

Cowandilla Primary School and Children's Centre

Through Education We Become Responsible Active
Global Citizens.

Increase the number of students achieving SEA in reading

2019- 3 students who did not achieve SEA in Year 4 PAT-R will achieve the standard in Year 5

2020 5 students who did not achieve SEA in Year 4 2018 will achieve SEA in Year 6 PAT-R

2021 8 students who did not achieve SEA in Year 4 2018 will achieve SEA in Year 6

If we are explicitly and consistently teaching reading comprehension strategies and design learning that differentiates to enable students to comprehend at all levels then we will increase the number of students meeting SEA in reading.

Increase the number of students achieving SEA in numeracy

2019- 6 students who were below SEA IN PAT-M in Year 4 will achieve the standard in Year 5.

2020 - 7 students in Year 4 meet SEA in Year 6 increase to 82%

2021- 9 students in Year 4 meet SEA in Year 7 increase 85%

If we are continuing to consistently and explicitly teach the sequence of counting and calculating, differentiating and extending number sense through designing learning to include mathematical investigations then the number of students achieving SEA in mathematics will increase.

Cowandilla Primary School

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If we are explicitly and consistently teaching reading comprehension strategies and design learning that differentiates to enable students to comprehend at all levels then we will increase the number of students meeting SEA in reading.

If we are continuing to consistently and explicitly teach the sequence of counting and calculating, differentiating and extending number sense through designing learning to include mathematical investigations then the number of students achieving SEA in mathematics will increase.

Increase the number of students achieving SEA in reading

If we are explicitly and consistently teaching reading comprehension strategies and design learning that differentiates to enable students to comprehend at all levels then we will increase the number of students meeting SEA in reading.

Teachers will collaboratively analyse PAT-R and running record data to determine 2019 teaching focus in reading comprehension.

Term 4
2018
ongoing
Term 4
2019

Leadership team to model data analysis process and provide time and support for teachers to analyse PAT-R and identify implications for teaching practice.
PLTs determine targets for their year levels.

PAT/ NAPALN Analysis PD and PAT team.
Time allocated for collaborative analysis

Teachers will work in Professional Learning Teams to identify strengths and gaps for year level cohorts to determine strategies for improvement, including assessment, monitoring and review processes.

Term 1
2019 and
ongoing

Leadership to share with teachers the collated findings from the data analysis to determine trends. Share this information with our consultant.
Teachers work together to apply effective reading comprehension strategies from PLTs in classrooms.

Structures and time for PLTs to meet and to share their improvement strategies as a whole staff throughout the year and to review in Term 4.

Professional Learning and support is provided to enhance teachers' pedagogical practice to differentiate and explicitly teach reading comprehension.

Term 1
2019 and
ongoing

Leadership to communicate with Literacy Consultant to determine tailored support for individual teachers and their students.
Teachers engage in Professional Learning and observations with consultant and implement levels of questioning.

Literacy Consultant will meet with teachers each term to support learning design for effective teaching of reading comprehension strategies and assessment.
TRT release



Goal 1 continued		Increase the number of students achieving SEA in reading		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers identify Performance Development goals to strengthen their pedagogical practice in the teaching of reading comprehension.	Term 1 2019 ongoing	Leadership team will implement PDP reviews individually every six months. Teachers will share their PDP goals and progress in PLTs with a focus on reading comprehension practices.	Performance and Development Plans Professional Learning with consultant and in PLTs. Release time for teachers.	
SSOs engage in Professional Learning in supporting the development reading comprehension strategies	Term 1 2019	Leadership and our Literacy consultant provide professional learning for SSOs. SSOs implement consistent questioning when supporting students with reading comprehension.	Literacy Consultant time. Release time for SSOs.	
Total financial resources allocated			\$15, 000.00	
Success criteria	Students can comprehend at all levels and can articulate the meta-cognitive strategies they are using to comprehend, Students are applying these strategies to make meaning from texts. Students are increasing their ability to make inferences and to interpret explicit information from texts. NAPLAN Reading, PAT-R and Running Record data indicates an increase in number of students meeting SEA in reading.			



Goal 2		Increase the number of students achieving SEA in numeracy		
Challenge of practice		If we are continuing to consistently and explicitly teach the sequence of counting and calculating, differentiating and extending number sense through designing learning to include mathematical investigations then the number of students achieving SEA in mathematics will increase.		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers will collaboratively analyse PAT-M data to determine 2019 teaching focus in mathematics	Term 4 2018 Ongoing	Leadership team to model data analysis process and provide time and support for teachers to analyse PAT-M and identify implications for teaching practice in 2019.	PAT/ NAPALN Analysis PD and PAT team.	
Teachers will work in Professional Learning Teams to identify strengths and gaps for year level cohorts to determine strategies for improvement, including monitoring and review processes.	Term 1 2019	Leadership to share with teachers the collated findings from the data analysis to determine trends. Share this information with our maths consultant. Teachers work together to apply effective strategies from PLTs in classrooms.	Structures and time for PLTs to meet and plan improvement cycles and to share with whole staff throughout the year and to review in Term 4.	
Professional Learning and support is provided to enhance teachers' pedagogical practice to explicitly and effectively teach counting and calculating and to design learning for mathematical investigations	Term 1 2019 and ongoing	Leadership to communicate with Maths Consultant to determine tailored support for individual teachers and their students. Teachers engage in Professional Learning with consultant and implement agreed teaching strategies.	Maths Consultant will meet with teachers/ PLTs each term to support learning design for effective teaching of counting and calculating and application in mathematical investigations	



Goal 2 continued		Increase the number of students achieving SEA in numeracy	
Actions	Timeline	Roles and responsibilities	Resources
Teachers identify Performance Development goals to strengthen their pedagogical practice in the teaching of counting and calculating and maths investigations	Term 1 2019 and ongoing	Leadership team will implement PDP reviews individually every six months. Teachers will share their PDP goals and progress in PLTs with a focus on reading comprehension practices.	Performance and Development Plans Professional Learning with consultant and in PLTs. Release time for teachers.
Counting and calculating Intervention for primary students is individualised.	Term 1 and ongoing.	Lead SSOs and our maths consultant provide professional learning for SSOs. SSOs implement consistent intervention strategies to support counting and calculating.	Funding and time to support implementation and professional learning.
Total financial resources allocated			\$10,000.00
Success criteria	<p>All students understand how the number system works. All students understand the processes of counting and calculating and are able to apply their counting and calculating skills and understandings in mathematical investigations.</p> <p>NAPLAN numeracy and PAT-M data indicate an increase in the number of students meeting SEA in Mathematics.</p>		



Goal 3			
Challenge of practice			
Actions	Timeline	Roles and responsibilities	Resources



Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Total financial resources allocated			
Success criteria			



Approved by principal

Name Katrina Sexton

Date 16th November 2018

Approved by governing council chairperson

Name Marciello Bronzin

Date 15.2.19

Approved by education director

Name Sue George-Duif

Date 15.2.19