Cowandilla Primary School and Children's Centre

Site Improvement Plans 2015

- English
- E-Learning
- Maths
- Wellbeing

Cowandilla Primary School Site Improvement Plan – English

Focus	Teachers	Leaders	Target
Student Learning Students are involved in spelling programs that are engaging, challenging and consistent	Further develop consistency in spelling pedagogy and practice to meet the needs of all learners Monitor student achievement and modify programs using formative assessments data	Allocate Team meetings to Monitor Progress of identified groups: EALD, NEP, Aboriginal, IELC/NAP students Monitor student and site achievement using _Words Their Way_ spelling inventories, checks and assessment	Increased % of students in upper 2 proficiency bands in NAPLAN Students achieve/are working in their year levels achievement standard in Spelling AC English Increased of at least 3 _Literacy Levels_ in 12 months for NAP students
Effective teaching A whole school approach to literacy is strengthened and enhanced through consolidation of pedagogy, based on the _Scaffolded pedagogy_ and the _ESL Teaching and Learning cycle_	Teachers engage collaboratively in PD with peers and experts Plan and implement a _Scaffolded Pedagogy_ T&L cycle using a new or unfamiliar text/text type	Provide planning, observation, feedback, time for teachers with _Scaffolded Pedagogy_ consultant	Students experience consistency of practice (underpinned by consistent theory) across the site Students are involved in the explicit teaching of language and literacy, in a consistent way, across the site

Effective teaching (continued)	All new teachers attend *Scaffolded Pedagogy* PD	Arrange refresher PD for staff	Team meetings used to support teachers to reflect on practice, and therefore impact students learning
	Teachers access ongoing Scaffolding Pedagogy PD	Facilitate peer observations	
	Teachers observe teachers and provide feedback to each other		
	Teachers supply Pre and Post teaching texts to Dr. Peter White (*University NSW*), David Caldwell (*UniSA*)& WT Partnership Literacy Leader for analysis, to influence and guide and track student literacy development	Liaise between teachers, Dr. Peter White (*University NSW*), David Caldwell (*UniSA*)& WT Partnership Literacy Leader re texts, Coordinate PD and research	Student texts provide authentic evidence for tracking and guiding literacy development, informing teaching and impacting student achievement
			Staff attend PD lead by Dr. Peter White (*University NSW*), David Caldwell (*UniSA*)& WT Partnership Literacy Leader at Cowandilla PS

Community engagement **Build community knowledge to enable families to support and be involved as partners in their child's learning**	Share classroom learning via School newsletter ……	Arrange CALD and Parent information meetings on a regular basis Present workshops on reading and spelling to parents and community to align understanding and purpose Hold Open Mornings during the year	Parents and Families are informed and aware of school programs and student learning

Cowandilla Primary School Site Improvement Plan 2015 – Focus Area: E-Learning

Focus	Teachers	Leaders	Target
Student Learning Students experience challenging engagement with technologies which support their learning across the curriculum. Students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. (AC) Students develop skills in locating and interpreting information. Students develop skills in computational thinking, using information systems to examine and represent data. Students apply technical knowledge and skills (including troubleshooting and problem solving strategies) in their use of ICT.	Improve learning through the use of ICT • Use ICT purposefully to expand the learning experiences of students • Use ICTs to differentiate learning to cater for needs of all students • Actively teach students cybersafe practices and encourage active digital citizenship • Use mobile technologies (iPads) effectively across a range of learning contexts • Use Edmodo as an online tool for structuring class learning activities and encouraging "out of school" learning and communication	Investigate and encourage innovative and purposeful use of technologies in education which support student learning. Implement and support the use of iPads with students: • Expand the current 1:1 iPad program to include all mainstream classes from year 4/5 to year 6/7. • Facilitate the use of class sets of shared iPads in each of the Early Years and IELC classes. Plan and facilitate the ongoing development of ICT infrastructure to support learning programs.	• Collect digital work samples to help record student progress, particularly in Maths and English. • Tasks set for students will reflect differentiation to cater for a range of learning needs • Students demonstrate understanding of cybersafe and ethical practices when using ICT • All mainstream classes year 4-7 use Edmodo and email to communicate within their classes, and with other students and staff across the school

Cowandilla Primary School Site Improvement Plan 2015 – Focus Area: E-Learning

Focus	Teachers	Leaders	Target
Effective teaching Use technologies to explore, create, communicate, consolidate and enhance learning.	• Provide opportunities across the learning areas for students to use ICT to investigate, create, communicate, and apply ICT knowledge and skills • Include variety and differentiation in learning activities • Explicitly teach ICT skills • Address issues of cybersafety • Lead by example – Model appropriate social and ethical practices when using ICT (AC General Capability) • Improve, collaborate and share effective practice • Use ICT effectively as part of everyday professional work • Engage in Professional Learning	Support staff to use ICT (with a focus on iPads) in their teaching and their wider professional practice. Provide opportunities for staff to share good practice in ICT teaching & learning. Support staff to engage in professional learning: • team meeting discussions • opportunities for teacher observation of colleagues • formal PD provided within the school, at workshops & conferences, & online Use of email and online staff calendar for effective communication Maintain sustainable systems & personnel provision to support staff in their use of ICT in their roles.	• Fortnightly team meetings with an ICT focus • Regular "10 minute ICT PL" sessions at staff meetings • All teaching staff and some SSOs are provided with a school owned iPad for their professional use. (Most teaching staff are also provided with a laptop.)

Cowandilla Primary School Site Improvement Plan 2015 – Focus Area: E-Learning

Focus	Teachers	Leaders	Target
Community engagement Use appropriate ICT to enhance communication with families and the wider community. Provide information to families about cybersafety and our use of technologies in education.	• Teachers may use email and/or class newsletters to communicate with parents and caregivers • Share examples of student work that demonstrate use of ICT in learning, with parents	Hold a series of parent information sessions and workshops throughout the year to share our use of iPads in education, with an emphasis on learning outcomes and cybersafety. Communicate information with parents through use of the school newsletter, email, the school website and the school Facebook Page. Collect parent email addresses to add to EDSAS & encourage staff to use email for communication with community members. Review and update the school website. Provide electronic access to the school newsletter, either via email, on the school website, and/or through the school Facebook page. Develop a "Read only" electronic calendar accessible to parents & the wider community to publicise school events	Use ICT to improve our communication across the school, with our community, across our Partnership schools & with others nationally and globally. Continue to develop our school Facebook page as a means for communicating with parents, publicizing events, and providing links to information of interest to parents.

Cowandilla Primary School Site Improvement Plan – Maths 2015

Focus	Teachers	Leaders	Target
Student Learning Students learn the conventions of counting	Plan and teach the structured sequence of the conventions of counting	Provide PD with maths consultant on the conventions of counting	Increased % of students in Middle & Upper improvement bands in NAPLAN
Students routinely use our agreed problem solving process and strategies	Teach the agreed problem solving process and strategies		
	Gather and use formative data to inform teaching programs	Monitor Progress of identified groups: EALD Aboriginal students NEPs	
		Survey students about engagement and challenge and also do classroom observations	% of students report that they are engaged & intellectually challenged
Students acquire the skills to do the NAPLAN numeracy test	Teachers use former tests to prepare the students to know how to do NAPLAN		Students report that they know how to do NAPLAN numeracy tests.

Cowandilla Primary School Site Improvement Plan – Maths 2015

Maths intervention	Teachers identify students to be involved in maths intervention	SSOs work with our maths consultant to identify students, plan a program and track progress.	Students involved reach year level expectations
Effective teaching Teachers plan, work with, and get feedback from maths consultant	Kindy staff focus on understanding and using the Indicators of Preschool Numeracy	PD sessions with maths consultant to make the most effective use of the Indicators	Data used by reception teachers in subsequent years
	Teachers engage in a moderation exercise with teachers from another school	Organise a year level moderation activity with another school in the Partnership.	Teachers across three schools develop an understanding of A-E using portfolios of work.
5 teachers receive intensive training with Ann Baker			Teachers use Ann's strategies

Cowandilla Primary School Site Improvement Plan – Maths 2015

Community engagement	Teachers provide regular feedback to parents about how children are progressing in maths	Organise conversations with parents about how they can help students learn maths concepts	Parents indicate that they feel involved in their children's maths education

Cowandilla Primary School Site Improvement Plan – Wellbeing 2015

Focus	Teachers	Leaders	Target
Student Learning Students will develop an understanding of how a growth mindset supports learning	Teach students about mindset and provide strategies to encourage the development of a growth mindset	Monitor students through data collection, EDSAS – time out records Behaviour Management Data monitored for on task engaged behaviours Ensure teachers feel confident to deliver the curriculum to the students	10% reduction in behaviour management data for non-compliance and work avoidance A positive percentage growth from the Mindset Survey to be conducted at the end of term 1 and then during term 4.
Students have access to and are taught the CPC	Teachers teach the curriculum and students are empowered with the knowledge, skills and vocab to keep themselves safe	Leaders work with groups of students to monitor their understanding of the CPC	
Effective Teaching Teachers will teach the pedagogy behind Mindset and provide students with strategies to support a growth mindset	Provide explicit teaching time around mindset. Support students to understand the brain is malleable and intelligence can be grown	Provide resources, direction and support in using the program and program materials Work with band levels to plan associated teaching activities or concepts	Increased knowledge of Mindset and students using the language

To have the Child Protection curriculum established and taught in all classrooms	Feedback is provided to students which encourages a growth mindset	Lead weekly themes relating to Mindset philosophy	Teachers have taught the CPC in accordance with the requirements
		Provide opportunities for staff to talk about growth mindset	
		Support teachers to create a classroom environment which is a safe learning environment that acknowledges student individual needs	
	Act in accordance with the requirements outlined in this policy	Ensure all staff have access to and receive training in delivering the CPC	
	Raise concerns when impediments to the protection of children and young people's safety and wellbeing are identified	Monitor practice and conduct at the site to ensure it is in accordance with the requirements outlined in this policy and proactively support staff with any issues which may arise	
		Develop a scope and sequence to support the teaching of CPC	
		CPC becomes an agenda item at one band level meeting a term	

School community partnerships Parents/school community understanding how a mindset impacts on a student's wellbeing	Inform parents on how they implement the Mindset pedagogy in their classroom	Student at Risk identified and intervention strategies put in place through meetings with Regional Team Mindset information shared with parents/caregivers through Newsletters Help parents to access community agencies for help at home	Parents have developed an awareness to Mindset pedagogy
To support parents in understanding the importance of the CPC	Teachers will inform parents of CPC lessons via class newsletters	Leaders will support teachers in addressing any concerns or issues that may arise from the implementation of the CPC	Parents are made aware of the importance of implementing the CPC