

Coomandook Area School Site Improvement Plan 2015 - 2016

Continuing site priorities are improved wellbeing, literacy and numeracy in conjunction with Partnership Priorities: 1. Brain based learning / dispositions and executive functions, 2. Build and establish stronger transition/orientation processes between sites, 3. Develop a partnership data profile/Data sets in the EY/De-privatise data sets. Continue to meet or exceed DECD target of 93% in attendance. Focus on attendance improvement particularly in Reception and Year 12.

Targets	Strategies	Evidence / Evaluation Measures
<p>Learn</p> <ul style="list-style-type: none"> ➤ Increase the % of students achieving the optimum proficiency bands or above comparing 2013 to 2015 reading - yr 3 -35%, yr 5 -40%, yr 7 -30%, yr 9 – 75% • Increase the % of students achieving the optimum proficiency bands comparing 2013 to 2015 in writing - yr 3 -20%, yr 5 -40%, yr 7-30%, yr 9 – 90% • Increase the % of students achieving in the optimum proficiency bands, in 2013 compared to 2015 in numeracy - yr 3-25%, yr 5 -40%, yr 7-30%, yr 9 -90% • Learning intentions of lessons are clear • Retain 100% SACE completion • Increase average ATAR by at least 10% (2014 average score 53.78) • Increase average TAFE score by at least 10% (2014 average score 31.25) 	<ul style="list-style-type: none"> • Enacting Tfel tools into classroom practice • Focus on strategies to improve inferential comprehension • Use RR to support teachers to differentiate within classroom practice • Moderation of writing samples twice a year in Primary Years to ensure consistency in grading. Explore moderation opportunities across the Partnership. • Use TfEL resources to seek feedback from students on the clarity of lesson intentions and tasks • Individual student data is added to data wall and maintained. This is used to set learning directions and interventions for individuals, groups, year levels etc. • Introduce Jolly Phonics suite in R-7 with teacher familiarisation and training implemented in 2015. • Intervention program to support students who do not qualify as NEPs • Trial a R-7 phonological program with teacher familiarisation & training. Implement during 2015/2016. • Teacher numeracy training in primary years with Mike Chatres is undertaken – follow up on the training as a group during sub school meeting time to compare practice and data. • SSO training to support students and teachers with intervention strategies is undertaken. 	<ul style="list-style-type: none"> ✚ Teachers programs and lesson plans ✚ NAPLAN – inferential questions ✚ PAT R/PAT M data ✚ Running records – comprehension ✚ % of students achieving C or above for English/Maths improves by 8% ✚ Student feedback on learning intentions - student survey ✚ Testing regime
<p>Lead</p> <ul style="list-style-type: none"> ➤ By the end of 2015 shared leadership capacity across the Partnership is made more explicit ➤ Targeted learning interventions for students are funded monitored and evaluated ➤ On site more distributed leadership is evident through the continued implementation of leadership succession strategies. 	<ul style="list-style-type: none"> • Strengthen the capacity of PLC's across closer sites with teacher leaders guiding the data and standards dialogue and actions • Coach key staff to develop guiding questions and use disciplined dialogue • Enact and further develop whole school agreements particularly in guided reading • Engage in effective Performance Development processes and provide feedback • Track progress of identified groups and provide targeted intervention through the Data Wall project. Staff meetings (1 per term) 	<ul style="list-style-type: none"> ✚ Audit implementation of whole school agreements through self -review and observations of guided reading ✚ Staff opinion survey ✚ Staff meeting / PLC's minutes ✚ Intervention achievement data.

Targets	Strategies	Evidence/Evaluation measures
<p>Improve</p> <ul style="list-style-type: none"> ➤ By the end of 2015 self- review report into numeracy teaching practices and curriculum knowledge will be documented ➤ Self -review processes align with DECD external review parameters 	<ul style="list-style-type: none"> • Conduct a rigorous self-review of numeracy learning and teaching with a focus on assessment, teaching practices, curriculum knowledge and planning and differentiation practices • Document the key issues and findings of the self-review • Use the research and resources from the DECD Numeracy Strategy • Use the findings to plan intensive professional development for 2015 • Use the findings to draft whole site approach to numeracy • Self review processes are robust, collaborative, contextual, standards driven and evidenced based • 	<ul style="list-style-type: none"> ✚ Findings and recommendations from 2014 self-review ✚ Intervention data using data wall ✚ Staff meetings /PLC's where possible ✚ Approved by the E.D.
<p>Connect</p> <ul style="list-style-type: none"> ➤ Agreement on the key elements parent/ school partnerships documented ➤ Connections across the ECD Local Partnership through the common project of learning in numeracy/Maths continues. 	<ul style="list-style-type: none"> • Utilise DIAF rubric CONNECT to guide the development of a common understanding of what partnerships with parents look like • Utilise current research about parents engagement with their children's education to inform whole school understanding • Student feedback sought through the Tfel Compass tool. • PD on brain based learning with teachers and students. • Involvement in Leaders Numeracy training through the Partnership 2014 	<ul style="list-style-type: none"> ✚ DIAF CONNECT rubric data ✚ Student and parent opinion surveys. ✚ Parent involvement at standing committee level increased (Assets & Grounds, Education, ICT, Finance) ✚ Ongoing review of programs and their impact on student achievement continued.