

Warriappendi Site Improvement Plan Overview 2015

	Intended Outcomes <i>(What do we want to achieve this year? Focussed, realistic, achievable but aspirational)</i>	Key Strategies <i>(What will we do to get there?)</i>	Situation 2014 <i>(This is where we are - Evidence / data)</i>	Targets / Measures 2015 <i>(This is where we want to be - How will we measure & evaluate?)</i>
Teaching & Learning (Major Focus)	<p>A consolidated and consistent approach to Teaching and Learning practices exists across LAs.</p>	<ul style="list-style-type: none"> • Implementation of Marzano for all staff • Be more accountable for planning, documentation and reporting. • Performance Review processes support quality teaching and learning • Maths Focus – connect with Partnership and invigorate pedagogy relating to Mathematics • Review ILP – make it more relevant, user friendly, central to all planning • Attendance – explore new strategies and data gathering to be shared with students • Testing/data – review what is used and how to better evaluate and apply creative solutions • Continue to focus on reading / literacy improvement 	<ul style="list-style-type: none"> • Attendance Rate 2013- 59.8% 2014 – 68.9 • Variation re level of teacher documentation and planning • Current reading results (in ILP), not effectively utilised? • Inconsistent use of dynamic pedagogy • Many students completing minimal work output • Unprepared for SACE load 	<ul style="list-style-type: none"> • All staff are utilising Marzano elements, practices and documentation, reflected in ACARA unit plans • Perf review process and template reflects pedagogy focus • Maths focus is coordinated and documented • School/Community Agreement is in place • 10 % Attendance Rate improvement on 2014 figure • PAT R & M data is gathered, analysed and needs actioned

All school Transition points have a strategic plan (in ILP) that supports success. (Eg At enrolment, graduation from Middle to Senior School and post school graduation)

- Incorporate plans into students ILPs
- Review enrolment/Induction processes
- Are curriculum offerings appropriate/challenging enough/rigorous VS off putting?
- Review graduation processes into Senior School. Celebration?
- Review Student Voice/Senior Student acknowledgement/culture
- Review SACE/VET Counselling processes
- Offer support for students and families via Tirkandi
- How do we 'stay connected'? Is it affective? Who? What? How long?
- Explore realities of self driven budgeting for food/transport/housing etc for seniors

- Anecdotal information in ILPs – doc too complex.
- Students have loose induction with some escaping process.
- Induction testing data is utilised to a degree.
- 2 on site Tirkandi workers assisting students and families
- Graduation form MS to SS is not acknowledged
- Student Voice is not consistently effective/relevant
- SACE counselling is implemented each year – review processes?
- No strategic plan re 'staying connected'. Follow up happens when we remember.
- Students often struggle to survive financially in tertiary environment?

- Review ILPs and incorporate 1 page Health plan
- Ready to implement and report on Achievement standards in 2015
- Induction processes are self managing
- Tirkandi team maintain affectiveness data (qualitative and quantitative)
- Students and teaching staff involved celebration for MS to SS students
- Student Voice processes are reviewed and functional
- Students accessing staff support re counselling for post school.
- Plans exist to support school leavers during year after graduation
- Life skills and budgeting explored on an individual basis

Warriappendi Site Improvement Plan 2015 Priority Action Plan

Major: Teaching & Learning

Intended Outcomes

A consolidated and consistent approach to Teaching and Learning practices exists across LAs.

Key Strategies

- Implementation of Marzano for all staff
- Be more accountable for planning, documentation and reporting.
- Performance Review processes support quality teaching and learning
- Maths Focus – connect with Partnership and invigorate pedagogy relating to Mathematics
- Review ILP – make it more relevant, user friendly, central to all planning
- Attendance – explore new strategies and data gathering to be shared with students
- Testing/data – review what is used and how to better evaluate and apply creative solutions
- Continue to focus on reading / literacy improvement

Targets

- All staff are utilising Marzano elements, practices and documentation
- Perf review process and template reflects pedagogy focus
- Maths focus is coordinated and documented
- School/Community Agreement is in place
- 10 % Attendance Rate improvement
- PAT R & M data is gathered, analysed and needs actioned
- All staff are upskilled in, and actively teach, text types (formally genre) across all curriculum areas

Strategy

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

Students Involved
(eg Year levels)

Who?
(Who will lead this strategy being implemented?)

When / How?
(What time(s) will be set for these strategies to be implemented in and by?)

Resources
(incl Budget requests & resources required)

Improvement Indicators
(How will we know we are making a difference? Key indicators of improvement toward the target(s))

<ul style="list-style-type: none"> Clear goal setting processes occur with all students (documented in ILP) 	8-12	Dave/Chris	Start of each term (in ILP)		Reviews of goals each term, Student Led Conferences, Reports
<ul style="list-style-type: none"> Plans and training occurs for staff relating to Marzano – Art & Science of Teaching; and TfEL 	8-12	Dave /Leadership Team	Plan for PFDs term 1	<ul style="list-style-type: none"> - PD Budget - Resource Budget 	Evidence of application of Marzano practices exists in plans, through observation, and in improved student grades. Link are made between Science and Art of Teaching and TfEL, to support excellence in teaching and learning
<ul style="list-style-type: none"> Performance Review processes are focussed on demonstrated evidence relating to Marzano/pedagogy/planning 	8-12	Chris/Dave /Leadership Team	Individual meetings	n/a	Staff Evaluation re satisfaction with PR process
<ul style="list-style-type: none"> Term by term audit occurs re LA unit plans to ensure all staff are appropriately documenting and planning 	8-10	Dave	Each term	n/a	Documentation for all unit plans is evident on drive. Unit plans are comprehensive, reflect what is taught, how it is taught, how learning will be deepened, & how it is to be assessed

<ul style="list-style-type: none"> Maths focus exists with involvement across the LF Partnership 	8-10	Craig	Each term	Maths budget	Project trials take place with selected cohorts
<ul style="list-style-type: none"> ILP is reviewed each term and is central to student planning and achievement 	8-12	All HGs	Each term	Possible time release	All ILPs are in place and regularly reviewed
<ul style="list-style-type: none"> Attendance improvement is discussed each staff meeting, weekly with AbStudy, students and parents. 	8-12	All staff	Daily meeting, data submitted weekly to Ab study, at PFDs & SLCs	n/a	Attendance improves by 10% (A Strong partnership exists with Centrelink Engagement Officer)
<ul style="list-style-type: none"> Testing regimes are reviewed data analysed. Lit/Num interventions implemented and reviewed each term. 	8-12	MS & Student Services Coords	Each Term	Release time	Student progress is tracked and documented
<ul style="list-style-type: none"> VET documentation and delivery is standardised for consistency and quality. 	10-12	VET Coordinator	Reviewed end of semester 1 & 2		Support and template documents will be available.

Warriappendi Site Improvement Plan 2015 Priority Action Plan		Minor: Student Pathways
Intended Outcomes All school Transition points have a strategic plan (in ILP) that supports success. (Eg At enrolment, graduation from Middle to Senior School and post school graduation)	Key Strategies <ul style="list-style-type: none"> Incorporate plans into students ILPs Review enrolment/Induction processes Are curriculum offerings appropriate/challenging enough/rigorous VS off putting? Review graduation processes into Senior School. Celebration? Review Student Voice/Senior Student 	Targets : By the end 2015, students will... <ul style="list-style-type: none"> Review ILP and incorporate targeted intervention approach Ready to implement and report on Achievement standards in 2015 Induction processes are self managing Tirkandi team maintain affectiveness data (qualitative and quantative) Students and teaching staff involved

	acknowledgement/culture <ul style="list-style-type: none"> Review SACE/VET Counselling processes Offer support for students and families via Tirkandi How do we 'stay connected'? Is it affective? Who? What? How long? Explore realities of self driven budgeting for food/transport/housing etc for seniors VET offerings supports SACE completion and pathways post school 			celebration for MS to SS students <ul style="list-style-type: none"> Student Voice is integrated within Senior School as a Student Action Team within PLP Students accessing staff support re counselling for post school. Plans exist to support school leavers during year after graduation - ASETO monitors graduate transition process Life skills and budgeting explored on an individual basis 	
Strategy <i>(From the key strategies listed above, what are the implementation steps / sub strategies required?)</i>	Students Involved <i>(eg Year levels)</i>	Who? <i>(Who will lead this strategy being implemented?)</i>	When / How? <i>(What time(s) will be set for these strategies to be implemented in and by?)</i>	Resources <i>(incl Budget requests & resources required)</i>	Improvement Indicators <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
<ul style="list-style-type: none"> Incorporate plans into students ILPs 	8-12	HG teachers	Reviewed at each transition year (eg new std, end MS and Year 12)	Local and regional networks	Policies and processes are documented
<ul style="list-style-type: none"> Develop a clearer procedure re induction of new students 	All new stds	Student Services Coord/ASETO	Within two days of new enrolment	n/a	Induction process & documentation exists
<ul style="list-style-type: none"> Explore MS curriculum expectations re formative/summative tasks/deadlines 	8-12	Led by MS Coord – with all teachers	Terms 2-4	Release time	Evidence of formative and summative tasks is gathered across LAs and demonstrates improvement
<ul style="list-style-type: none"> Develop a graduation event to acknowledge year 9 to 10 students - + Senior 	9	MS + SS Coord +	Term 4	Resources relating to	DVD is produced documenting event

student expectations doc		Std Voice (action Team)		catering/certificates	
<ul style="list-style-type: none"> Whole school discussions re Student Voice – begin with senior students 	10	SS Coord	All year	Timetabled into PLP	Projects, consultation and decisions have occurred
<ul style="list-style-type: none"> SACE/VET Coords develop collaborative counselling processes – involve all staff 	11/12	SS/VET Coord + HG teachers	Terms 3&4 (process begins term 1&2)	Release time where necessary	All graduating students have identified pathways
<ul style="list-style-type: none"> Student Services Coordinator to lead staff in process of identifying Tirkandi clients 	8-12	Std Services Coord with staff	On going	Release time where necessary	Tirkandi program is effectively and decisively managed
<ul style="list-style-type: none"> SS Coordinator to develop roles & responsibilities doc re 'staying connected' 	12	SS Coord	Term 1 following graduation	Release time where necessary	Graduating students gain support into following year
<ul style="list-style-type: none"> SS counselling includes sessions re budgeting, transport, Lit support etc for graduates 	11/12	SS Coord/Maths Teacher/HG	Terms 1-4	n/a	Students have improved lifeskills knowledge and prep
<ul style="list-style-type: none"> Encourage staff to complete certificates to deliver core VET courses 		VET coord and staff	Ongoing	\$ for training and release time	VET 5 year plan will have staff to match each course
<ul style="list-style-type: none"> Establish transition pathways and processes with external organisations for SACE and school leavers. 	8-12	VET & SACE coordinators	Ongoing, reviewed end of each term	Staff released to meet organisations	Will have formalised written agreements.