></td></tr><tr><td><b>Recount</b> Focus: verbs – past tense</td><td>Recounts using simple past tense consistently Uses verb + was</td><td>Uses irregular past tense Uses continuous past tense (e.g. I was swimming) <i>ACCE2.3, ACCE2.4</i></td><td>Uses irregular past tense Uses continuous past tense Uses adverb phrases to describe how something happened (with, by, for) <i>ACCE3.3, ACCE3.4</i></td><td>Connects two verb phrases in past tense w/ negative Considers how something happened including perspective (according to, from, after) <i>ACCE4.3, ACCE4.4</i></td></tr><tr><td><b>Procedure</b> Focus: verbs – present</td><td>States instructions with verb first <i>ACCE1.3</i></td><td>Writes instructions with verb first <i>ACCE2.5</i></td><td>Writes instructions with verb first Heard to (verb) <i>ACCE3.5</i></td><td>Uses passive voice (verb + is/are) Uses imperative <i>ACCE4.5</i></td></tr><tr><td><b>Persuasive</b> Focus: verbs – modality</td><td>Uses 'I' statements when expressing opinion</td><td>Can link modal verbs to intensity (can, will, might, should, would)</td><td>Uses imperatives of verb, can't, won't, should, wouldn't (if)</td><td>Begins to use modal connectives (however, until) <i>ACCE4.6</i></td></tr><tr><td><b>Information report</b> Focus: nouns</td><td>States facts with the noun/topic first in the sentence</td><td>Uses some phrases to replace key nouns</td><td>Adds simple information before the noun (adjective) Uses specific phrases to show possession (it's, his, her, theirs) <i>ACCE3.6, ACCE3.7</i></td><td>Adds simple information after the noun (qualifier) using 'that' <i>ACCE4.6</i></td></tr><tr><td colspan="5"><b>*Note: vocabulary targets will change depending on the topic. 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<p><b>Step 2-</b> Through feedback from staff, the English theme document was created. Each theme will run for the 3-4 weeks to align with our current maths overview. Each theme includes 2 text types run over the semester with associated reading and comprehension tasks, mini lessons, ‘tool box’ activities and scaffolds.</p>																																																									


**LITERACY TARGETS - INFORMATION REPORT WRITING**

ENGLISH					
Task	Students will produce an information report about an animal of choice.				
Task type	Information report				
Strategic focus	Genre/rhetoric				
	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grammar</b>	Writes in simple sentences. Places nouns between sentences. Places facts with the noun/topic first in the sentence. <i>ACCE1.1, ACCE1.2</i>	Writes in simple sentences. Uses sentence-level punctuation (capital letter, full stop). Uses some phrases to replace key nouns. <i>ACCE2.1, ACCE2.2</i>	Connects simple sentences with and so. Uses sentence-level punctuation (conjunction, after, before). Adds information before the noun (adjective). Uses some phrases to show possession (it's, his, her, theirs). <i>ACCE3.1, ACCE3.2</i>	Writes compound sentences using but and so. Writes complex sentences using because. Capitalises proper nouns. <i>ACCE4.1, ACCE4.2</i>	Writes complex sentences using conjunctions (where, after, before) either at the beginning or in the middle of sentences. Capitalises proper nouns. Uses possessive pronouns (it's, his, her, theirs). <i>ACCE5.1, ACCE5.2</i>
<b>Vocabulary</b>	Animal name. Habitat name (e.g. desert, swamp). Category of animal (e.g. mammal, reptile, amphibian, bird).	Animal name. Habitat name. Category of animal (e.g. mammal, reptile, amphibian, bird).	Animal name. Habitat name. Category of animal (e.g. mammal, reptile, amphibian, bird).	Animal name. Habitat name. Category of animal (e.g. mammal, reptile, amphibian, bird).	Animal name. Habitat name. Category of animal (e.g. mammal, reptile, amphibian, bird).
<b>Text structure</b>	Plans and talks about a topic of interest. When finished, the focus of the report is clear. At least 2 simple sentences.	Planning. At least two facts.	Planning. Complete two sentences. At least three facts with some simple details. Repetition with simple labels if needed.	Planning. Complete two sentences. At least three facts with some simple details. Repetition with simple labels if needed.	Planning. Complete two sentences. At least three facts with some simple details. Repetition with simple labels if needed.





English themes and tasks - draft

	Health	Me	World
Term 1	<b>Procedure</b> <ul style="list-style-type: none"> <li>• Workout plan</li> <li>• Recipes for meal prep</li> <li>• Skincare routine</li> <li>• Daily routine</li> </ul>	<b>Poetry/lyrics</b> <ul style="list-style-type: none"> <li>• Analysis of verse of song</li> <li>• Haiku/acrostic poems</li> <li>• Verses/lyrics</li> </ul>	<b>Information report</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Country</li> <li>• Animal</li> <li>• Religion</li> </ul>
Term 2	<b>People</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Focus on character development</li> </ul>	<b>Life</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Morning routine/GRWM</li> <li>• Day in the life of</li> <li>• Designing dream house</li> </ul>	<b>Work</b> <ul style="list-style-type: none"> <li>• Persuasive</li> <li>• Job cover letter</li> <li>• Negotiate a raise (oral debate)</li> </ul>
Term 3	<b>Health</b> <ul style="list-style-type: none"> <li>• Information report</li> <li>• Disease</li> <li>• Medication</li> <li>• Journaling with prompts</li> <li>• Preventative health</li> <li>• Comparison e.g. plague v COVID</li> </ul>	<b>Me</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Journaling with prompts</li> </ul>	<b>World</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Focus on setting development</li> </ul>
Term 4	<b>People</b> <ul style="list-style-type: none"> <li>• Information report</li> <li>• Sport, team, or player</li> <li>• Famous person who you respect</li> <li>• Influencer profile</li> </ul>	<b>Life</b> <ul style="list-style-type: none"> <li>• Persuasive</li> <li>• Letter to judge</li> <li>• Why you should/shouldn't try a sport/hobby</li> </ul>	<b>Work</b> <ul style="list-style-type: none"> <li>• Procedure</li> <li>• Recipes</li> <li>• Safe use of equipment</li> </ul>

We are in a trial period for the remainder of this term

Staff are seeking input from students around themes and content and sending ideas through to Vikki and Meg

Staff are trialling the toolbox activities in class to feedback at curriculum meetings

### What are our next steps?

- Term 3 we will start a 3 week sprint with a chosen theme. At the end of the trial we will gather feedback from both staff and students around what did and didn't work and areas for improvement.
- Staff will become more confident in developing and sharing their own resources

Youth Education Centre Improvement Area:		
Date of Action:	How did we attend to our improvement area? What did we learn? What are our next steps?...	How will we measure our improvement? Who leads the collation of agreed measure?