# Cowandilla Primary School 2016 Site Improvement Plan: Maths

<table>
<thead>
<tr>
<th>Goals</th>
<th>Leaders will...</th>
<th>Teachers will....</th>
<th>Student targets</th>
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<tbody>
<tr>
<td>Improve student and family engagement in maths</td>
<td>Monitor student goal setting</td>
<td>Set maths goals with students. Share goals with parents and carers</td>
<td>Students work with teachers and families to reach their goals in mathematics</td>
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<td>Maintain an effective maths intervention program</td>
<td>Work with SSOs and Lisa Jane to maintain our intervention program</td>
<td>Use the testing data to guide their maths program. Seek feedback from the intervention SSO to modify classroom teaching program</td>
<td>Students involved in the intervention program improve their scores on the George Booker maths tests</td>
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<td>Improve pedagogy in maths</td>
<td>Use the “8 effective practices that develop numeracy to guide PD and feedback to teachers</td>
<td>Work in teams and with Maths consultant to implement 2 of the 8 effective practices.</td>
<td>Students report that they are being stretched in maths</td>
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<td>Increased numbers of students achieving in the higher bands in NAPLAN numeracy.</td>
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<td>Lift the mean score for year 3 numeracy above 400.</td>
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<td>Increase the percentage of year 7 students showing upper level growth from 45% to 48%</td>
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## Cowandilla Primary School 2016 Site Improvement Plan: English

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| **Effective teaching practices** | • Coordinate visits from Scaffolding Consultant  
• Support consolidation of learning via planning, team teaching, observation, feedback and resources  
• Support consolidation of pedagogies based on the Scaffolding and the ESL Teaching and learning cycle | • Participate in negotiated observation and feedback sessions with colleagues and/or Scaffolding Consultant to improve, monitor and reflect on practice  
• Share processes and reflections from this practice  
• Access PD in line with theory underpinning a whole school approach to literacy | • Students experience consistency of practice (underpinned by consistent theory) across the site  
• Students are engaged and participate in learning activities which are aligned with Australian Curriculum: English and/or the NAP Curriculum |
| **Professional Learning** | • Provide access to Professional Learning opportunities to support development of SFL knowledge through:  
- ALPAA introduction to Scaffolding Course  
- How Language Works Course  
- Workshops lead by Dr. Peter White (University NSW), David Caldwell (UniSA)  
* Participate in PD with staff | • Participate in Professional Learning opportunities offered by colleagues and experts  
• Apply new learning and knowledge to classroom programs | • Students are involved in the explicit teaching of language and literacy in a consistent way, across the site  
• 80% of students improve by at least 1 Literacy Level over the year  
• NAP students improve by between 2-4 levels |
| • Consolidate implementation of consistent spelling / word study practices across the site | • Provide direction and guidance to teachers based on research, feedback and information from other sites | • Develop and implement spelling / word study programs and activities appropriate to students’ spelling developmental stage  
• Explicitly teach spelling / word study knowledge and strategies | • Students are involved in spelling / word study activities appropriate to their current spelling developmental stage  
• Effective practices are identified and documented  
• At least 45% of students reach the upper 2 Proficiency bands in NAPLAN Spelling |
<p>| • Continue to embed consistent spelling / word study strategies appropriate to the level of the learner | | | |</p>
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| **Student Learning** | Students will:  
  • Experience challenging engagement with technologies which support their learning across the curriculum  
  • Learn to use ICT effectively and appropriately to access, create, and communicate information and ideas, solve problems and work collaboratively (AC)  
  • Use digital technologies safely and responsibly  
  • Develop skills in:  
    ▪ using computational thinking  
    ▪ using information systems to examine and represent data  
    ▪ working with digital systems | Leaders will:  
  • Support staff and students to use digital technologies  
  • Communicate effectively using technologies e.g. email, online calendars, social networks  
  • Support staff with planning and implementation of the AC: Digital Technologies, and the ICT General Capability  
  • Consult with staff to assess needs and plan for appropriate professional learning  
  • Model the purposeful use of technologies in education to enhance learning  
  • Engage staff in professional learning, including the sharing of good practice, to improve ICT skills, and develop pedagogies for teaching with Digital Technologies  
  • Manage access to suitable digital resources, including applications and online resources  
  • Work with technical support staff to plan for, budget, and facilitate the ongoing development of ICT infrastructure, to support learning programs  
  • Inform staff about DECD IT Policies and Guidelines, and oversee implementation of these across the site | Teachers will:  
  • Use ICT purposefully to expand the learning experiences of students  
  • Provide opportunities for students to use ICT to investigate, create, communicate, and apply ICT knowledge and skills, to develop the ICT General Capability across subject areas  
  • Use online tools (e.g. Edmodo) for supporting class learning activities and encouraging “out of school” learning and communication  
  • Use ICTs to differentiate learning to cater for needs of all students  
  • Introduce the AC: Digital Technologies subject in class learning programs  
  • Teach the meta language used in the AC: Digital Technologies  
  • Explicitly teach skills in computational thinking, using information systems and working with digital systems  
  • Collect data and digital work samples to help record student progress  
  • Lead by example, promoting cyber safety and active, responsible digital citizenship  
  • Engage in Professional Learning  
  • Improve, collaborate, and share effective practice | Students will:  
  • Investigate, create and communicate using ICT  
  • Develop skills in using, managing, and operating ICT  
  • Show understanding of cyber safety and ethical use of technologies  
  • Demonstrate knowledge and understanding of digital systems and processes  
  • Collect and use data to represent information  
  • Use technology across the curriculum, with a focus on computational thinking  
  • Work collaboratively with others using digital technologies to achieve common goals  
  
Use technologies in their everyday learning:  
  • Mobile technologies (1:1 iPad program from year 4/5 to year 6/7; shared iPads in year 3/4, Early Years, and IELC classes)  
  • Interactive Whiteboard or Interactive Panel technology in classrooms, as a tool for teaching and learning.  
  • Desktop computers in Resource Centre and classes  
  • Use a range of other devices such as cameras, phones, photocopiers |
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| **Community engagement**  
• Use ICT to enhance communication with families and the wider community.  
• Provide information to families about cyber safety and our use of technologies in education. | • Communicate information with parents through use of the school newsletter, email, the school website and the school Facebook Page  
• Run parent information sessions and workshops (Including CALD meetings with interpreters) to share our use of iPads in education, with an emphasis on learning outcomes and cyber safety | • Teachers use email, class newsletters and/or online tools such as Edmodo, to communicate with parents and caregivers  
• Share with parents, caregivers and the wider community, examples of student work that demonstrate purposeful use of ICT in learning | • Use ICT to enhance communication with families and the wider community.  
• Begin to use ICT to communicate with family, friends and the wider community |
## Cowandilla Primary School 2016 Site Improvement Plan: Student Wellbeing and Attendance

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<tr>
<th>Aims</th>
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| **To review and maintain consistent and accountable approaches to behaviour management** | - Induct new staff to School Behaviour Code and Behaviour Management policy and associated processes re behaviour management  
- Inform parents about the behaviour management process through the Behaviour Management policy  
- Regularly review these documents  
- Provide Staff Meeting time to discuss and reflect on behaviour management processes | - Use Restorative Practice and Mindset framework when supporting student behaviour  
- Use consistent language and behaviour management processes across the site  
- Be explicit when working through issues with students about the RP process | - Learn to take responsibility for their behaviour  
- Improve behaviour outcomes  
- Have increased capacity to understand and be able to solve their own problems | - Reduce behaviour incidents of violence and threatening the good order of the school by 10% |
| **To optimise student wellbeing** | - Regular Student Review Group meetings to identify, discuss, monitor and plan referral pathways for students at risk  
- Continue to implement excel spreadsheet as a way of identifying students at risk  
- Referring parents to external agencies for additional support as required (CAMHS, private psychologists, Anglicare, ARA, CLOs etc) | - Teach students about mindset and provide strategies to encourage the development of a growth mindset  
- Explicitly teach Social skills with a focus on cooperation, dealing with disappointment, following instructions, identifying feelings, empathy and responding to others  
- Refer students to Student Review team if achievement, behaviour or home circumstances are of concern  
- Refer parents to School Counsellor if alerted to family situations that require support from external agencies | - know their wellbeing is an area of interest to school staff  
- be able to access support from community agencies for home issues  
- be supported by staff with an understanding and awareness of current issues relating to their wellbeing  
- will feel safe in learning environments that acknowledge, value and implement equitable teaching practices | - all classes to proactively teach social skills and mindset |
| Students at risk due to poor attendance are supported | - Liaise closely with the Attendance Officer and other Regional Coordinators who may be able to assist in improving the student’s attendance.  
- Cowandilla Attendance Plan is updated and put into practice.  
- Maintain weekly attendance trophy and most improved certificate  
- Letters home and follow up phone calls to ongoing lateness and unexplained absences  
- Promotion of the advantages of positive attendance in the newsletter | - Staff will work with students and their families to improve attendance  
- Regular home contact is maintained with families at risk  
- Positive student success is communicated to parents | - Students will be expected to attend school on time  
- Students with ongoing absences will work with Counsellor to form an Attendance Plan looking at how to address absences and or lateness | - To meet DECD attendance target of 94%  
- Students who are identified at risk by the end of the year have a reduction in absences and lateness |