<table>
<thead>
<tr>
<th>2013 -15 Priorities (What do we want to do over 3 years?)</th>
<th>Key Strategies (What will it take to get there?)</th>
<th>Evidence (How will we measure / evaluate learner progress?)</th>
<th>Targets (Key indicators of learner success)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every Child Achieves Their Potential</strong>&lt;br&gt;Cultivate a High Standard of Learning &amp; Achievement …&lt;br&gt;The key priority is:-&lt;br&gt;• To support and challenge students’ education through rigorous learning programs that reflect the Australian Curriculum</td>
<td>• Develop consistent approach to enhance the students’ understanding &amp; proficiency in English &amp; Mathematics&lt;br&gt;• Develop consistent approach to the implementation of new curriculum subjects.&lt;br&gt;• Develop consistent approach to support student intervention and well-being</td>
<td>• Annual targets within English genres that are linked to NAPLAN Literacy results are achieved.&lt;br&gt;• Annual targets in Mathematics that are linked to NAPLAN Numeracy results are achieved.&lt;br&gt;• Develop units of study based on a two year cycle in History, Geography &amp; Science&lt;br&gt;• Develop a comprehensive data base for students needing intervention &amp; support.</td>
<td>• NAPLAN data identifies an increased % of students in the upper bands in both Literacy and Numeracy.&lt;br&gt;Some improvements in Yr 7 &amp; 3&lt;br&gt;Common assessment tasks in Literacy &amp; Numeracy across all year levels 25% of staff&lt;br&gt;Special Education &amp; Intervention data demonstrates a % increase of students achieving support.&lt;br&gt;Increase in SSO support has occurred&lt;br&gt;• All students have completed units of study in History and Geography. Completed</td>
</tr>
<tr>
<td><strong>Excellence in Education and Care:</strong>&lt;br&gt;Improve Student Learning through Quality Teaching…&lt;br&gt;The key priority is:-&lt;br&gt;• To develop the school’s culture to engage all learners in student centred, inquiry based learning through a consistent school wide approach.</td>
<td>• All staff has fully implemented the Australian Curriculum into the school program.&lt;br&gt;• All staff use the Inquiry Based Learning strategies to deliver the Australian Curriculum&lt;br&gt;• All staff have continually refined their teaching pedagogy to address the changing needs of students</td>
<td>• Complete units of study for all new AC subjects are implemented across the R- 7 range&lt;br&gt;5 out of 8&lt;br&gt;• Staff has completed PD in IBL which incorporates H.O.T. and Questioning strategies.&lt;br&gt;Not completed&lt;br&gt;• Professional Development data supports continual refinement in teaching methodologies &amp; practice&lt;br&gt;5 workshops attended on English &amp; assessment</td>
<td>• All staff are using the Australian Curriculum in Maths, English, History, Science &amp; Geography.&lt;br&gt;Common HOT &amp; Questioning strategies across all year levels. Not completed&lt;br&gt;All staff are using TEfL for support teaching practices.&lt;br&gt;All staff are involved in TLC to support their professional growth.</td>
</tr>
<tr>
<td><strong>Connect with Communities:</strong>&lt;br&gt;Parents as Partners in Care and Education:&lt;br&gt;The key priority:-&lt;br&gt;• To strengthen the partnership with the school’s community in order to provide the best possible learning environment for all children.</td>
<td>• Greater involvement of parents in decision making that supports the implementation of the curriculum.&lt;br&gt;• Improved communication between the school and parents in supporting student learning and well-being.</td>
<td>• Increased number of parents involved in school governance and committee work. Nil improvement&lt;br&gt;• Data recording parental responses to student involvement and attendance to school events. Nil data&lt;br&gt;• Increased parent satisfaction in annual opinion survey results To be determined</td>
<td>• Data identifies an increased % of parents involved in class activities. Refer to Volunteers list&lt;br&gt;Data identifies an increased % of parents involved in training / information nights relating to the educational program. Minimum data&lt;br&gt;Data identifies an increased % of parents responding to the Opinion Surveys.&lt;br&gt;To be determined</td>
</tr>
</tbody>
</table>
A Successful and Sustainable Organisation

Effective educational and care systems
responsive to the needs to students.

The key priority is:-
• To enhance best practice in teaching & learning, administration and infrastructure to the highest possible standards.

Continual improvement to resource management and support of programs for students across the R-7 range.
• Strategic upgrades to equipment and facilities to support student learning.

School policies & procedures are regularly updated to support learning programs.
Not completed
• Annual budget reviews are conducted to address equipment On going

All policies and practices provide support for student learning and well-being.
Only DECD required policies
• Data demonstrates that the deployment of school resources have enhanced student learning achievements. On going

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### WARRADALE PRIMARY S.I.P. ACTION PLAN for 2013

#### 2013 Priorities
(What do we want to do this year?)

#### Key Strategies
(What will it take to get there?)

#### Evidence
(How will we measure / evaluate learner progress?)

#### Targets
(Key indicators of learner success)

**Every Child Achieves Their Potential:
Cultivate a High Standard of Learning & Achievement …**

The key priorities are:-
• A consistent approach to the students’ understanding & proficiency in English & Mathematics.
• A consistent approach to the implementation of new curriculum subjects.
• A consistent approach to support student intervention and well-being.
• Challenging higher achievers (e.g. SHIP programs)

**English – Classroom practices to improve literacy with a specific focus on two areas:**
  1. Phonetics
  2. Comprehension.

**Mathematics – Classroom practices to improve Numeracy with a specific focus on two areas:**
  1. Measurement/Chance/Data
  2. Space.

**New Curriculum Implementation – shared units of study in Geography are developed and trialled.**

**Intervention & support programs along with changes in classroom practices to target all levels of student learning (Low, Medium, High).**

**Social Skills strategies such as ‘Play is the Way’ & Community Circles are used in across R-7**

**Staff will undertake PD in Literacy (e.g. Anne Bayes) and Numeracy (e.g. Anne Baker) to support changes in practice & student learning.**

**Evidence**

- **NAPLaN Data shows improvements spelling (2 & 3 syllable words in Yrs. 3, 5 & 7).**
  - Marginal improvement in Yr 3 & 7
- **LIP & NIP assessment data identifies an increase in % of students achieving**
  - Improvement in Running Records confirms LIP
- **BiN Results for Year 2, 4 & 6 students show improvements in Measurement/Chance/Data and Space across the 3, 5 & 7 levels.**
  - Yet to be analysed

**Geography – All Units of Study are measured against the Australian Curriculum standards.**

**Completed**

**Whole school diagnostic tests are conducted throughout the school year (as per Assessment Framework) to measure student progress.**

**All completed but revamping tests according to new requirements**

**Shared moderation of student work aligned with changes in classroom practices to support the levels of learning (low, medium & high)**

**Staff & Cluster level meetings Play is the Way /Community Circles activities are scheduled in the daily/weekly program**

**Targets**

- **NAPLaN Data shows improvements in Literacy & Numeracy.**
  - Some improvements overall

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### Excellence in Education and Care:
**Improve Student Learning through Quality Teaching**

**The key priorities are:**
- Staff have fully implemented the Australian Curriculum into the school program.
- Staff use the Inquiry Based Learning strategies to deliver the Australian Curriculum.
- Staff have continually refined their teaching pedagogy to address the changing needs of students.

**Australian Curriculum - All staff have undergone professional training in the new Geography curriculum.**

- The ‘Backwards by Design’ model is used as a planning tool for all lesson planning.
- All staff have undergone professional training in Inquiry Based Learning strategies and use these strategies in their planning.
- All staff have agreed to implement a HOT strategy across the R-7 range.
- All staff have followed the TfEL approach to improve and refine their teaching pedagogy.
- All staff are committed to support and be involved in TLC activities both within the school and at a cluster level.

**Shared moderation of students’ work is an assessment strategy adopted by all staff.**

- Not completed

**Students demonstrate skills and strategies showing high order thinking questioning to further learning via anecdotal and formal records kept by staff.**

- Not completed

**Anecdotal records of students (and staff) use of HOT’s language as part of their ‘everyday speak’ when describing or analysing work or assignments tasks.**

- Not completed

**School based TLC’s use TfEL to support professional development and shared planning.**

- 50% completed

**The students’ results against the Australian Curriculum demonstrate a higher % of students meet or are above the minimum standard of the A-E grading levels for their year level.**

- Yet to be analysed

**Students are able to articulate their knowledge and use of HOT strategies in their work.**

- Not completed

**All staff employ IBL strategies in their lesson planning.**

- Some do

**All staff meet regularly throughout the year through their TLC for curriculum planning.**

- All involved as per staff meeting schedule

**All staff use the TfEL as a reference document for their Performance Development Meetings twice a term.**

### Connect with Communities:
**Parents as Partners in Care and Education:**

**The key priorities are:**
- Parents are informed and involved in decision making that supports the implementation of the curriculum.
- Communication between the school and parents in supporting student learning and well-being.

**Develop broader representation of families on Governing Council and sub-committees.**

- Not completed

**The development and regular review of the SIP by GC and staff to ensure that targets are being met.**

- Not completed

**The information strategies to families have been broadened so that families receive regular updates of curriculum and school initiatives (e.g. newsletters, website and electronic class pages).**

- Gov Council receive regular reports
  - Not 100% success rate

**Curriculum & Student Wellbeing information sessions have been developed & implemented (e.g. Cyber Safety, Child Protection, Australian Curriculum, etc.)**

- A register of Parent volunteers and guest speakers has been developed, to support curriculum links (e.g. topic talks).
  - No progress as yet

**Special events /days linked to the curriculum activities are scheduled throughout the year (e.g. Grandparents Day, Book-week, Science Week etc.).**

- Special events have been continuing

**Improved representation of cultural groups has enabled a greater understanding of student learning.**

- Not Completed

**Reports from GC meetings and Staff meetings demonstrate a continual monitoring of SIP.**

- Regular reports received

**Data collected by the Governing Council indicates that communication on school matters has improved.**

- Not completed

**Well Being survey results indicate that parents have an awareness of school based well-being programs & are more involved & supportive of their child’s development.**

- Not completed

**Strategic planning and use of volunteers to support class activities has heightened student learning.**

- Not completed

**A formal plan of special events and activities has been established to provide a balanced range of extra curricula or complementary activities.**

- Not completed

**Increased % of parents involved in Governing council activities and committee work.**

- Not completed

**Data demonstrates a higher % of parents’ responses to SIP questionnaires and its future directions.**

- Not completed

**Data identifies an increased % of parents involved in class activities.**

- Not data available

**Data identifies an increased % of parents involved in training / information nights relating to the educational program.**

- Eat Well Seminar only event – 15 people attended

**Data identifies a higher % of parent responses in the Agree & Highly Agree sectors of the Communication category of the DECD Opinion Survey.**

- Not completed

**Feedback responses from broader community demonstrate the effectiveness of special events in relation to student learning.**

- Marginal anecdotal responses.
<table>
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<th>A Successful and Sustainable Organisation</th>
<th>The development of a new School Vision statement has enabled future planning to be more sustainable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective educational and care systems</td>
<td>Strategic planning and promotion of student enrolments has been developed to support student learning.</td>
</tr>
<tr>
<td>responsive to the needs to students.</td>
<td>Not completed</td>
</tr>
<tr>
<td>The key priorities are:-</td>
<td>Focus programs to be developed to ensure effective use of resources (physical &amp; human)</td>
</tr>
<tr>
<td>* Improvement to resource management</td>
<td>On going</td>
</tr>
<tr>
<td>and support of programs for students</td>
<td>Continual upgrading of technology, curriculum and environmental resources to support student learning.</td>
</tr>
<tr>
<td>across the R-7 range.</td>
<td>50% WiFi completed, 20 new laptops received</td>
</tr>
<tr>
<td>* Upgrades to equipment and facilities</td>
<td></td>
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<td>to support student learning.</td>
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<tr>
<td>The Vision Statement identifies the</td>
<td>Develop a plan for future enrolments to cater for the 1 year intake (e.g. Growth &amp; Capacity Plan) 23% growth in 2013</td>
</tr>
<tr>
<td>learning direction for the students.</td>
<td>Develop a plan for future class re-location to cater for school growth. (e.g. Growth &amp; Capacity Plan) Not completed</td>
</tr>
<tr>
<td>Completed</td>
<td>Budget expenditure is directly linked to curriculum and regularly monitored (shared between staff &amp; Governing Council)</td>
</tr>
<tr>
<td></td>
<td>On going</td>
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<tr>
<td>All school community members are able</td>
<td>Cyclic upgrades of equipment are identified in the budget and reserves put in place to accommodate replacement of equipment.</td>
</tr>
<tr>
<td>to articulate and understand the Vision</td>
<td>On going</td>
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<tr>
<td>Statement.</td>
<td></td>
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<tr>
<td>25% Students &amp; School community involved</td>
<td></td>
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<tr>
<td>in consultation</td>
<td>The school’s enrolments have increased by 5-10% to achieve an optimum &amp; sustainable enrolment pattern.</td>
</tr>
<tr>
<td>23% growth in 2013</td>
<td>Still monitoring same day enrolment procedure</td>
</tr>
<tr>
<td>50% WiFi completed, 20 new laptops</td>
<td>Data relating to teacher / student interaction time (1:1 support) has demonstrated a % improvement in student learning.</td>
</tr>
<tr>
<td>received</td>
<td>Not completed</td>
</tr>
<tr>
<td>25% Students &amp; School community involved</td>
<td></td>
</tr>
<tr>
<td>in consultation</td>
<td>All budget lines and targeted resources have been utilised to accommodate student learning.</td>
</tr>
<tr>
<td>23% growth in 2013</td>
<td>Finance Officer &amp; Principal refined budget categories to more targeted spending</td>
</tr>
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</table>