Focus: ATTENDANCE & ENGAGEMENT

Strategic Priority	Outcome to be achieved	Strategies
To improve the level of student attendance across the school (2016 Average 67%) Target is 85%	**Outcome 1:** To improve regular attendance	• Strengthen the relationship with RSAS to work more collaboratively to support improved attendance. • Weekly Attendance Team meetings to monitor absence and follow up where required. • Review and implement the current attendance plan. • Develop effective support in classrooms for students who have had interrupted schooling. • Implement class monitoring of and incentives to improve regular attendance.
	Outcome 2: To engage families both existing and new to schooling and to develop a greater understanding of the value of regular attendance at school.	• Work with other agencies to identify pre-schoolers and encourage them to attend. • Revamp the use of the skoolbag app and Facebook page to share positive news about engagement and achievement. • Provide more support for re entering students who have had extensive absence in classrooms. • Developing skills in teaching differentiation to enable all students to access the curriculum. • Implement a whole school anti bullying programme. Track and respond to incidents of bullying. • Develop and implement the Anti bullying policy. • Work with outside agencies and employers to provide more school and post school options.
	Outcome 3: To provide an effective and efficient way of tracking students on the school site.	• Explore effective tracking and monitoring tools for attendance.

COOBER PEDY AREA SCHOOL
SITE LEARNING IMPROVEMENT PLAN **2017**
Focus: CONSISTENCY AND COLLABORATION

Strategic Priority	Outcome to be achieved	Strategies
To improve the level of student achievement across the school	**Outcome 1:** Establishing and enacting expectations and practises that create consistency in student learning.	• **EALD Writing process** Further extend the use of the EALD writing scaling to track student achievements and identify teaching priorities for individuals and classes. All students to be scaled twice per year. Teachers to have support in the scaling process to ensure consistency across classes. • **Induction / Mentoring of teachers new to the school.** Teachers new to the school will need a comprehensive induction process to enable them to understand the requirements and the approaches being used to establish consistency. The induction program needs to run across the year with appropriate lead in time for each requirement. • **Natural Maths approach across CPC to Year 8 (Semester 1)** All Primary classes (including CPC) will use the Natural Maths approach and format for lessons. Students will understand the format and the way in which Maths is taught and so this will improve consistency across the classes and also make it easier for students who have had absences to fit comfortably back into the classroom routines for Maths. Year 8 will use the Natural Maths approach in Semester 1 to support the transition from Year 7 to Year 8.

- **R – 7 Spelling Program (trial Sem 1 2016)**
  A spelling program is available for trial in Semester 1 of 2016. The program outlines the introduction of spelling and is linked to a set of support materials available commercially. The concept is that students with absences slot straight back into the program at the level they are at following the absence. Teachers can easily track what is the next sound, blend, concept to introduce. Tracking occurs for individual students using this program. Feedback from staff at the end of Semester 1.

- **Australian Curriculum development and support in planning and recording.**
  To maintain consistency in what is introduced and how it is tracked and recorded, the school will develop and extend the ACARA planning and recording sheets designed originally by Western Region. The first of these in use across the school is the Maths Curriculum. All teachers will display their 3 levels of planning and then the tracking and recording of individual student achievement. Other subject areas will be made available across the year. Support from the Partnership ACARA person will be focussed on this common approach.

- **Partnership common theme around 'Mind Growthsets.'**
  The Partnership Conference theme for the year is based around Mind Growth sets and the development of students looking to take ownership and control of their own learning. This develops further the concept of Powerful Learners from 2015.

	Outcome 2: Design learning tasks and assessment criteria in collaborative staff teams.	• Establish a Primary structure that has two teachers with the same year levels. • Provide NIT release together for at least 1 planning session. • Establish common planning proformas and expectations that show joint assessment tasks. • Ensure that moderation has occurred for common units of work in Maths and Literacy. • Provide additional support for Years 8 /9 English to build capacity for teachers and students.
	Outcome 3: Moderate assessments to further build capacity in the design and assessment of learning with differentiation in mind.	• Moderation of EALD writing. • Moderation of SACE Learning plans with other schools • Use of Hub Meeting structures • Explore the concept of longer school days and an early finish for Professional Learning one day per week. • Explore links with other schools to share Learning Plans and then moderation • Develop a structure to support Students with Disabilities that has clearly modified expectations and curriculum outcomes suitable to student abilities. Provide support for teachers who have NEP students in their classes to ensure that quality learning is taking place for each student.
	Outcome 4: Develop a 'core' scope and sequence of literacy and numeracy concepts and knowledge that will support successful engagement of learning.	• Spelling Program • Natural Maths approach CPC – Yr 8 • Intervention program based around Yrs 1 – 3 reading support to achieve levels. • EALD Writing scope and sequence across the school. Genre mapping.

| | | **Outcome 5:**

Improve the level of challenge and engagement using consistent differentiated approaches across all levels of learning. | Explore the concept of a Home Work Centre and look to run a trial in 2016 to evaluate how this supports student learning. Focus on the Australian Curriculum in terms of planning, learning design and recording student achievement. Use Tina Delchau as a resource person on site. Conduct common assessment across year levels and develop moderation of student work. Explore the concept of differentiation and develop further understandings of how that can occur within classrooms. Create a leadership position that focusses on intervention and leads the development of differentiated approaches within classrooms. Redesign and extend the intervention program for reading for Years 1 -3 to consolidate base reading skills in the Early Years. |