

COWELL AREA SCHOOL SITE IMPROVEMENT PLAN - 2017

PRIORITY	TARGET	STRATEGIES	EVALUATION
<p>LITERACY WRITING Elements: (Vocabulary / Punctuation) Improve Vocabulary scale score in PAT test.</p> <p>“Vocab/punctuation” is the agreed focus for improving achievement in NAPLAN writing results.</p>	<p>85% of students show expected growth or higher in National PAT Vocabulary targets or NEP goals in Term 3, compared to 2016</p> <p>Eliminate the gap between our students’ scores and the National scores, in achieving 3 points in the vocab criteria of the NAPLAN ‘writing’ test</p> <p>Develop a Literacy Improvement Cycle</p>	<ul style="list-style-type: none"> • Increase student dialogue through whole school pedagogic shift focus on “Tell to Ask” (Socratic questioning) – support from Cathy Ford (SLLIP) - • Staff receive T&D in specific strategies to use to help teach and develop vocabulary • Word walls are used in classrooms and subject specific vocab is programmed and explicitly taught in all Learning Areas • All teachers receive T&D in how to use the Literacy continuum to inform their programming and planning across Learning Areas • Hold a Literacy Expo for parents in Term 3, focussing on expectations and strategies for helping students at all levels of schooling • Professional learning planned for staff in Writing – focus on vocab / grammar / punctuation (SPELD Day, 7 Steps to Writing Success) • Staff undertake a collaborative moderation process using writing samples from their learning area – working with Project Officers Learning Improvement and SLLIP 	<p>Learner Achievement Data PAT-G data</p> <p>NAPLAN School Summary Report ‘Writing’ data Student writing samples from across Learning areas</p> <p>Process data All classes have word walls related to the curriculum taught at the time</p> <p>100% of staff use the Literacy Continuum in their programme</p>

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Numeracy					85% of students show expected growth or higher in PAT Maths targets or NEP goals in Term 3, compared to 2015	Create an Action Plan based on: <i>Towards a profile for improving numeracy for all students, DECD</i> , to create Numeracy Improvement Cycle.	Learner Achievement Data PAT-M data 2016/17 Compare PAT by end Term 3 NAPLAN School Summary data			
Mathematics PAT 2015										
Year level	CAS Median	Diff	Expected growth					Complete "Staff Audit" of Numeracy attitudes. Compare to 2015 results.		
1	89							Complete "Student Audit" of Numeracy attitudes to establish a base line.	Data growth tables each term	
2	104	116.9	12.9	15				Close the gap between Cowell Area School students' median scores and the National median scores, in NAPLAN and PAT Maths	Perception Data Student/Staff/ Parent/Community Attitudes Surveys	
3	118	113.2	-4.8	14						
4	124	117.5	-6.5	6						Complete "Numeracy across the curriculum: Self Audit" to establish ongoing base line.
5	131	119.6	-11.4	7						Professional Development for all staff in proven Numeracy Improvement Strategies from <i>Leading Numeracy Improvement, DECD</i> .
6	134	130.1	-3.9	3						Information for parents through newsletter, Facebook, workshops.
7	135	129.5	-5.5	1						Teachers implement Numeracy Improvement Strategies, Tania Sweeney to support.
8	137	131.9	-5.1	2	Staff use PAT PRC to develop lessons to improve Numeracy outcomes.	Process Data 100% of Staff show Numeracy Continuum in their program				
9	138	137.2	-0.8	1	All teachers implement Literacy in Maths lessons, using books/stories/video etc at least once per term.	All students receiving their minimum entitlement in Numeracy instruction				
10	143			5	All teachers teach efficient mental strategies.					
Av			-5.4		All teachers teach using problematized situations along with direct instruction.					
Numeracy Across the Curriculum					Develop a Numeracy Improvement Cycle					

Priority	Target	Strategies	Evaluation
<p>WELLBEING</p>	<p>R-5: Reduce the number of JP students either developmentally at risk or vulnerable in social competence to less than 45% based on the AEDC</p> <p>Y6-12: Improve current levels of Y6-10 resilience (from Resilient Youth Survey April 2016) from 45% at good - excellent resilience to 55% at good-excellent resilience.</p> <p>Improve fulfilling pathway factors (educational engagement; social skills, positive identity & positive values) to 60% in abundant or moderate range for Y6-9s</p> <p>Improve attendance levels to at least 95% R-12</p> <p>Improve our consistency around the collection of student behaviour data</p>	<ul style="list-style-type: none"> Implement Skills streaming programme with JP students and identified groups of students Explicitly teach social skills R-5 and document this in programming Include a Pastoral Care time and structured Pastoral Care programmes into our weekly timetable R-5 Appoint a primary School Counsellor – assist in implementation of skills streaming & pastoral care programmes Utilise PCW - lunchtime activities, breakfast club, class support, support in class etc (whole school) Middle years students and staff to be part of the Building Resilience Project; develop an action plan with students and staff based on findings from Resilient Youth survey; implement the action plan Y7 students to be trained and implement the Play at Lunchtime (PAL) programme Include a Pastoral Care time and structured Pastoral Care programmes into our weekly timetable Y6-12 Y10-12 enlist services from outside – run study skill & Well being sessions for parents/carers and students Expand e-mentoring and Community mentoring programmes (Eyre Futures) Continue to promote attendance to parents through newsletter / emails/ skoolbag Acknowledge and celebrate high levels of individual and class attendance in newsletter, Facebook, assemblies Maintain regular contact with Attendance officer and follow up absences Communication with parents/carers regarding wellbeing (how/ where?) Review our current “Code of Responsible Behaviour” (2017) Implement use of Behaviour Report document across all year levels Develop/ implement a flow chart for behaviour processes (2017) Staff document behaviour issues and documentation collected on EDSAS or school data base 	<ul style="list-style-type: none"> Collect data R-5 using skills streaming data Collect and compare data from connections to check individual progression 2015 & 2018 AEDC results-less than 45% of JP students developmentally at risk or vulnerable in social competence Resilient Youth Survey results (Dec 2016) and MDI Survey 2016: 55% Y6-9 students at good-excellent resilience Resilient Youth Survey results (Dec 2016) and MDI Survey 2016: 60% Y6-9 students at abundant-moderate in fulfilling pathway factors Attendance R-12 at least 95% 100% behaviour reports recorded appropriately on EDSAS or school data base

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<p>DEVELOPING A POSITIVE AND INNOVATIVE COMMUNITY Promote wider community involvement with the school Increased Publicity Have more people enter/visit school</p>	<p>Increased number of parent/carers/community members visiting the school and participating in school events especially years 7-12.</p> <p>Increased number of people aware of school successes, happenings and events</p> <p>Increased parent participation in the survey</p>	<ul style="list-style-type: none"> • Maintain what is currently happening and collect data on visitor attendance, magazine purchases, newsletter uptake, Facebook statistics etc. • More guest speakers, using community members • Different types of Open Days e.g. Dads' Day, Grandparents/Mums/Harmony Day (2017) • Governing Council introduction B-B-Q/ event at beginning of year / Open Day (2018) • Skills audit of people in the community and invite skilled people into classes <p>Publicity</p> <ul style="list-style-type: none"> • Class displays out in the local community e.g. a window or wall display (2017) • Increased publicity on social networks Newsletter/ Tribune/Skoolbag/Facebook showcasing successes and happenings (roster classes) • Interchangeable sign out the front of the school (2018) • Promotional Video/slide show/photos in library and/or front office • Staff photos –profiles in newsletter • update • Publicise the survey in a number of ways (personal emails, text message) • Inform the parents of the purposes and benefits of completing the survey • Hard and soft copies available • Governing Council to promote 	<p>Audit of people visiting the school Volunteers certificates</p> <p>Number attending school introduction BBQ at beginning of year</p> <p>Skill audit analysis and use of people in classes</p> <p>Displays in community settings</p> <p>Positive comments from community members</p> <p>Number of responses and results from the parent surveys increased from 2015/2016</p>