

Cowandilla Primary School 2016 Site Improvement Plan: Maths

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

Cowandilla Primary School 2016 Site Improvement Plan: English

Goals	Leaders will...	Teachers will....	Student targets
<p><u>Effective teaching practices</u></p> <ul style="list-style-type: none"> • Maintain rigour in pedagogy implementation to strengthen and enhance a whole school approach to literacy • Enhance knowledge of pedagogy and practice through supported work with Scaffolding Consultant 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Further build and develop knowledge of Systemic Functional Linguistics 	<ul style="list-style-type: none"> • Provide access to Professional Learning opportunities to support development of SFL knowledge through: <ul style="list-style-type: none"> -ALPAA <i>introduction to Scaffolding Course</i> -<i>How Language Works Course</i> -<i>Workshops lead by Dr. Peter White (University NSW), David Caldwell (UniSA)</i> * Participate in PD with staff 	<ul style="list-style-type: none"> • Participate in Professional Learning opportunities offered by colleagues and experts • Apply new learning and knowledge to classroom programs 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Consolidate implementation of consistent spelling / word study practices across the site • Continue to embed consistent spelling / word study strategies appropriate to the level of the learner 	<ul style="list-style-type: none"> • Provide direction and guidance to teachers based on research, feedback and information from other sites 	<ul style="list-style-type: none"> • Develop and implement spelling / word study programs and activities appropriate to students' spelling developmental stage • Explicitly teach spelling / word study knowledge and strategies 	<ul style="list-style-type: none"> • 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

Cowandilla Primary School 2016 Site Improvement Plan: Learning with Digital Technologies (Updated 27/3/16)

Focus	Leaders will...	Teachers will....	Students will...
<p>Student Learning Students will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ using computational thinking ▪ using information systems to examine and represent data ▪ working with digital systems <p>Effective teaching Teachers will:</p> <ul style="list-style-type: none"> • Use a range of technologies to consolidate and extend student learning • Model safe and ethical use of digital technologies • Begin to implement the Australian Curriculum: Digital Technologies, into classroom learning programs during 2016 • Use digital technologies for professional learning 	<p>Leaders will:</p> <ul style="list-style-type: none"> • 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 	<p>Teachers will:</p> <ul style="list-style-type: none"> • 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 	<p>Students will:</p> <ul style="list-style-type: none"> • 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 <p>Use technologies in their everyday learning:</p> <ul style="list-style-type: none"> • 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

Focus	Leaders will...	Teachers will...	Students will...
<p>Community engagement</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Aims	Leadership will:	Teachers will:	Students will:	Targets
<p>To review and maintain consistent and accountable approaches to behaviour management</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Learn to take responsibility for their behaviour - Improve behaviour outcomes - Have increased capacity to understand and be able to solve their own problems 	<ul style="list-style-type: none"> - Reduce behaviour incidents of violence and threatening the good order of the school by 10%
<p>To optimise student wellbeing</p>	<ul style="list-style-type: none"> - Regular Student Review Group meetings to identify, discuss, monitor and plan referral pathways for students at risk - Continue to implement excel spread sheet 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) 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - all classes to proactively teach social skills and mindset

		<ul style="list-style-type: none"> - Implement strategies regarded as best practice in regards to current topics and areas of need (eg trauma, working with students from disadvantaged backgrounds etc) 		
<p>Students at risk due to poor attendance are supported</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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