



Vision: Our students will be fully engaged in collaborative and autonomous learning with a strong sense of valuing themselves and others.

Values: Respect, Responsibility, Cooperation and Doing our Best

Dispositions: Self Regulation for Learning, Mindset for Learning and Grit for Learning

PRIORITY 1. WELLBEING FOR LEARNING

Why? We inquire into our data that students dispositions for learning is barrier and a key driver for students gaining better academic results.

Goal	Capacity Building Strategies—Key Drivers	What will be the key outcomes?
<ul style="list-style-type: none"> ● Developing a whole school culture of Approaches to learning - <ol style="list-style-type: none"> 1. Grit for Learning 2. Growth Mindset for Learning 3. Self Regulation 	<ol style="list-style-type: none"> 1. Unpack the 3 learning approach and document the learning expectations to gain consistent language across the school. 2. Plan for explicit instruction through P-7 home group and 8-12 Pastoral Care. 	<p>Attached is a copy of the data sets we use a whole school to inform our practice. The evidence suggests the following improvement agenda are required.</p> <p>Evidence—Current Status</p>
<ul style="list-style-type: none"> ● Activate Authentic Student Voice to improve the teaching and learning quality at Cummins Area School 	<ol style="list-style-type: none"> 1. Student Executives lead through an inquiry approach to improve the quality of Feedback. 2. Review the student opinion surveys and re-survey term 2 2017 to see the growth or areas to develop. Key drivers for improvement are <ul style="list-style-type: none"> ● Feedback— ● Learning Intent and why ● How to get an A ● Assessment and success criteria 	<p>Our attendance rate has been consistently held at 92%. Our target as a whole is to reach the DECD goal of 93%.</p> <p>Our wellbeing data indicates students have a high level worries, low level of perseverance and engagement.</p> <p>Our target is to reduce the number of students who have high worries, low perseverance and low levels of engagement.</p>
<ul style="list-style-type: none"> ● Supporting Student Well Being in order to maximise student learning through an exploration of students' learner dispositions. 	<ol style="list-style-type: none"> 1. Analyse the data from our reporting system to inform our practice against the 3 learner dispositions 2. Analyse the Middle years data and the Resilience data to inform our proactive teaching strategies 3. Addressing wellbeing proactively across the school with the continual implementation of Pastoral Care. 	
<ul style="list-style-type: none"> ● Developing structures around prevention and Intervention. 	<ol style="list-style-type: none"> 1. Develop a Wellbeing for Learning Team to respond to student wellbeing needs. Proactive vs Reactive models with the focus being on proactive key strategies such as mentoring, counselling time, small group intervention 2. Ensure outside agencies and DECD agencies have a wrap around approach to specific students. Including students with special needs 	



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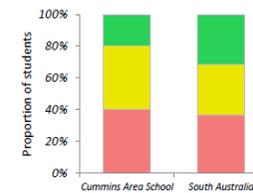
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PRIORITY 1. WELLBEING FOR LEARNING

Year level	2014	2015	2016
Reception	90.3%	89.5%	86.6%
Year 1	92.2%	93.4%	94.1%
Year 2	94.8%	92.2%	91.8%
Year 3	95.7%	94.5%	93.3%
Year 4	93.1%	94.8%	94.8%
Year 5	95.7%	95.0%	92.5%
Year 6	92.9%	93.5%	93.0%
Year 7	95.1%	93.1%	93.6%
Year 8	91.0%	95.1%	92.7%
Year 9	90.5%	89.3%	94.5%
Year 10	89.8%	92.3%	87.1%
Year 11	90.1%	93.4%	93.4%
Year 12	92.9%	92.6%	89.9%
Secondary Other	30.0%		
Total	92.4%	92.9%	92.2%

Engagement

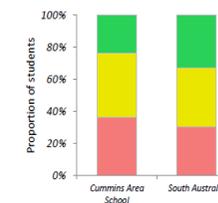
Figure 4.9



		Your school		South Australia	
		n	%	n	%
Engagement	High	6	20	5014	32
	Medium	12	40	5083	32
	Low	12	40	5788	36

Perseverance

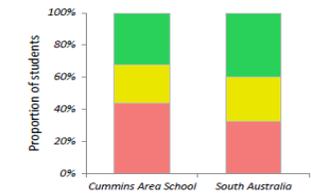
Figure 4.8



		Your school		South Australia	
		n	%	n	%
Perseverance	High	7	23	5241	33
	Medium	12	40	5859	37
	Low	11	37	4814	30

Worries

Figure 4.7



		Your school		South Australia	
		n	%	n	%
Worries *	Low	11	32	6420	40
	Medium	8	24	4454	28
	High	15	44	5276	33

ATTENDANCE for our SCHOOL

The whole school's attendance data broken into years 2014,2015,2016 and year levels. The DECD target is between 93-96%. Our school is currently at 92%.

MIDDLE SCHOOL SURVEY on STUDENT WELLBEING

Year 6-9 students complete the Middle School Wellbeing survey. This indicates CAS has 3 major challenges ahead. Engagement, Perseverance and Worries.



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PRIORITY 2. PEDAGOGIC IMPROVEMENT that allows for INTELLECTUAL STRETCH

Why? We inquire into our data that refocusing our teaching on strategies that allow students to critically and creatively think is a key driver for students gaining better academic results.

Goal	Capacity Building Strategies	What will be the key outcomes?
Teachers designing learning that incorporates the Pedagogic Improvement through using TELL- ASK <ul style="list-style-type: none"> • Creating dialogue • Questioning • Student Voice • Multiple entry points 	<ol style="list-style-type: none"> 1. Build capacity in the 4 areas of pedagogy Questioning, Dialogue, Student Voice and Multiple Entry Points 2. Observations and feedback for teachers on these approached and its connectivity to PD conversations. 3. Embed pedagogy, curriculum and assessment into learning designs. 4. Programming and planning reflects the pedagogical and dispositions changes required. TELL-ASK. 	Attached is a copy of the data sets we use a whole school to inform our practice. The evidence suggests the following improvement agenda are required. Evidence—Current Status Our high level band distribution for literacy and numeracy has been consistent. 2016 saw drops in the number of students achieving in our high band levels. Our target is to have at least 25% of students in each year level achieving in the higher band levels for both literacy and numeracy.
Ensure teaching and learning is designed with the following key elements <ul style="list-style-type: none"> • clear intent • assessment strategy. • pedagogic improvement 	<ol style="list-style-type: none"> 1. Teachers using the learning design to document their planning for learning. 2. Student learning Tasks, Task Designs, designed to clarify intent and learning success criteria. 	Our PAT R and PAT M indicates strong growth data and achievement data. Our target is continue this pattern and while reducing the number of student in the lower growth band and lower achievement band.
Assess the range of Assessment strategies being used within the school to inform students of the success criteria	<ol style="list-style-type: none"> 1. Investigate the purpose of formative and summative assessment. 	
Improve the quality of learner Feedback	<ol style="list-style-type: none"> 1. Use the student voice survey data and video to improve the quality of teacher to student feedback. 	



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PRIORITY 2. PEDAGOGICAL IMPROVEMENT

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	43	43	19	12	44%	28%
Year 3 2014-16 Average	30.3	30.3	16.7	10.3	55%	34%
Year 5 2016	24	24	7	2	29%	8%
Year 5 2014-16 Average	25.0	25.0	7.3	4.0	29%	16%
Year 7 2016	28	28	4	4	14%	14%
Year 7 2014-16 Average	30.0	30.0	8.3	6.3	28%	21%
Year 9 2016	24	24	4	1	17%	4%
Year 9 2014-16 Average	28.7	29.0	5.3	4.7	19%	16%

NAPLAN HIGH BANDS—Year 3,5,7 and 9 student each year participate in NAPLAN testing. We know that our goal is move more of students into the Upper two bands

		PAT M			
Year 3-10	Growth		Achievement		
Total Students	U	48	Above	221	
	M	95	Below/ At	28	
	L	41			

		PAT R			
Year 3-10	Growth		Achievement		
Total Students	U	51	Above	213	
	M	93	Below/ At	36	
	L	48			

U = Upper growth
M= Medium Growth
L= Low Growth

PAT R and M Student achievement in literacy and numeracy testing. Ensuring an increase of students in medium and high growth as well as above SEA standard.



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PRIORITY 3. LITERACY AND NUMERACY IMPROVEMENT

Why? We inquire into our data that refocusing our teaching effective literacy and numeracy learning will improve the students ability to achieve the A .

Goal	Capacity Building Strategies	
<ul style="list-style-type: none"> Developing an agreement of effective Teaching and Learning of Literacy and Numeracy from Preschool—year 12 and ensure the implantation of agreement in all classrooms. 	<ol style="list-style-type: none"> Develop whole school agreements re effective numeracy practice Build capacity in the following areas Learning intentions—Literacy and Numeracy, Literacy and Numeracy across the curriculum. Assessment Learning Design 	<p>Attached is a copy of the data sets we use a whole school to inform our practice. The evidence suggests the following improvement agenda are required.</p> <p>Evidence—Current Status</p> <p>Our high level band distribution for literacy and numeracy has been consistent. 2016 saw drops in the number of students achieving in our high band levels.</p>
<ul style="list-style-type: none"> Develop consistent, yet responsive, data sets that inform best practice and student growth and achievement in Numeracy and literacy. 	<ol style="list-style-type: none"> Analyse PAT M and NAPLAN data to ensure it informs practice. Begin to implement the Professional Development expectations within the school for Programming and planning. 	<p>Our target is to have at least 25% of students in each year level achieving in the higher band levels for both literacy and numeracy.</p> <p>Our PAT R and PAT M indicates strong growth data and achievement data.</p> <p>Our target is continue this pattern and while reducing the number of student in the lower growth band and lower achievement band.</p>
<ul style="list-style-type: none"> Design learning opportunities that provide opportunities for intellectual stretch through moving children in growth levels and proficiency bands. Ensure assessment task designs allow for an A.. 	<ol style="list-style-type: none"> Redesigning assessment pieces to ensure students can gain an A for literacy and numeracy and other curriculum areas. 	<p>We also have a target to maintain our 100% SACE completion data whilst continuing to move our A-E data with SACE to the left as we have done in 2016.</p>
<ul style="list-style-type: none"> Target students for Intervention in Numeracy through Quick Smart and ssos intervention through literacy. 	<ol style="list-style-type: none"> Target year 3, 5 and 7 students for Quick Smart Intervention. Students targeted from data driven conversations. 	



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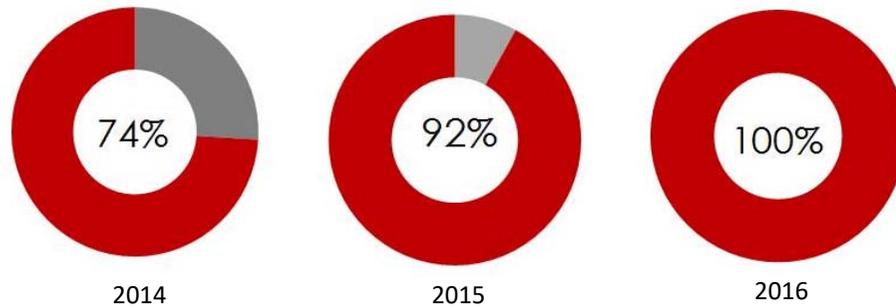
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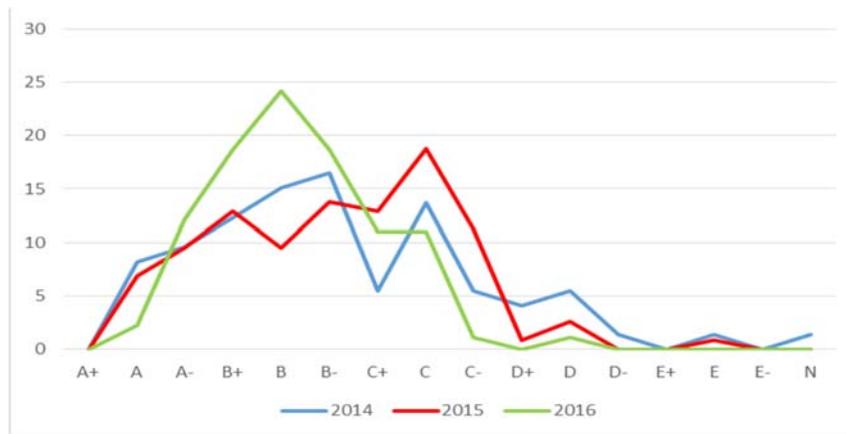
Goal

Capacity Building Strategies

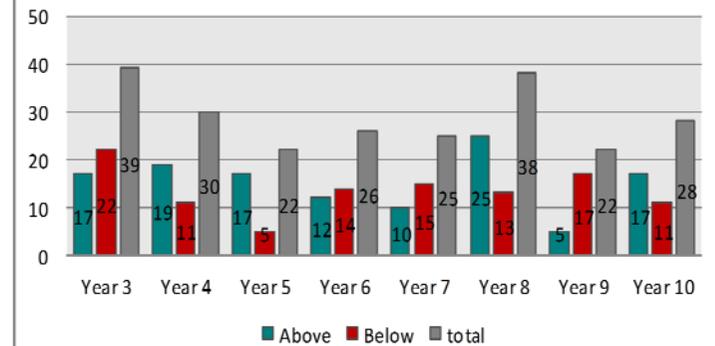
SACE Completion Rate



STAGE 2 A-E Grades



PAT R mean score



PAT M mean score

