### COWELL AREA SCHOOL SITE IMPROVEMENT PLAN 2009 -2010

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<th>2009 Priorities</th>
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| Reforming Senior Secondary Pathways and Transitions | Principal and leadership undertake active, hands-on roles, & model best practice.  
Operation Plans are public and owned. Accountability is explicit.  
Reviewing current practice.  
Training and Development in new SACE for middle school/ secondary staff  
Reconstructing the curriculum to reconnect with VET facilities in the school and local community | Teachers will have developed and shared detailed, differentiated programs and plans.  
Curriculum documentation is provided to maintain rigour in line with SACE Assessment Plans.  
Teaching methodologies and assessment tasks are modified to meet individual needs.  
Quality curriculum delivery is the primary strategy to support learning behaviour.  
Data informs PD planning.  
Teacher accountability linked to professional learning.  
All staff will have plans approved via moderation  
Course documentation in local programs is written and available.  
Data is collected and collated to inform PD.  
Employed 0.4 staff to manage a research project in delivery of Aquaculture, Geography and Mining and Marine Studies  
Intensive interaction with Oyster Growers and Industry.  
Interaction with Flinders Uni, SARDI as critical friends | Students are engaged and connected to subject offerings  
Students in Year 10 access some Stage One subjects  
Attendance of Independent students is improved by 5%  
Enter into Pathways to Work or University Entrance are increased by 5%  
Students have access to a wider variety of post school options through stronger career exploration and work experience  
Higher levels of senior school students engaged in Marine Science, Aquaculture and Geography and Mining. |
| Improving Learner Well being Inclusion and Intervention | Rigorous intervention, support and case management  
Baseline data is gathered and ongoing data collection and analysis regularly monitors progress and improvement.  
Targeted use of data internal and external.  
Whole school collective ownership of success for every student  
Processes in place to identify and support students at risk.  
Use of data and evidence to monitor effectiveness of interventions is ongoing.  
Employing guidance officer to screen identified students of concern  
In-service of staff and SSOs in “Safe, Orderly Productive Classrooms”  
Whole School Program in Anti-bullying and cyber-bullying  
Employed and trained extra SSOs for classroom support | Structures, processes and protocols will have been developed to support a strong teaming culture.  
Peer observation and mentoring embedded.  
Teams collaborate to analyse data and monitor improvement  
Access to outside agencies and discussions with parents inform intervention strategies and ongoing programs  
All staff program using SACSA and record achievement on SAS  
Student free days used to run “Safe Orderly and Productive Classrooms”  
Focus on looking at teacher behaviour and its impact on students | All students at Cowell are able to access the curriculum in a relevant and significant way with appropriate scaffolding to support their learning outcomes.  
Case Management has been provided  
Students at Risk are discussed in sub-school meetings as appropriate |  
| Continuing to raise standards in learner achievement especially in Literacy and Numeracy | Budgets ensure targeted provision of material and human resources  
Literacy and Numeracy funds support improved literacy/numeracy achievement  
Literacy/Numeracy learning is central to the teaching and learning in all areas of curriculum.  
Purpose, meaning and context drive | NapLan results are maintained and improved  
Rigorous teaching of literacy/numeracy across the curriculum is evident in all programming and planning across the school  
All staff acknowledge that Literacy and numeracy is everyone’s business.  
Time allocated to allow staff time to | Current levels of Literacy and Numeracy are improved especially in the transition to year 5. |
| literacy/Numeracy across the curriculum | record results and to discuss current best practice  
Performance Standards are used in new SACE |