

Vision 2017

"Coomandook Area School is dedicated to providing an engaging learning environment where children are inspired to thrive and reach their full potential."



Coomandook Area School

Site Improvement Plan – 2017 – 2018

Respect – Honesty - Persistence

Mission Statement

"A high performing school that improves the educational attainment and wellbeing of the Coomandook Community's children and young people."

PRIORITIES	KEY AREAS	STANDARDS	TARGETS	KEY STRATEGIES	MEASURES
Student Wellbeing	<u>Attendance</u> <ul style="list-style-type: none"> On time At school Every day 	DECD Standards	93%	<ul style="list-style-type: none"> Whole school focus on attendance with processes and data regularly communicated Proactive child/family approach 	<ul style="list-style-type: none"> Attendance and late data Awards for attendance termly Letters home Attendance Referrals Family meetings
	<u>Values Education</u> <ul style="list-style-type: none"> Respect Honesty Persistence 		100% students are familiar with school values and aspire to fulfil them.	<ul style="list-style-type: none"> Targeted resourcing – School Stream App Targeted resourcing – MYTERN strategy Values form part of everyday conversations about expectations and behaviour across the school Whole school focus on building respectful, honest and persistent learners 	<ul style="list-style-type: none"> Behaviour surveys Wellbeing Audit
	<u>Student Voice</u> <ul style="list-style-type: none"> Leadership across R – 12 		Improve the number of students participating in student leadership	<ul style="list-style-type: none"> Effective SRC A range of students participate in student leadership across the school Use of House Captains and Year Level Representatives 	<ul style="list-style-type: none"> Active SRC in decision-making processes Student leadership achievements
	<u>Behaviour Education</u> <ul style="list-style-type: none"> Implementation of CAS new policy House Credits/Demerits system 	CAS local policy	Decrease in incidents of unacceptable behaviour compared to previous years.	<ul style="list-style-type: none"> Whole staff approach to behaviour education as per new policy 2017 	<ul style="list-style-type: none"> Credit and Demerit Homegroup records Behaviour Data

<p>Powerful Learners</p>	<p><u>Literacy & Numeracy</u></p> <hr/> <p><u>Growth Mindset</u></p>	<p>DECD Standards</p> <ul style="list-style-type: none"> • NAPLAN Proficiency Bands • PAT – M • PAT – R • Running Records • SACE 	<p>As per Learning Targets 2017 (see below)</p>	<ul style="list-style-type: none"> • Design and deliver learning programs based on Australian Curriculum with an emphasis on Growth Mindset • Effective use of data to inform teaching, learning and resourcing • Differentiation of learning <hr/> <ul style="list-style-type: none"> • Whole school focus on the continuing development of growth mindset • Addressing student identified areas – less teacher talk, more work with peers, more challenges, time to think • High expectations • Targeted intervention and support • VET course participation 	<ul style="list-style-type: none"> • NAPLAN performance and growth • SACE performance and completion • Running Records performance and growth • Australian Curriculum Grades • PAT–R, PAT–M growth • One Plan students meet individual goals • Multi-Lit and Beat Dyslexia • Completion of VET units <hr/> <ul style="list-style-type: none"> • Student Opinion Surveys
<p>Quality Teaching and Learning</p>	<p><u>Professional Learning & Mentoring</u></p>	<p>Australian Professional Standards for Teachers. Leaders Standards (AITSL)</p>	<ul style="list-style-type: none"> • All staff engaged in relevant professional learning • All graduate teachers achieve proficiency standards within 2 years • 100% teachers using laptops effectively to enhance student learning outcomes. 	<ul style="list-style-type: none"> • Quality professional learning with effectiveness (impact) on student learning outcomes • Professional Learning Communities – opportunities through partnership • Observation/Feedback • Implementing effective performance development processes • Use of “DECD Teaching for Impact” strategy and AITSL Standards • STEM Day – Whole School • Participation in Partnership PLCs to improve the Mathematical skills of teachers • Numeracy blocks in Primary Classes • Use Pupil Free Days to support staff learning and networking • ICT – Laptops provided for all teaching staff to support classroom learning • Collaborative moderation (Partnership) 	<ul style="list-style-type: none"> • Student, peer feedback. • Performance development feedback • Opinion Surveys (Staff and Psychological health) • Australian Professional Standards for Teachers Self Rating Tool • Leaders Professional Standards • Mentor/Mentee feedback. • PLC Feedback • Client satisfaction surveys • Increased interaction via the “School Stream” App • Improved links to Partnership plans

	<p><u>Behaviour Education</u></p> <hr/> <p><u>Communication</u></p> <ul style="list-style-type: none"> • R – 12ness • Family • Staff • Community • Coorong Mallee Partnership 	<p><u>Code of Ethics</u> Public Sector Values</p> <hr/>	<ul style="list-style-type: none"> • 100% implementation of behaviour strategies <hr/> <ul style="list-style-type: none"> • All staff and families engaged with the new “School Stream” App • New CAS Website implemented and updated 2017. • The school’s Facebook page communicates information regularly • The school’s newsletter communicates information, directions, and reflects R – 12 context 	<ul style="list-style-type: none"> • Effective use of Credit and Demerit System • MYTERN Program <hr/> <ul style="list-style-type: none"> • All staff undertake Code of Ethics online training • Emphasis on strong communication in all areas 	<ul style="list-style-type: none"> • Behaviour Data <hr/> <ul style="list-style-type: none"> • Feedback from school community – via Parents & Friends and surveys • Effectiveness of “School Stream” App
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LEARNING TARGETS 2017

Powerful Learners	Learning Areas	Targets																		
Early Years R → 2	<u>LITERACY</u> Running Records <u>NUMERACY</u>	100% of students level 5 or above at an instructional reading level by September testing 100% of Year 1 students level 13 or above at an instructional reading level by September testing 100% of Year 2 students level 21 or above at an instructional reading level by September testing 100% of Year 1 & 2 students achieve a C grade or above in Maths by the end of Term 4 100% of One Plan students achieve their individual learning plan goals																		
Primary and Lower Secondary Years 3 →10	<u>LITERACY AND NUMERACY</u> <ul style="list-style-type: none"> • <u>Australian Curriculum achievement standards data</u> • <u>PAT Comprehension and Maths data</u> • <u>NAPLAN Proficiency Bands</u> 	100% of students achieve C or above in Australian Curriculum learning areas 100% of One Plan students achieve their individual learning plan goals 100% of students achieve expected scale score or above for year level in PAT-Reading and PAT-Maths <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>PAT-R Comprehension scale score</u></td> <td style="text-align: center;"><u>PAT-M Scale Score</u></td> </tr> <tr> <td>Year 3: 95 or above</td> <td>Year 3: 101 or above</td> </tr> <tr> <td>Year 4: 106 or above</td> <td>Year 4: 110 or above</td> </tr> <tr> <td>Year 5: 112 or above</td> <td>Year 5: 112 or above</td> </tr> <tr> <td>Year 6: 118 or above</td> <td>Year 6: 120 or above</td> </tr> <tr> <td>Year 7: 120 or above</td> <td>Year 7: 121 or above</td> </tr> <tr> <td>Year 8: 121 or above</td> <td>Year 8: 122 or above</td> </tr> <tr> <td>Year 9: 126 or above</td> <td>Year 9: 123 or above</td> </tr> <tr> <td>Year 10: 131 or above</td> <td>Year 10: 127 or above</td> </tr> </table> Year 3 100% of students achieve band 3 or above in all areas of NAPLAN Year 5 100% of students achieve band 5 or above in all areas of NAPLAN Year 7 100% of students achieve band 6 or above in all areas of NAPLAN Year 9 100% of students achieve band 7 or above in all areas of NAPLAN	<u>PAT-R Comprehension scale score</u>	<u>PAT-M Scale Score</u>	Year 3: 95 or above	Year 3: 101 or above	Year 4: 106 or above	Year 4: 110 or above	Year 5: 112 or above	Year 5: 112 or above	Year 6: 118 or above	Year 6: 120 or above	Year 7: 120 or above	Year 7: 121 or above	Year 8: 121 or above	Year 8: 122 or above	Year 9: 126 or above	Year 9: 123 or above	Year 10: 131 or above	Year 10: 127 or above
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Year 9: 126 or above	Year 9: 123 or above																			
Year 10: 131 or above	Year 10: 127 or above																			
Senior Years Years 11 & 12	SACE ACHIEVEMENT	By the end of 2017 Year 11/12 students will achieve the following results: Year 11s will improve from 23% to 30% A grades, 37% to 40% B grades, 29% to 30% C grades. Year 12s will achieve the following 35% As, 50% Bs, 15% Cs. 100% of CAS students will achieve their SACE 100% of One Plan students achieve their individual learning plan goals																		

