COOMANDOOK AREA SCHOOL IMPROVEMENT PLAN 2011

Striving to make the difference

Literacy
- Improved Literacy outcomes for all students through improved teaching and learning
- Agreed R-12 teaching and learning expectations and common approaches
- Whole School Literacy Framework developed
- Focus on Non-Fiction writing across the school
- Focus on Spelling in the Junior School.

Numeracy
- Improved Numeracy outcomes for all Students through improved teaching and Learning
- Agreed R-12 teaching and learning expectations and common approaches
- Whole School Numeracy Framework developed
- Focus on number with quick recall of number facts, understanding of operations and problem solving

Wellbeing & Engagement
- Improved wellbeing of students and staff
- Anti-Bullying and Child Protection curricula are taught across the school
- Wellbeing curricula integrated across the school
- Students with special needs are identified and supported
- Inclusive and challenging pedagogies to promote greater student engagement and success

Whole School Focus On Quality Teaching And Learning

ICT
- Broaden students’ ability to investigate, collaborate, solve problems, refine their work, learn from their mistakes and critically reflect.
- ICT learners engage or collaborate and sustain attention, they show sensitivity and respect for other’s work, feelings, values and beliefs and show respect for the ICT equipment.
## Strategic Priorities

### Literacy

To improve the literacy outcomes for students in all strands, with a focus on writing and spelling.

<table>
<thead>
<tr>
<th>Site Learning</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>Agreed R – 12 teaching and learning expectations to promote curriculum coherence and common whole school approaches:</td>
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<tr>
<td>Focus on improving non-fiction writing and spelling across the School:</td>
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<tr>
<td>• Aligned Professional Development process to ensure consistency of approach to writing</td>
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<td>• Improved use of data and assessment to analyse student achievement and to plan for improvement</td>
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<td>• R – 12 teachers plan and assess teaching non-fiction writing genre</td>
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<td>• R-12 teachers to provide a clear purpose and outcomes for writing and to provide authentic models, assessment and feedback through the writing process.</td>
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<td>• R-5 teachers to research and implement common spelling processes</td>
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<td>• Literacy to be strong focus in SAKG Program</td>
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<td>• All students at risk have an individual Literacy education plan and are supported by programs such as MULTILIT/Beat Dyslexia tutoring or SSO support.</td>
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<tr>
<td>Focus on integration of ICT for Literacy</td>
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<tr>
<td>Working with Parents</td>
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<tr>
<td>Teachers work with parents/caregivers to enhance their complementary role in supporting children's learning in Literacy.</td>
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</table>

**By the end of 2011**

- 100% of teachers showed evidence of improved Literacy outcomes
- SEA Literacy assessment showed all students at: Awareness Level by end of Term 1 of Reception Inquiry Level by end of Term 4 of school Application Level by end of Term 8 of school.
- 100% of students in Years R-9 showed a year's growth or higher growth in Literacy across the year evidenced by school collected data.
- 90% of Year 1 students achieved Running records Level 15
- 90% of Year 2 students achieved Running Records Level 20
- 90% of Year 3 students achieved Reading Recovery, Level 28 and are reading independently
- 100% of R-9 students improved their writing skills as shown by school collected data.
- Surveys show increased literacy outcomes through SAKG program

**NAPLAN tests provided evidence of:**

- 10% increase in the number of students performing in the 2 highest bands in Literacy in Years 3, 5, 7 & 9
- Decrease in the number of students performing below the National Minimum Standards
- Year 3-5, 5-7 and 7-9 students showed average or higher growth in Writing (if data provided) across the 2 years.
## STRATEGIC PRIORITIES

### Numeracy
To improve the Numeracy outcomes for R – 12 students.

<table>
<thead>
<tr>
<th>SITE LEARNING</th>
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| **Agreed R – 12 teaching and learning expectations to promote curriculum coherence and common whole school approaches:**
  - Focus on improving Number: quicker recall, operations recall and problem solving:
    - Aligned Professional Development process to ensure consistency of approach to number recall and problem solving
    - Primary Maths teachers engaged in 'Maths for All' Professional Development
    - Scope and Sequence for Maths mapped from Australian maths curriculum
  - Focus on improving methodology to extend or support numeracy learners across the school.
    - Quicksmart tutoring continued to support improved number fact recall for identified students (26)
    - All students at risk have an individual Numeracy education plan and are supported by tutoring or SSO support
    - Financial literacy introduced through SAKG program for Yrs 4-7
  - Focus on integration of ICT for Numeracy
    - Working with Parents: Teachers work with parents/caregivers to enhance their complementary role in supporting children’s learning in Numeracy. |
<p>| <strong>By The End Of 2011</strong> |
| • 100% of teachers showed evidence of improved numeracy outcomes |
| • SEA Numeracy assessment showed all students at Awareness level by end of term 1 of reception, Inquiry level by end of term 4 of school, Application level by end of term 8 of school. |
| • 100% of students in years R – 9 showed a year’s growth or higher growth in numeracy across the year evidenced by school collected data. |
| • 100% of R – 9 students improved their use of Number numeracy skills as shown by school collected data. |
| • Surveys show increased financial literacy outcomes through SAKG program |
| NAPLAN tests provided evidence of increased individual improvement: |
| • 10% increase in the percentage of students performing in the highest two bands in numeracy in years 3, 5, 7 &amp; 9. |
| • Decrease in the percentage of students performing below the national minimum standards |
| • Year 3 – 5, 5 – 7 and 7 – 9 students showed average or higher growth in numeracy, especially in Number across the 2 years. |</p>
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<th>STRATEGIC PRIORITIES</th>
<th>SITE LEARNING</th>
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<tbody>
<tr>
<td>Information and Communication Technologies</td>
<td>Focus on improving methodology to extend or support teaching and learning across and out of the school.</td>
<td>By The End Of 2011</td>
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<tr>
<td>ICT Strategic Plan</td>
<td>• R – 12 Scope and Sequence developed for consistency and coherence</td>
<td>• 100% of teachers showed evidence of improved ICT methodology (EDCAP survey)</td>
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<tr>
<td>2.7 The use of ICT has a clear impact on learner’s attitudes to learning by broadening their ability to investigate, collaborate, solve problems, refine their work, learn from their mistakes and critically reflect.</td>
<td>• Aligned Professional Development to develop teachers’ skills in using ICT to engage</td>
<td>• Data shows significant changes in practice and increased engagement in learning.</td>
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<tr>
<td>2.11 When using ICT learners engage or collaborate and sustain attention, they show sensitivity and respect for other’s work, feelings, values and beliefs and show respect for the ICT equipment.</td>
<td>• Teachers skills in using Interactive Whiteboards is increased</td>
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<td></td>
<td>• Data is collected from learners about their attitudes, aspirations and motivation to use ICT, within and beyond the school. Data is shared with the school and extended community and lead to significant changes in practice.</td>
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<td><strong>1:1 methodology in the Senior School</strong></td>
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<td></td>
<td>• Teachers change practice to 1:1 methodologies with ICT to engage learners and broadening their abilities.</td>
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<td><strong>Cybersafety</strong></td>
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<td>• Young people are aware of effects of cyber-bullying and the ethics of digital learning.</td>
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## STRATEGIC PRIORITIES

### Wellbeing and Engagement
To ensure that every child achieves through inclusive curriculum and methodologies
To provide timely targeted intervention and support programs
To provide a safe yet challenging environment where students feel supported.
To help students feel empowered and informed to make positive choices

### Be Active
To increase students’ physical activity
To provide healthy eating options
Provide staff with opportunities to improve overall health and well-being

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| **Wellbeing and Engagement** | R-12 staff to improve the health and wellbeing of students and staff  
Student Support team works with staff to:  
- identify and set up support for students at risk or with special needs  
- review or develop NEPS, ILPs and IEPs  
- students at risk have an IEP developed  
- support teachers with planning inclusive curriculum and assessment strategies  
- Collect data around bullying and harassment and use this information to reduce incidents  
All teaching staff to implement the Child Protection Curriculum and Middle School teachers implementing the SHiNe and Alcohol and Adolescents curricula  
Maintain programs that encourage physical activity and healthy eating through:  
- Stephanie Alexander Kitchen Garden program  
- ‘Active After School’ and the Premier’s ‘Be Active Challenge’ programs  
- ‘Right Bite’ strategy  
- Eat Well, Be Active program  
- Encouraging all students to participate in PE lessons/ extra curricular activities:  
  - Provide 2 afternoons a term of whole school activities and increase lunch-time activities  
Drug Strategy Team to be convened:  
- Review Drug Strategy  
- Develop and implement new policy | By the end of 2011  
- 100% of students with special needs or at risk had an NEP, IEP or ILP developed and reviewed mid year  
- 100% of students on individual learning plans showed improvement of at least one year in their learning  
- Anti Bullying Policy and strategies are in place and bullying audit shows incidents of bullying have reduced.  
- Student Opinion Survey shows the maintenance of high level of students feeling safe at school.  
- Data from Active After Schools program shows 100% increased physical activity for years R-5 students.  
- Student Opinion Survey shows an increased agreement that there is increased opportunities for activities at school |
### STRATEGIC PRIORITIES

<table>
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<th>Quality Teaching and Learning</th>
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| To develop inclusive and challenging pedagogies to promote greater student engagement and success and provide relevant and rigorous learning tasks | Aligned Professional Development and Performance Management processes to ensure consistency of approach and support to monitor improvement in teaching and learning:  
- Inclusive curriculum and assessment is implemented in teaching programs and demonstrated to line managers  
- Improved Literacy and Numeracy outcomes are responsibility of all teachers.  
- Teaching methodologies are planned to encourage Higher Order Thinking skills to engage high achievers  
- Teachers are familiar with the Australian curriculum in English, Maths, Science and History and planning for outcomes, assessment and reporting methods  
- Improved feedback is provided to students by:  
  - Involving the learner in the learning and assessment process  
  - Providing responsive curriculum and ongoing feedback to learners and their families based on a range of assessment strategies  
  - Providing intervention and accelerated programs based on analysis of learner achievement data  
  - All teachers to record SACSA outcomes in English, Maths, Science and S&E or in one other area of SACSA. Teachers are encouraged to use the School Achievement System (SAS) software.  
  - Report to families about achievements in SACSA and how progress can be extended  
  - Develop individual education plans for students at risk or needing extension | By the end of 2011  
- Programs and teacher observation showed that 100% of teachers:  
  - Used inclusive teaching and assessment that engaged and encouraged higher order thinking  
  - Provided feedback that informed the learner about their learning and how they could improve  
  - SACSA data showed evidence of improvement for all students in English, Maths, Science and S&E.  
  - Data collected from students shows that they are learning and achieving at school  
  - Student Opinion survey shows an increased number of student agreement that they know how well they are doing in class and that teachers regularly discuss their progress with them  
  - Staff Opinion Survey shows an increased percentage of agreement that the school uses student assessment information to evaluate, develop and refine teaching programs. |

### Site Learning

Refocus all meetings towards the learning agenda to raise expectations for learners, build staff curriculum and pedagogical expertise and coordinate efforts R-12
**OTHER PRIORITIES**

<table>
<thead>
<tr>
<th>DECS Improvement and Accountability Framework:</th>
<th>Learning Plan</th>
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<tbody>
<tr>
<td>Elements</td>
<td>Elements</td>
</tr>
<tr>
<td>• Setting Standards</td>
<td>• Literacy &amp; Numeracy Standards developed</td>
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<tr>
<td>• Improvement Planning</td>
<td>• Literacy &amp; Numeracy improvement planned</td>
</tr>
<tr>
<td>• Intervention and Support</td>
<td>• Processes developed to identify students with needs and provide intervention and support</td>
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<tr>
<td>• Performance Reporting</td>
<td>• Performance Management Plans developed by each staff with focus on Literacy, Numeracy and ICT improvement</td>
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<tr>
<td>• Self Review</td>
<td>• Self Review Process against targets at end of 2011</td>
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</tbody>
</table>

**Principles**

**Continuous Improvement**
- Focus on Learning
- Attend to Culture
- Make Data Count
- Set Direction
- Target Resources
- Share Leadership
- Listen and Respond

**Learning Plan**

**Elements**
- Improve performance management processes to improve the feedback loop to teachers to support and develop staff to achieve expected outcomes
- Align the school's professional development and performance management processes to ensure consistency of approach and support to monitor improvement in literacy, numeracy and ICT teaching and learning
- Use data to analyse where we started and how we have progressed
- Improve data collection for Health and Wellbeing and ICT foci
- Refine and focus the School Learning Plan to include specific student focused targets for Literacy and Numeracy achievement with explicit expectations for classroom programming and pedagogy
- Resources allocated to the priorities of the Learning Plan
- Review leadership team processes to develop an aligned instructional focus by leaders
- Culture of a Professional Learning Community developed
- Refocus all meetings towards the learning agenda to raise Expectations for learners, build staff curriculum and pedagogical expertise R-12.
- Governing Council and staff to develop parent and student surveys to gain information and develop strategies to ensure improved parent and student participation in decision making and in school planning.