

Cowandilla Primary School Site Learning Plan 2017 Site Improvement Priority – Maths (as Part of STEM Focus)

	Leaders will...	Teachers will....	Student targets...
<p>Improve student and family engagement in maths</p> <p>Maintain an effective maths intervention program</p>	<p>Monitor student goal setting</p> <p>Determine the priorities based on maths test data. Provide PD for all SSOs in order to build their capacity to tutor essential understandings, particularly in number</p>	<p>Set maths goals with students and/or parents. Share goals with parents and carers</p> <p>Use the testing data to guide their maths program Seek feedback from the intervention SSO to modify classroom teaching program</p> <p>Follow Maths Consultant teaching sequence in number and calculation</p>	<p>Students work with school staff and families to reach their goals in mathematics</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>Support the Thinking Maths project Support Partnership’s moderation day processes</p>	<p>Work in teams and with Maths Consultant to implement 2 of the 8 effective practices.</p> <p>Teachers of the yrs 5-7 learn and share practice from the Thinking Maths project. Work closely with Underdale High School’s maths coordinator and teachers</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. Increase the % of students improving on test scores (teacher devised, NAPLN growth data, Pat Maths)</p> <p>Try to maintain the upper level of yr 7 growth in numeracy (47% in 2016!!)</p>
<p>Build and share a consistent explicit language for mathematics</p>	<p>Provide PD to enable staff to learn the necessary mathematical terms</p>	<p>Teachers model the use of mathematical language</p>	<p>Students talk like mathematicians and use the appropriate maths language when solving problems</p>

Cowandilla Primary School Site Learning Plan 2017 Site Improvement Priority – Literacy

	Leaders will:	Teachers will:	Student targets:
<p><u>Effective teaching practices</u></p> <ul style="list-style-type: none"> • Maintain rigour in Literacy pedagogy (<i>Scaffolded and ESL Teaching & Learning cycle</i>) implementation to strengthen and enhance a whole school approach • 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 (Vygotsky, Bruner, Bernstein) upon which the <i>Scaffolding and the ESL Teaching and Learning cycle</i> are based 	<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 • Explicitly teach the language of language to develop a shared metalanguage • 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 develop and use a common metalanguage • 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"> • Deepen knowledge of educational theory and practice through participation in “<i>Scaffolding language and literacy for STEM in disadvantaged contexts</i>” project 	<ul style="list-style-type: none"> • Provide professional development sessions for all staff to be facilitated by Literacy Consultant • Participate in PD with staff • Provide access to reading and resources to facilitate follow up learning • Promote the project within the Partnership 	<ul style="list-style-type: none"> • Participate and actively engage in Professional Learning opportunities offered by colleagues and experts • Consider and reflect on new learning theories • Adapt and apply new learning (processes and language) to classroom programs, through changes in language in order to negotiate handover of knowledge 	<ul style="list-style-type: none"> • PETA researchers will share evidence of student learning in Science

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<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 continue to support knowledge of SFL through: <ul style="list-style-type: none"> -ALPAA-<i>Introduction to Scaffolding Course</i> -TIENA-<i>Teaching Intensive English to New Arrivals</i> -<i>How Language Works Course</i> -<i>Literacy for Learning</i> 	<ul style="list-style-type: none"> • Apply and use Systemic Functional Linguistics in their classroom programs • Use the Literacy Levels to track students' growth and set goals for student learning 	<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
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Cowandilla Primary School 2017 Site Improvement Plan: Learning with Digital Technologies (DT) (Updated 15/2/17)

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 digital technologies (DT) effectively and appropriately to access, create, and communicate information and ideas, solve problems and work collaboratively • 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 • Include the Australian Curriculum: Digital Technologies subject, as part of class learning programs • 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 digital technologies purposefully to expand the learning experiences of students • Provide opportunities for students to investigate, create, communicate, and apply 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 digital technologies to differentiate learning to cater for needs of all students • Plan for, and teach the AC: Digital Technologies subject as part of class learning programs • Explicitly teach skills in computational thinking; using information systems; and working with digital systems • Teach the meta language used in the AC: Digital Technologies • 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 digital technologies • Develop skills in using, managing, and operating digital technologies • Show understanding of cybersafety 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 3/4 to year 6/7; shared iPads in 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, photocopiers)

Cowandilla Primary School 2017 Site Improvement Plan: Learning with Digital Technologies (DT) (Updated 15/2/17)

Focus	Leaders will...	Teachers will...	Students will...
<p>Community engagement</p> <ul style="list-style-type: none"> • Use digital technologies to enhance communication with families and the wider community. • Provide information to families about cybersafety 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 digital technologies in education, with an emphasis on learning outcomes and cybersafety 	<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 digital technologies in learning 	<ul style="list-style-type: none"> • Use digital technologies to enhance communication with families and the wider community

Cowandilla Primary School Site Learning Plan 2017 Site Improvement Priority – Student Wellbeing

	Leadership will:	Teachers will:	Students will:	Targets
<p>To maintain consistent and accountable approaches to behaviour management and student wellbeing</p>	<ul style="list-style-type: none"> • Review the Student Behaviour Code • Provide Staff Meeting time to discuss and reflect on current behaviour management processes • Regular site based Student Review Group meetings to identify, discuss, monitor and plan referral pathways for students at risk • Referring parents to external agencies for additional support as required (CAMHS, private psychologists, Anglicare, ARA, etc) • Act on bullying survey results 	<ul style="list-style-type: none"> • Use Restorative Practice (RP) 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 • Implement the Bullying audit years 3–7 • Refer students to Student Review team if achievement, behaviour or home circumstances are of concern 	<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 or seek assistance with their problems/issues • Know their wellbeing is an area of interest to school staff 	<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 through an inclusive whole school approach</p>	<ul style="list-style-type: none"> • Ensure all staff have access to the Whole School Plan • Ensure staff have access to the resources to implement the plan • Provide opportunities for staff to discuss and review how the approach is going • Seek staff input in modifying student outcomes when and if necessary 	<ul style="list-style-type: none"> • Implement the plan with their classes and be part of discussions reviewing and modifying the approach. • Teach students about mindset and provide strategies to encourage the development of a growth mindset • Explicitly teach social skills with a focus on the school values <i>Respect and Responsibility</i> in relation to the plan 	<ul style="list-style-type: none"> • Be explicitly taught the school values <i>Respect and Responsibility</i> and what it means to have a Growth Mindset • Students will be provided with opportunity to practice and model the school values. Feedback will be provided when necessary. 	<ul style="list-style-type: none"> • Feedback from staff, students and parents