2022 - 2024
2024 School Improvement Plan for
Cummins Area School

STEP 1
Analyse and prioritise
Begin in term 4 each year
to inform the next plan

STEP 2
Determine challenge
of practice
Begin in term 4 each year
to inform the next plan

STEP 3
Plan actions for
improvement
Begin in term 4 each year
to inform the next plan and
monitor across the year

STEP 4
Improve practice and
monitor impact
Occurs throughout
terms 1 to 4 each year

STEP 5
Review and evaluate
Begin in term 3 to
determine what's been
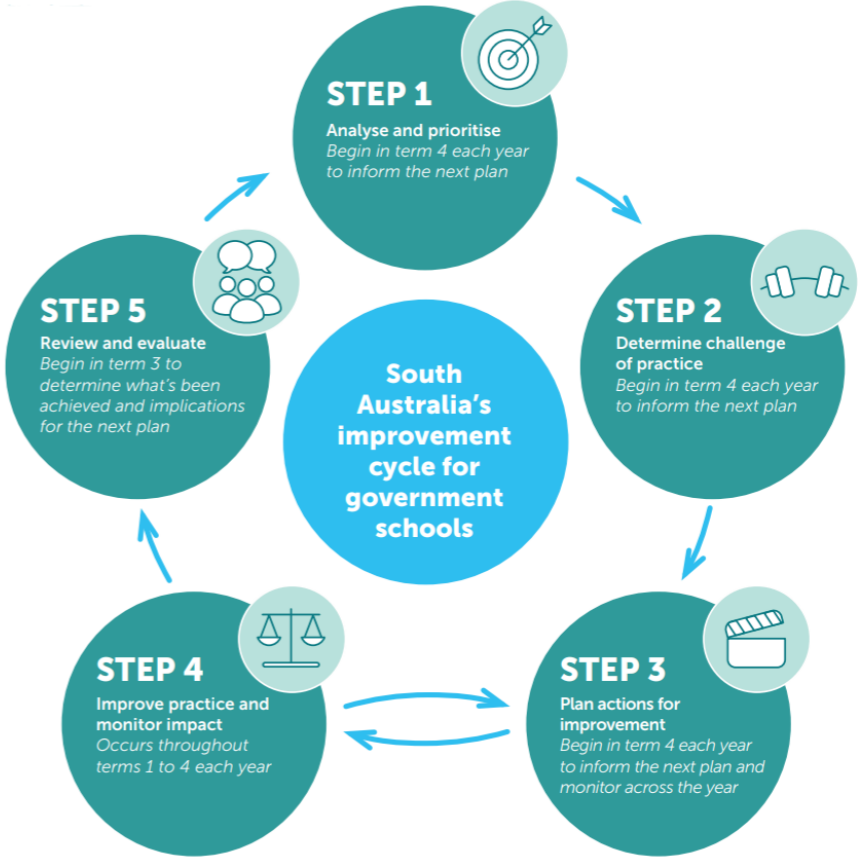achieved and implications
for the next plan

South Australia's improvement cycle for government schools

Vision Statement:

Cummins Area School provides a culture of high expectations and growth where all students are supported to develop the skills and knowledge they require to become valued contributors to society.

Government of South Australia
Department for Education

2022 – 2024
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Completing the template:

- **This template has been designed for combined primary and secondary schools (B-12, K-12 etc.)**
- If copying and pasting text from another document, paste as 'keep text only' or 'merge formatting'.
- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.
- Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes.

Complete every step - The School Improvement Planning Handbook explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4. Your Local Education Team can support you as required.
- Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact), and in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
School Improvement
education.schoolimprovement@sa.gov.au

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STEP 1 Analyse and Prioritise

Site name: Cummins Area School

	ESR Directions:
Goal 1: To increase strong and exceeding achievement in writing	1. **Build staff understanding, ownership and accountability of the SIP by deepening teachers' skills in the teaching and learning cycle around actions that address the challenge of practice, and establishing self-review process that regularly monitor the impact of SIP actions on student outcomes.** 2. Strengthen differentiated curriculum planning and instruction through deepening teachers' capacity in learning design by using the data from tracking and monitoring student progress, for intentional teaching 3. Ensure stretch and challenge for all students, by regularly sharing assessment with students and embedding timely formative assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their own learning.

Primary

Achievement towards Goal in 2022:	Target 2023:	2024:
26% of students (11 out of 43 students) to achieve HB in NAPLAN writing at Yr. 5 **7 out of 40 = 17.5%** 23 % of students (7 out of 30 students) to achieve HB in NAPLAN writing at Yr. 7 **6 out of 30 = 20%** 31% of students (15 out of 49 students) to achieve HB in NAPLAN writing at Yr. 9 **10 out of 47 = 21%** **40% of Stage 1 students to achieve A or above in SACE** **40% of Stage 2 students to achieve A or above in SACE**	**40% students in Yr. 5 achieving Strong / Exceeding for Writing.** **50 % students achieved Strong or Exceeding in Yr. 7 NAPLAN Writing** **58 % students achieved strong / exceeding in Yr. 9 NAPLAN Writing**	**All students achieving expected growth and above in Brightpath for the year. (R-4 – 40-60 points over 6 months), (5-7 – 20 points over 6 months)** **Improvement noted in NAPLAN marking areas from previous years, particularly cohesion, sentence structure and audience.** **In Yr. 5, 60 % students achieving Strong / 5% Exceeding for Writing.** **In Yr. 7, 50 % achieving Strong / 19 %Exceeding for Writing.** **In Yr. 9, 57% achieving Strong / 21 %Exceeding for Writing** 43% of Stage 1 students to achieve A or above in SACE subjects 43% of Stage 2 students to achieve A or above in SACE subjects

STEP 2 Challenge of practice

If all teachers consistently implement high impact teaching strategies with an emphasis on learner agency by developing shared clarity maps then we will increase strong/ exceeding achievement in writing.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): **We will see each student composing cohesive, structured texts across all subject areas. We will see students using a wide range of tier 2 and 3 vocabulary when we review samples of student writing. We will see students demonstrating a greater understanding** of audience when reviewing samples of student writing, including tenor and mode. Students will be able to articulate where their writing strengths and challenges are and what their next steps will be. Students will be able to use exemplars and success criteria to establish their achievement in a task Students will produce tasks demonstrating an understanding of the cognitive verbs demanded of them.	**How and when will this be monitored, tracked and measured?** Brightpath Moderation: once per term at a full staff meeting Brightpath Teaching strategies: at Yr. level / subject teacher release time for meetings with leaders on goal setting and monitoring, using Brightpath next steps tools. NAPLAN Writing data interrogation upon release Assessment tasks within all Areas of Learning will be discussed with leaders and staff / students. Regular (bi-termly) ,targeted check ins between teacher and students to discuss individual progress against success criteria and goals.

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities	Resources

		Each teacher will…	
Every teacher will co construct success criteria with students in writing so there is greater clarity in what students need to know, do and understand.	Click or tap here to enter text.	Use Learning Intentions and Success Criteria to • monitor progress of target students toward strong/exceeding achievement and use this to reflect on and refine teaching and learning, through the use of differentiated teaching practice • Implement Brightpath strategies within their Writing lessons during implementation of curriculum units • Use Brightpath as the agreed tool for moderating student work and developing next steps for action • Plan for having writing samples for moderation against Brightpath each term in Week 7 Staff Meeting • Hold PDPA conversations with leaders aligned to target students. • Enact Learner Agency through conversations with students driven by writing samples against success criteria and exemplars. Students will be able to articulate where they are at on their writing journey. • Explicitly teach the cognitive verbs within the units to aid clarity for LISC Each leader will… • Work with the Brightpath team to facilitate PD sessions in week 3 of each term. • Plan the moderated writing tasks across the year levels • Plan for PD around Formative Assessment - SFD in term 1 • Discuss writing samples and strategies with staff to follow up moderation in PDPAs • Schedule regular classroom walkthroughs/observations to observe teacher curriculum implementation and student achievement against the SIP Success Criteria	LET Power BI Data Sets Brightpath platform/ Brightpath team Secondary Genre maps SACE Self review tools AC Units AERO – Formative assessment practice guide / rubric Evaluation Tool – Student Feedback / Learner Agency AERO papers – writing in subject areas Department for Education Units Scope and Sequence Documents Yr. 5/6 Self regulation Trial
Each Teacher will use formative tasks and processes to check for understanding against the learning intentions and success criteria, elicit evidence of learning and provide feedback to learners at whole class and individual student level. They will also invite feedback from students about the accessibility and efficacy of writing lesson content and processes.	Click or tap here to enter text.	Each teacher will… • Actively Participate in PLCs with key teachers around feedback and formative assessment • Plan formative processes and highlight these in their planning and programming • Note modifications in planning based on formative assessments and student feedback received Each leader will… • Meet with Collaborative teams (Line Management) each term to monitor implementation of SIP priorities • Seek and deliver student feedback (Evaluation Tool) • Schedule regular classroom observations/walkthroughs to observe students receiving and acting upon their feedback	Department for Education Units Scope and Sequence Documents Evaluation Tools – Student, staff, parent feedback AERO papers – writing in subject areas Key teacher Yr. 5/6 Self regulation Trial
Each teacher will use a range of data to effectively identify individual student's abilities. They use this evidence to plan and explicitly teach using tailored, appropriately challenging tasks to extend the knowledge and skills of every student in every class, regardless of their starting point. Teachers will actively share data with students to co-construct learning goals.	Click or tap here to enter text.	Each teacher will… • Plan and program using the sites Differentiation Placemat to highlight modifications to explicit teaching strategies. • Discuss and share these strategies at staff meetings three times per term in PLCs • Monitor progress of three targeted students against these modifications • Use these as a basis to PDPA conversations • Follow the CAS Planning and Programming Statement of Practice (2024 version) Use Power BI to monitor class student data sets Each leader will… • Develop a Statement of Practice for planning and programming in collaboration with staff • Structure and drive internal processes to enable, monitor and respond to the impact of teachers' collaborative work • collaborate with staff to develop and document a shared understanding of teaching and learning practices in relation to writing • Schedule a SFD in Term 2 based on differentiation strategies – Tomlinson approach	Department for Education Units Best Advice Papers • Writing-across-the-secondary-years.pdf • using-genre-maps-in-secondary-learning-area-assessment Statement of Practice – Planning and programming Differentiation Placemat Carole Tomlinson – Differentiation Strategies Release time / programmed NIT opportunities for collaboration Yr. 5/6 Self regulation Trial

Click or tap here to enter text.	Click or tap here to enter text.	Each teacher will… Each leader will…	Click or tap here to enter text.