

2022 - 2024

School Improvement Plan Summary

Coomandook Area School

Site Number: 0729

Goals	Targets	Challenge of Practice	Success Criteria
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Increase the number of students achieving in the high bands in writing.

2022: 50% of Year 3 students (3 out of 6) in 2022 to achieve High Bands in NAPLAN writing.
40% of Year 5 students (5 out of 12) in 2022 to achieve High Bands in NAPLAN writing.
30% of Year 7 students (3 out of 9) in 2022 to achieve High Bands in NAPLAN writing.

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2022: 50% of Year 3 students (3 out of 6) in 2022 to achieve High Bands in NAPLAN Numeracy.
25% of Year 5 students (3 out of 12) in 2022 to achieve High Bands in NAPLAN Numeracy.
45% of Year 7 students (4 out of 9) in 2022 to achieve High Bands in NAPLAN Numeracy.

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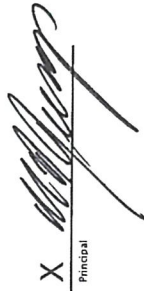
2022: 100% of Stage 1 students (11 out of 11) to achieve a C grade or higher in all compulsory subjects.
100% of Stage 2 students (12 out of 12) to achieve the same grade or better in external assessments than school assessment.

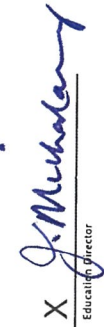
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Increase the number of students achieving in the A and B bands.

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X 
Principal

X 
Educational Director

X 
Governing Council Chair Person

We will see students using paragraphing to structure their writing and using correct sentence structure, including conjunctions and punctuation to write fluently. Students will present deep knowledge of content and language through their writing in all learning areas, using subject-specific vocabulary and correct language conventions. Students will use success criteria, specifically the Brightpath scales, to measure their writing, set goals and improve their work.

We will see students using their maths toolbox to problem solve and using a variety of strategies to count and manipulate number in a variety of contexts. Students will use mathematical language to describe and represent their thinking across all learning areas. We will see students transferring their mathematical knowledge across disciplines, feeling success by developing a positive mindset towards mathematics.

SACE students can articulate the requirements of performance standards and utilise work samples to improve their own work. Students can act on feedback to improve their own work, using exemplars and success criteria to self-edit. Students can identify areas of their learning that they need to improve and can develop some of their own strategies to help themselves improve. Students can identify the learning intentions for the lesson and understand their level of success through success criteria.



Government of South Australia
Department for Education