## Warriappendi Site Improvement Plan Overview 2014

<table>
<thead>
<tr>
<th>Intended Outcomes (What do we want to achieve this year? Focussed, realistic, achievable but aspirational)</th>
<th>Key Strategies (What will we do to get there?)</th>
<th>Situation 2013 (This is where we are - Evidence / data)</th>
<th>Targets / Measures 2014 (This is where we want to be - How will we measure &amp; evaluate?)</th>
</tr>
</thead>
</table>
| Positive student attitude to effort, learning and achievement. | • Gradual increase of rigour and teacher expectations in the middle school. (Set the bar gradually higher)  
  - Student voice reinvigorated to explore goal setting practices and attitude/effort/achievement  
  - ILP reviewed with regard to goal setting at start of each term  
  - Student led Conferences conducted Term 1 wks 9 & 10  
  - Staff perception data collected T1  
  • Provide students with the skills needed to support learning (eg research skills)  
  - AP leading focus on quality teaching practices/Genre  
  - PFD speakers re pedagogy/peer feedback/inquiry based curriculum  
  - Lit Interventions/testing  
  • Improve the standard of student reading / literacy  
  - Reviewed Reading Block leadership processes - Lit Committee  
  - Each PFD Review testing data with whole staff  
  - Staff attended training days relating to Reading/Literacy across LAs - 21st March & 6th June  
  - Common assessment tasks conducted with all students Term 2 wk 8  
  - NAPLAN for Year 9s  
  • Engage students through a focus on creativity through the arts and use of ICT  
  - Students engaged in multimedia prods through Nunga TV and specialist film maker  
  • Consultation with parents & students re developing a School/Community Partnership Agreement  
  - First staff days back 2014 - all staff developed SCP consultation doc that was incorporated into SIP  
  - Employed film maker to produce student evidence re life goals/barriers, to be used for the website and parent consultation | • 2013 59.8% Attendance Rate  
• Students complete opinion surveys  
• Current reading results (in ILP) (eg PATR, RRL, NAPLAN Completion, % Above NMS)  
• Staff consultation has occurred re 4 year plan  
• Many students completing minimal work output  
• Unprepared for SACE load | • 10 % Attendance Rate improvement  
• 5% Improvement in perception data  
• Staff prepared Rubric / Perception data (pre/post)?  
• School/Community Agreement is in place  
• PATR data is gathered and analysed |
Health & Well Being

Students to assume responsibility for personal physical & emotional wellbeing.

- Incorporate Health care plans into students ILPs
  - Coordinator position established to support review of Health processes
  - Review of ILP including Health Care Plans
- Implement Australian Curriculum Health Program.
  - Health teacher has utilised AC Health curriculum as a trial with MS students
  - Utilised film maker to develop resources with students
  - Child protection Curric implementation and plans
- Assist students to access services
  - Focus on senior students making their own calls and arrangements.
- Offer support for students and families via Tirkandi
  - Students identified through whole staff and leadership/Tirkandi meetings
- Role model healthy living
  - Reviewed daily food production and improved healthy options – no cakes etc
  - High quality Health curriculum that is culturally appropriate and inclusive of student involvement
  - Trialling Cert 1 Hospitality
- Support student health checks (doctors, dentists, counselling etc)
  - Health checks are implemented for all willing students twice per year – partnership and MOU with Second Story
  - Referrals for students needing further treatment are recommended involving parents
- Anecdotal information in ILPs
- Familiarisation for years 8-12 using negotiated Australian curriculum bands
- Students access services with a high level of support
- 2 on site Tirkandi workers assisting students and families
- Meals prepared by support staff.
- Limited staff involvement in PE/Sport
- Onsite and offsite health checks from second story
- Visit from Dental health service and various other services
- Students accessing health checks with high level of staff support
- All students have access to health curriculum/materials

- Review ILPs and incorporate 1 page Health plan
- Ready to implement and report on Achievement standards in 2015
- Students access services with limited support
- Tirkandi team maintain affectiveness data (qualitative and quantitative)
- Students and teaching staff involved in preparation and serving of “healthy” recess and lunch
- Increased staff participation in physical activity eg home group challenges, lunchtime sport etc
- Students accessing health checks with limited staff support

- Info/resource centre is established in Health room
<table>
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<tr>
<th>Major: Teaching &amp; Learning</th>
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<tbody>
<tr>
<td><strong>Priority Action Plan</strong></td>
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</table>

**Intended Outcomes**
- Positive student attitude to effort, learning and achievement.

**Key Strategies**
- Gradual increase of rigour and teacher expectations in the middle school. (Set the bar gradually higher)
- Provide students with the skills needed to support learning (eg research skills)
- Improve the standard of student reading / literacy
- Engage students through a focus on creativity through the arts and use of ICT

**Targets**
- 10% Attendance Rate improvement
- 5% Improvement in perception data
- Staff prepared Rubric / Perception data (pre/post)?
- School/Community Agreement is in place
- PATR data is gathered and analysed

**Strategy**
(From the key strategies listed above, what are the implementation steps / sub strategies required?)

<table>
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<tr>
<th>Students Involved</th>
<th>Who?</th>
<th>When / How?</th>
<th>Resources</th>
<th>Improvement Indicators</th>
</tr>
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<tbody>
<tr>
<td>(eg Year levels)</td>
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- **Clear goal setting processes occur with all students (documented in ILP)**
  - Students Involved: 8-12
  - Who?: Dave/Chris
  - When / How?: Start of each term (in ILP)
  - Resources: PD Budget - Resource Budget
  - Improvement Indicators: Reviews of goals each term, Student Led conferences, Reports

- **Plans and training occurs for staff relating to MS Inquiry/research curriculum**
  - Students Involved: 8-10
  - Who?: Leadership Team
  - When / How?: Plan for PFDs term 2
  - Resources: - PD Budget
  - Improvement Indicators: Evidence of inquiry skills teaching exists in plans as seen in P&D sessions and through observation

- **Staff attend training relating to supporting reading improvement across LAs**
  - Students Involved: 8-10
  - Who?: Dave/Sally/Leayshia
  - When / How?: Indiv release, PFDs and Partnership Training sessions
  - Resources: PD Budget Purchase ‘Words my Way’ & other reading resources
  - Improvement Indicators: Audit as to application of reading skills across LAs

- **Maintain Spec Ed affectiveness data**
  - Resources: - Attended Jill Eggleton in March T1
<table>
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<tr>
<th>Action</th>
<th>Responsible Persons</th>
<th>Timeframe</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Subject plans and overviews are audited re use of creative pedagogy</td>
<td>Sally</td>
<td>8-10</td>
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<tr>
<td>Training identified and delivered re ICT, multimodal delivery</td>
<td>Chris &amp; Dave</td>
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<tr>
<td>Staff explore National Quality Teaching Standards</td>
<td>Chris &amp; Dave</td>
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<tr>
<td>Further training utilising TTEL occurs</td>
<td>Sally/Sarah</td>
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<tr>
<td>During first term and as part of Perf Dev sessions &amp; MS Coordinator audit</td>
<td>Chris &amp; Dave</td>
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<td>ICT, TTEL and Quality Teaching training occurs in PFDs</td>
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<td>Staff release time</td>
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<td>Access experts to deliver training</td>
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<td>Subject plans and whole staff sharing has occurred regularly</td>
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<tr>
<td>Training affectiveness surveys and plans are implemented</td>
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<td>NQTS are utilised/documented in P&amp;D sessions</td>
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<td></td>
<td>Evidence of TTEL exists in Curriculum plans and is regularly discussed and reviewed.</td>
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<tr>
<td>A School/Community Partnership Agreement is negotiated/developed</td>
<td>Chris, Dave &amp; Jose</td>
<td>8-12</td>
<td>Begin consultation Term 1 utilising surveys for students and parents</td>
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<tr>
<td>An agreement exists that reflects opinions and commitments between all parties</td>
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<tr>
<td>Staff perception rubric is completed pre and post 2014</td>
<td>Sarah &amp; Sally</td>
<td>Term 1&amp;4</td>
<td>Perception data is collected and analysed</td>
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<tr>
<td>Testing regimes are reviewed and data analysed</td>
<td>Dave</td>
<td>Terms 1 &amp; 4 PATR, M, LL etc</td>
<td>Staff release Collected data is analysed and actions/strategies planned</td>
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## Priority Action Plan

### Intended Outcomes

(copied from Implementation Plan Overview Sheet)

### Key Strategies

(copied from Implementation Plan Overview Sheet)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Students Involved</th>
<th>Who?</th>
<th>When / How?</th>
<th>Resources (incl Budget requests &amp; resources required)</th>
<th>Improvement Indicators</th>
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<tr>
<td>Develop process to ensure that Health care plans are transferred into students ILPs</td>
<td>8-12</td>
<td>Wellbeing Coordinator</td>
<td>Term 2</td>
<td>Role of Coord.</td>
<td>1 page health care plan in all ILPs</td>
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<tr>
<td>Implement Australian Curriculum Health Program.</td>
<td>8-12</td>
<td>Health teacher</td>
<td>2015</td>
<td>&quot;</td>
<td>Achievement standards in sem 1 2015 report</td>
</tr>
<tr>
<td>Develop students skills to independently access services</td>
<td>8-12</td>
<td>Homegroup teachers</td>
<td>Reviewed Term 2 and Term 4 via student/teacher Health management survey</td>
<td>20% improvement in independence?</td>
<td></td>
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<tr>
<td>Review referral processes re Tirkandi support</td>
<td>8-12</td>
<td>Chris &amp; Dave</td>
<td>Term 1 with MAYFS staff</td>
<td>Improved documentation of processes/procedures</td>
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<tr>
<td>Staff attend training relevant to nutrition and the TSC</td>
<td>Identified staff</td>
<td>Through Tauondi College/other</td>
<td>School Budget/release</td>
<td>Document number of staff who Trained</td>
<td></td>
</tr>
<tr>
<td>Develop clear and consistent processes re student health checks (doctors, dentists, counselling etc)</td>
<td>8-12</td>
<td>Wellbeing Coordinator</td>
<td>Term 2</td>
<td>Key staff released</td>
<td>Implementation of Health check policy</td>
</tr>
<tr>
<td>Provide health related curriculm/ materials that promote independent health management</td>
<td>8-12</td>
<td>Wellbeing Coordinator/ Health teacher</td>
<td>Ongoing and reviewed term 2/term4</td>
<td>$ for resources</td>
<td>20% improvement in “awareness” from term 2 to term 4</td>
</tr>
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