COONALPYN PRIMARY SCHOOL
SITE IMPROVEMENT PLAN
2010

PRIORITIES

1. FOCUS ON LEARNING
   Literacy
   Numeracy
   Science
   Students at Risk
   Information and communication technologies
   Quality teaching and learning

2. ATTEND TO CULTURE
   Canberra
   Student Voice
   Staff Wellbeing
COONALPYN PRIMARY SCHOOL
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2010

PRIORITIES
  · Set Direction: Explicit values, vision and purpose to our daily work.

SELF REVIEW/EVIDENCE
  · Making Data Count: Information to improve practice and outcomes.
  · Listen and Respond: Respond to current and future need.

STRATEGIES
  · Thinking systemically: Systems and processes to aid achievement.
  · Targeting Resources: Aligning resources to achieve standards and goals.
  · Share Leadership: Sharing and building leadership capacity.

TARGETS
  · Continuously Improve: Creating sustainable improvements.
FOCUS ON LEARNING
STUDENTS AT RISK

QUALITY TEACHING AND LEARNING: SACSAF

PRIORITY:
To develop inclusive and challenging pedagogies to promote higher level of student engagement and success.
All staff continues to develop and deliver programs using SACSA Framework.

SELF REVIEW/EVIDENCE
From the self review the need for teachers to have professional dialogue with other teachers in nearby schools became evident.
Parent survey indicates a small number of parents dissatisfied with quality of teaching (one parent) teacher enthusiasm (one parent) and the provision of information re the student learning program (two parents)

STRATEGIES

- Teachers will contribute to and use data to inform planning and to provide relevant and rigorous learning tasks.
- Refocus all meetings towards a focus on learning
- Performance management processes to have a focus primarily on monitoring improvement in teaching and learning.
- Staff will identify professional goals to improve teaching practice and work towards the achievement of these goals.
- Teachers will collect evidence of learning including questioning, sharing learning expectations, feedback, self and peer assessment to extend new learning from AFL Project. (Rocket Learners)
- Staff development occurs incorporating the SA Teaching for Effective Learning Framework and previous work on Assessment for Learning.
- Access professional learning about pedagogy that supports the learning needs of all students.

TARGETS

- Direct links to targets outlined in the school’s site improvement plan are reflected in staff teaching programs.
- Students progress at or above the expected levels in school based and NAPLAN tests.
- All decisions about teaching and learning programs are evidence based.
- Staff Opinion Survey shows an increased percentage of agreement that the school staff share teaching methods and strategies with each other.
- 100% of staff record, assess and report student achievement using SACSAF
FOCUS ON LEARNING
STUDENTS AT RISK

LITERACY / EARLY YEARS

PRIORITY:
To improve the literacy outcomes for students in all strands with a focus on reading and spelling.
To demonstrate improvement in literacy engagement and achievement for all children in the early years.

SELF REVIEW/EVIDENCE
- Year 5 and 7 NAPLAN results
- R-7 Site based standardised test results
- Individual student data analysed and targeted for support.
- 9% Increase in the number of students with NEP’s in 2010.

STRATEGIES
- Agreed R-7 teaching and learning expectations will promote a whole school approach. Staff will receive support in the use of the CPS Literacy Scope and Sequence
- Staff will make use of the literacy data map to adhere to agreed timelines.
- Students at Risk to have individual learning plans outlining 5 week short term goals targeting specific learning outcomes as identified by data and/or NEP
- Teachers will meet regularly to share good practice and prioritise short term learning goals for students at risk.
- Literacy resources purchased will be utilised to support teachers in teaching genre and reading.
- Focus on integration of ICT into literacy teaching and learning.
- Self funded increase in SSO support to students due to the high number of NEP students and students identified as ‘At Risk’.
- R-3 students take part in a guided reading program.

TARGETS
- 100% of staff will utilise the CPS Literacy Scope and Sequence to plan for improvement
- Standardised testing and mapping of data will adhere to agreed timelines.
- 100% of students complete the Premier’s Reading Challenge.
- 100% of students in years 3, 5 and 7 perform above the National Minimum Standard in all aspects of literacy (*unless amended on NEP.)
- 100% of students in Years 1-7 show a year’s growth or higher in spelling across the year evidenced by school collected data.
- 100% of students reach RR Benchmark Level 3-5 after four terms of schooling*
- 100% of students reach RR Benchmark Level 12-15 at the end of year 1*
- 100% of students reach RR Benchmark Level 20-25 at the end of year 2*
- 100% of students Years 3-7 achieve RR Benchmark Level 28 or are reading independently.*
- 100% of R-7 students show improvement in their writing as shown by school collected data.*
- Staff Opinion Survey shows an increased percentage of agreement that the school’s programs provide for the needs of every student.
FOCUS ON LEARNING
STUDENTS AT RISK

NUMERACY

PRIORITY

Increased engagement, participation and achievement in mathematics.

SELF REVIEW

The Primary Math Strategy aims to have all primary students benefiting from strong, high quality mathematic programs. NAPLAN data indicates a minimal number of students in years 5 and 7 performing under National Minimum Standards.

STRATEGIES

- Teachers of Math to utilise Math for All materials once training and development is received.
- Attendance at training and development workshops.
- Extension of prior professional learning in accordance with the needs of teachers and their teaching contexts.
- Focus on improved methodology to extend and support numeracy learners across the school.
- Purchase of Mathletics program for use across the whole school.
- Focus on integration of ICT into numeracy teaching and learning.
- Disability coordinator to visit the school and provide support for staff in the updating of NEPS.

TARGETS

- 100% of students in years 3, 5 and 7 perform above the National Minimum Standard in all aspects of numeracy unless amended on NEP.
- 100% of students show improved use of math facts as shown by school data collection.
- 100% of students in years 1-7 show a year’s growth or higher in numeracy across the year as shown by school data collection.
- 100% of students will achieve at age level against the SACSA standards in Mathematics unless amended by NEP.
- All students who have verified levels of support have an up to date, working document as their NEP which is incorporated into their ILP.
FOCUS ON LEARNING
STUDENTS AT RISK

SCIENCE

PRIORITY

Increased engagement, participation and achievement in science.

SELF REVIEW/EVIDENCE

The Primary Science Strategy aims to have all primary students benefiting from strong, high quality science programs.

STRATEGIES

- Teachers of Science to utilise Primary Connections materials to form the majority of the core program for science.
- Attendance at training and development workshops.
- Extension of prior professional learning in accordance with the needs of teachers and their teaching contexts.
- Upgrade of science materials and resources (other than Primary Connections texts)

TARGETS

- 100% of year 3-7 teachers will have completed their first round of Primary Connections T&D.
- 100% of students years 3-7 receive a minimum teaching time of 120 minutes of science per week.
- 100% of R-2 students receive a minimum teaching time of 90 minutes of science per week.
- 100% of students will achieve at age level against the SACSA standards in Science unless amended by NEP.
FOCUS ON LEARNING
STUDENTS AT RISK

INFORMATION AND COMMUNICATION TECHNOLOGIES

PRIORITY
Develop a focus on the use of ICT in learning programs R-7

SELF REVIEW/EVIDENCE
Computer suite now makes access to ICT available for up to one third of the day.

STRATEGIES

- Establish a scope and sequence across the school setting reasonable targets that identify student skills and abilities to be achieved that is inclusive of the Kindergarten/Early Childhood site.
- Staff identifies and attend T&D to develop ICT skills and knowledge with particular emphasis on interactive whiteboard technology.
- Use interactive whiteboards in daily learning where possible and practical.
- Purchase available software to incorporate in to teaching and learning programs.
- Provide opportunity for staff to share learning and best practice.

TARGETS

- Students Years 4-7 show growth against previous ICAS tests (2009)
- All teaching and learning programs for students R-7 to include appropriate and relevant use of ICT.
- 100% of students will achieve at age level against the SACSA standards in Technology unless amended by NEP.
ATTEND TO CULTURE
STUDENT AND STAFF WELL BEING

CANBERRA TRIP

PRIORITY
Students from years 4-7 attend a camp in Canberra focusing on Democracy.

SELF REVIEW/EVIDENCE
Last camp to Canberra was over ten years ago.
Parent support indicated in 2009.

STRATEGIES
- Camp accommodation and excursions booked and confirmed.
- Parents participate in fundraising efforts towards lowering the cost of the camp.
- Parents kept informed with regular updates re progress towards fundraising.
- Students have provided input into destinations and excursions.
- Students engaged in learning related to democracy and Australian Government
- Regional approval sought and received.

TARGETS
- Increased engagement, participation and achievement in SOSE.
- Improved relationships among upper primary students.
ATTEND TO CULTURE
STUDENT AND STAFF WELL BEING

STUDENT VOICE/STAFF WELLBEING

PRIORITY
Improved wellbeing of students and staff.
Anti-bullying and child protection programs are taught across the school R-7.
Provision of a safe and supportive learning environment.
Maximise attendance of itinerant students.
Maintain and build positive working relationships among staff.

SELF REVIEW/EVIDENCE
- Student opinion survey indicates students would like more to do at recess and lunch and for teachers to discuss their progress with them. They would also like to be more involved in the decision making about their education.
- Perception from a minority of parents that a culture of bullying is present in the school.
- EDSAS attendance records demonstrate a pattern of non attendance by a minority of students.
- Third day phone calls do not appear to be occurring on a regular basis.

STRATEGIES
- Regular class meetings are linked to Kids Council meetings.
- Minutes of Kids Council to be shared with classes.
- Staff ensure that feedback is given to students that shows areas for improvement in a variety of means, both orally and written etc.
- Kids Council representatives take minutes of meetings directly to principal in addition to minutes being shared at staff meeting.
- Introduction of student led activities at lunch times as a trial.
- New staff receives induction on CPS SBM Policy and Grievance Procedure prior to commencement of Term 1.
- Ensure Grievance procedures are communicated to all stakeholders, publicised in the appropriate forum and adhered to by all.
- Information related to SBM and GP are sent home at the start of each year.
- Perception survey sent home in term 3 or 4.
- Parent Forum to be held to review anti-bullying policy.
- Staff refer to the SBM policy when dealing with students to ensure consistency of approach
- Communication with school community regarding attendance through newsletter, notes home, continuing to follow up non attendance in a rigorous manner.
- Process for regular monitoring of absentees by principal be developed in conjunction with teachers and SSO
- Earlier intervention on the part of the school will mean earlier intervention can occur as at District level if necessary.

TARGETS
- Kids Council is seen as more proactive.
- Students report that they feel involved in the decision making about their education through perception survey data.
- SBM data demonstrates a reduction in the number of incidents of bullying.
- Improvement in the attendance records in EDSAS of all students.