A major review was conducted in term 4 to mark the end of our 3 year planning cycle. The review evaluated our past improvement actions and determine our next priorities for the 2010 – 2012 plan. The subsequent report indicated high levels of performance over the past three years.

Specific feedback was provided about:
- very positive school culture with strong personal engagement
- friendly atmosphere
- high levels of safety
- positive student behaviour
- environmental awareness and actions.

Warradale was commended on:
- high quality literacy programs and achievements
- provision of ICTs (computing)
- use of data to direct improvements
- student voice and environmental programs.

**HIGHLIGHTS FOR 2009:**

- Engaging Numeracy programs
- Excellent Literacy achievement
- High levels of involvement in the Premier’s Reading Challenge (98%)
- Extensive computer purchases that increased the computer to student ratios 1:2
- Development of Warradale Wetlands
- Improvements to recycling and waste management
- Improvements to reduce our water and power usage
- Improved physical activity with a specialist Dance program and 96% of students achieved the Premier’s Be Active Challenge
**CONTEXT STATEMENT**

Warradale is a medium sized primary school committed to providing children with a safe, secure and supportive learning environment to enable each child to develop high levels of self esteem and success in their schooling. We are known as 'The Caring School' for our approaches to:
- student wellbeing
- student leadership
- community involvement
- environmental actions.

Our core values of courage, courtesy, caring, respect and responsibility guide our plans, actions and relationships.

Literacy programs throughout the school have commonly agreed approaches and expectations. Students’ progress is monitored and intervention programs are provided where necessary. Daily 120-minute literacy blocks are supported in the early years with additional staff. Numeracy is a priority and as part of the Big Ideas in Number project, programs are based on a developmental sequence that builds deep understanding. Daily 60 minute numeracy blocks are supported by a teacher/mentor.

Students are environmentally aware and show responsibility through their sustainability practices. Their investigations resulted in the development of our school wetlands.

Warradale Primary School prides itself on its focus on learning, embedded values, student well being initiatives and environmental actions.

**SCHOOL IMPROVEMENT PLAN PRIORITIES**

**1.1 Literacy**

Literacy was a significant focus over the past 6 years resulting in high achievements for our students. Actions include:
- Developing consistent approaches to teaching literacy
- Establishing high expectations for students in all year levels
- Intervention for students who fail to meet expectations
- High quality teacher training
- Excellent resources
- Additional adults working with students during literacy lessons

The analysis of National Assessment Program for Literacy and Numeracy (NAPLaN) data assisted teachers to address specific aspects of writing. Teachers were clear with students about the requirements of writing narratives. This approach resulted in extremely high levels of NAPLaN writing achievement, especially for our Year 7 students.

High quality learning in a safe and caring environment.
1.1.1 EARLY YEARS READING RESULTS FOR 2009

Year 1
89.5% of year one students who had 8 or more terms of schooling (excluding those with disabilities) reached the rigorous expectation of achieving RR level 18. The two students who did not reach expectations included one transient student and one student who had not completed his intervention program.

Year 2
94% of year 2 students (excluding those with disabilities) reached our rigorous expectations i.e. one student did not meet expectations.

1.1.2 INTERVENTION RESULTS FOR 2009

17 students were supported through the Literacy Intervention Program (LIP) during 2009. Although targeted at Year One students, the program also encompassed some older students and some students with disabilities. The program ran for 36 weeks and most students were involved for just 25 weeks. They received an individual program 4 days a week at the average cost of $1,500 per student. Some of this cost was covered by Early Years funding, some for disability funding and the rest by provisions in the school budget.

Students averaged improvements of 10.3 levels within the period of their intervention. 60% of students (without a disability) exited the program at or above their year level expectations. 4 students require continued intervention in 2010.

1.1.3 PREMIER’S READING CHALLENGE

An aspect of our literacy strategy was expecting and encouraging all students to complete the Premier’s Reading Challenge. The following graph shows the effectiveness of this strategy with an increase of 24% achieving the challenge. As a result of this high level of achievement, representatives from the school attended a reception with the Premier and received an award.

Our thanks are extended to parents and staff for assisting students in achieving the challenge that generates interest in reading and changes habits of reluctant readers.
1.1.4 NATIONAL TESTS FOR LITERACY (NAPLaN)
The NAPLaN results showed that school averages for most components of Literacy were above state average. Year 3 students’ punctuation and grammar was below the state average and this will be addressed in 2010. Year 7 students showed good improvements in their results over the last two years with 78% making medium or high progress in the Reading (as opposed to the national average of 75%). Year 5 results showed a similar progression in Reading with 88% making medium or high progress (as opposed to the national average of 75%). Year 5 and 7 students’ Writing and Language Conventions (punctuation & grammar) results were both substantially higher than the state average.

1.1.5 SELF REVIEW RESULTS PERTAINING TO LITERACY
During the externally validated review our literacy initiatives achieved the highest possible rating due to strongly embedded literacy practices and pedagogy. The Self Review Validation Report commended Warradale for the following:
“A whole school approach to literacy which is evident in the literacy outcomes across the school.”
“The effective practices and common agreements around literacy and programs which have been developed to support students at risk and the early years program.”
“Achievement data shows improvements in Literacy over the past three years, and this is strongly supported by staff, parent and student surveys.”

1.1.6 OUTCOMES OF TARGETS SET IN THE 2007 – 2009 IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>School</td>
<td>405.4</td>
<td>399.9</td>
<td>392.7</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>401</td>
<td>397.2</td>
<td>405.3</td>
</tr>
<tr>
<td></td>
<td>Diff State</td>
<td>+4.4</td>
<td>+2.7</td>
<td>-12.6</td>
</tr>
<tr>
<td>5</td>
<td>School</td>
<td>493.7</td>
<td>479</td>
<td>503.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>485</td>
<td>480.1</td>
<td>488.5</td>
</tr>
<tr>
<td></td>
<td>Diff State</td>
<td>+8.7</td>
<td>-1.1</td>
<td>+14.8</td>
</tr>
<tr>
<td>7</td>
<td>School</td>
<td>538.9</td>
<td>538.8</td>
<td>549.1</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>537.6</td>
<td>536.9</td>
<td>536.5</td>
</tr>
<tr>
<td></td>
<td>Diff State</td>
<td>+1.3</td>
<td>+1.9</td>
<td>+12.6</td>
</tr>
</tbody>
</table>

All students will meet National Minimal standard (excluding students with disabilities)

The Year 3, 5 & 7 NAPLaN mean scores will exceed the state average in writing.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery levels will continue to indicate good progress with:</td>
<td></td>
</tr>
<tr>
<td>• 80% reaching level 5 or greater after 4 terms of school</td>
<td></td>
</tr>
<tr>
<td>• 80% reaching level 18 or greater after 8 terms (year 1)</td>
<td></td>
</tr>
<tr>
<td>• 90% reaching level 23 or greater by the end of year 2</td>
<td></td>
</tr>
<tr>
<td>• 90% reaching level 28 or greater by the end of year 3</td>
<td></td>
</tr>
<tr>
<td>(excluding students with disabilities)</td>
<td>Yes - 82%</td>
</tr>
<tr>
<td>Yes - 89.5%</td>
<td>Yes - 94%</td>
</tr>
<tr>
<td>Yes - 95%</td>
<td>Yes - 100% Language Conventions</td>
</tr>
<tr>
<td>No - 96% Reading</td>
<td>Yes - 100% Writing</td>
</tr>
<tr>
<td>The Year 3, 5 &amp; 7 NAPLaN mean scores will exceed the state average in writing.</td>
<td>Yes - Yr 3s above state average by 7.4</td>
</tr>
<tr>
<td>Yes - Yr 5s above state average by 7.9</td>
<td>Yes - Yr 7s above state average by 38.2</td>
</tr>
</tbody>
</table>

1.1.7 IMPLICATIONS FOR THE FUTURE
Literacy will not be included in our next Improvement Plan. However, Literacy remains an important part of classroom learning and there is ongoing monitoring of programs and student performance, and specific aspects of literacy will be addressed as necessary.
1.2 Numeracy

Numeracy was part of our Improvement Plan for the past 3 years and will be a major focus in the 2010 plans with additional leadership personnel, equipment and professional development.

This priority is being shaped by changes in approaches to mathematical learning and curriculum development over the past few years. Recently Department of Education and Children’s Services (DECS) has trialed many programs that reflect changes in beliefs about mathematical learning and at the same time the federal government has worked with states to develop the Australian Mathematics Curriculum. This year Warradale was fortunate to be involved in one of the DECS projects, ‘Big Ideas in Number’. These ideas form a scope and sequence to build deep understanding of number concepts and these concepts are reflected in the new Australian Curriculum that will be implemented in 2010 / 2011.

During 2009 we established a Numeracy Coordinator position based on a mentor / coach model. This resulted in significant changes to classroom programs and student attitudes to numeracy. These changes were clearly noted in parent, staff and student surveys. Staff developed and documented consistencies in mathematical teaching methods and language, and established individualised assessment tools to determine students’ deeper understanding of number. National testing occurred early in term 2 so much of the impact of this year’s work is not reflected in our results.

1.2.1 NATIONAL TESTS FOR NUMERACY (NAPLaN)

Year 3 students’ Numeracy results were above the state average, whilst Year 5 & 7 students were both below the average. Year 5 students’ individual progress in numeracy from 2007 to 2009 showed that an impressive 82% of students made medium or high progress compared to 75% nationally.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>383.6</td>
<td>449.1</td>
<td>509.8</td>
</tr>
<tr>
<td>State</td>
<td>379.9</td>
<td>471.4</td>
<td>533.2</td>
</tr>
<tr>
<td>Diff State</td>
<td>+3.7</td>
<td>-22.3</td>
<td>-23.4</td>
</tr>
</tbody>
</table>

1.2.2 SELF REVIEW RESULTS PERTAINING TO NUMERACY

The self review identified Numeracy as a priority in our 2010 – 2012 Improvement Plan. Analysis of NAPLaN data, student assessment results and surveys informed this decision. The Self Review Validation Report provided clear directions for future development of Numeracy as a priority and recommends the following approach:

“Improvement in Numeracy with a specific focus on Number through the Big Ideas in Number (BiIN) project. The coordinator / mentor model has been strongly recommended by parents, staff and students and additional supports in classroom and through interventions will require considerable resourcing. Establishing common and consistent beliefs about learning and pedagogy will be a focus of BiIN.”
Teachers have made a huge commitment to this priority by contributing most of their planning release time to support a Numeracy Intervention Program for Years 4 to 7 students and pay for additional adults to support students with maths in classrooms.

1.2.3 OUTCOMES OF TARGETS SET IN THE 2007 – 2009 IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Targets</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| NAPLaN averages for Years 3, 5 & 7 will be above state averages. | Yes - Yr 3 above state average by 3.7  
| | No - Yr 5 below state average by 22.3  
| | No - Yr 7 below state average by 23.4 |
| All students will meet National Minimal standard (excluding students with disabilities) | No - 96% were above the national minimum |
| There will be consistent maths pedagogy and content (SACSA & 'Big Ideas in Maths') between classes and across year levels. | Yes - written and agreed approaches are available for some aspects of number. This will be built upon over the next year. |
| Parents will have access to information about our ‘Big Ideas In Maths’ | Yes - information provided through:  
| | * a parent workshop  
| | * newsletter maths articles  
| | * family maths challenges  
| | Feedback from surveys indicates high levels of parental awareness |

1.2.4 IMPLICATIONS FOR THE FUTURE

The 2010 - 2012 Improvement Plan will have a specific focus on Numeracy. During 2010 a Numeracy Intervention Program (NIP) will be developed to address the needs of Year 4 to 7 students and additional School Service Officer hours will be provided for teachers during Numeracy Block so that students have access to more adults. Two Maths Coordinators (2 terms each) will mentor teachers in both upper and lower primary classes. This will provide practical supports in the classroom as well as collegiate learning opportunities.
1.3 Information & Communication Technology (ICT)

During 2009 implementation of ‘thin client technology’ meant that computer access improved enormously. Governing Council injected more than double the yearly technology funding to enable this improvement. Now all classrooms have 6 computers plus an interactive whiteboard. The computer room has 30 computers allowing access for all students in classes.

Thin client technology involves using an inexpensive device to link 6 flat screens to one computer with all screens acting independently. This computer configuration allows more computers to fit into limited classroom space, reduces expenditure, improves management of the system and reduces power consumption by 80%.

1.3.1 SELF REVIEW RESULTS PERTAINING TO I.C.T.

Student surveys provided highly positive feedback about the impact of improved IT access on their learning and the increased integration of ICTs into the daily curriculum. Staff and students reported some difficulties with computers ‘freezing’ and this is being investigated.

The Self Review Validation Report commends Warradale for:

“The provision of ICT infrastructure to support student learning. The use of the technology is embedded into daily classroom programs.”

1.3.2 OUTCOMES OF TARGETS SET IN THE 2007 – 2009 IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Targets</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The computer : student ratio will be increased to 1:2 across the school.</td>
<td>Yes - 107 computers are accessible by students (2009 February enrolment was 209 students)</td>
</tr>
<tr>
<td>ICT will be integrated with daily classroom learning tasks i.e. Literacy, Numeracy etc</td>
<td>Yes - anecdotal evidence and surveys show high degrees of integration of ICTs into classroom learning (as stated in the review validation report).</td>
</tr>
</tbody>
</table>

1.3.3 IMPLICATIONS FOR THE FUTURE

Minor financial provision will be made for ICT in 2010 as large expenditures were made in 2009. Economic Stimulus money will be used to provide additional interactive whiteboards for the new learning unit and this may include some additional school funded expenses.
1.4 Environmental Sustainability

As an inaugural Sustainable School, Warradale was involved in providing information to develop the Sustainable Schools resources. Students, staff and parents were interviewed and contributed to these web based resources.

A Zero Waste grant of almost $12,000 enabled us to streamline collection and storage methods for our recycling. Colour coded bins assisted with the clean collection of recyclables, deposit bottles, paper waste and non recyclable waste. It also provided Bokashi systems for each class to manage their food waste as part of the food cycle. Garden beds were expanded and storage areas developed for efficient storage of recyclables. Printed school recycling bags were purchased and distributed to all families, neighbours and volunteers. Students set targets and monitored their collections of recyclable materials. Their data shows the impact of these initiatives over the past three years:

<table>
<thead>
<tr>
<th>Recycling Totals for 2007 - 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread Tags</td>
</tr>
<tr>
<td>2007: 50,516</td>
</tr>
<tr>
<td>2008: 16,000</td>
</tr>
<tr>
<td>2009: 79,384</td>
</tr>
<tr>
<td>Corks</td>
</tr>
<tr>
<td>2007: 2,397</td>
</tr>
<tr>
<td>2008: 2,582</td>
</tr>
<tr>
<td>2009: 3,377</td>
</tr>
<tr>
<td>Ring pulls</td>
</tr>
<tr>
<td>2007: 18kg</td>
</tr>
<tr>
<td>2008: 30kg</td>
</tr>
<tr>
<td>2009: 44kg</td>
</tr>
</tbody>
</table>

Eighteen months after students suggested developing a Wetlands as a habitat for the endangered Southern Purple Spotted Gudgeon, the project was completed. In November, students and volunteers helped plant native plant species grown by Million Trees. A few weeks later the Natural Resource Management Board worked with students to introduce macro invertebrates to the ponds. All students were involved in learning about wetlands and the food chains within this environment. Private sponsors, funding from the Camp School and school funds contributed to the development of this unique learning environment. This is an amazing team effort and achievement which will have an impact on “hands on” investigative environmental education R to 7.

1.4.1 SELF REVIEW RESULTS PERTAINING TO SUSTAINABILITY

Surveys indicated high levels of environmental knowledge and actions by students, staff and parents. There is a strong commitment to ongoing support of these actions and ‘greening’ the school. A sense of community pride was evident in survey responses related to sustainability. Although analysis of staff surveys showed that we are effective in our sustainability practices, teachers of younger students wanted greater access to these experiences and responsibilities for Early Years students.

The Self Review Validation Report states:
“Environmental Sustainability had a significant impact upon the school’s image and improved student engagement within the school and the broader community.”

The validation process commended Warradale for:
“The environmental focus which is having a profound affect on student learning within the school and also in the local community.”
1.4.2 OUTCOMES OF TARGETS SET IN THE 2007 – 2009 IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Targets</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete our sustainability plan</td>
<td>No – This is no longer viewed as a priority</td>
</tr>
<tr>
<td>Develop sustainable Waste Management practices ($12,000 KESAB grant)</td>
<td>Yes – There is strong evidence of throughout parent, staff and student surveys.</td>
</tr>
<tr>
<td>Develop a wetlands environment and initiate units of study to support wetlands environmental studies</td>
<td>Yes – The wetlands was completed in November and initial learning units have been developed and used with students.</td>
</tr>
</tbody>
</table>

1.4.3 IMPLICATIONS FOR THE FUTURE

2010 will see greater involvement of younger students in sustainable actions. Units of work related to the wetlands will be developed with a scope and sequence from R-7. The new national Science Curriculum will be used as a basis for further inquiries.

1.5 Student Management and Wellbeing

Students are supported by a School Counselor (0.3) who works with teachers and students to implement proactive programs that develop classroom culture and community, minimize bullying and build upon an inclusive relationship approach to friendship and behaviour issues.

Student Management has required less emphasis during 2009 as there were large gains made during the first two years of the plan. We have continued commitment each term with classes focusing on specific values or aspects of our behaviour code. All new teachers and students are provided with Restorative Practices training delivered by our Student Leaders (below left). In addition, teachers are provided with training in programs such as Play is the Way.

The School Counsellor introduced targeted mentoring programs (above right) during 2009. These highly successful programs matched older mentors with younger ‘mentees’. The mentors, under the guidance of the School Counsellor and the Chaplain, worked through a series of activities and discussions to help the younger students with their social learning. The older students also benefited from the experience by expanding their leadership skills as helpful buddies in the yard.

Our Learning Assistance Program (L.A.P.) continued to match students with volunteers who visit our school weekly to support students with their skill development. Our long standing successful intergenerational program with Eldercare Allambi continued and has been adopted by Eldercare for their 11 other S.A. sites.
Ten student action teams operated during 2009 for recycling and other initiatives designed to develop student communication, leadership and collaborative skills. We encouraged all Year 5-7 students to participate in at least one team.

Our 7 Student Leaders provided outstanding leadership to our school community in 2009. They undertook initiatives such as coordinating the Year 3-7 evening disco with help from their parents. They supported students at lunchtime with activities and through mentoring programs. Many also participated in our Cluster Student Forums with student leaders from 5 other local schools. As part of these forums, Warradale students formed a Biodiversity Team to audit our developing wetland and monitor and protect bird and plant life in our school grounds. They prepared a presentation and shared this with other schools.

Student physical activity levels were raised throughout the year through many activities:

- The Premier's Be Active Challenge resulted in 98.6% of our students receiving a medal.
- The Dance program raised our students’ activity levels and culminated in a performance that was extremely well attended by parents and extended families.
- Parent Group built upon this program with a Dance – Athon fund raiser.
- The Be Active Team and Chaplain Bevan provided many active sessions for younger students in the Hall during lunchtimes.

1.5.1 SELF REVIEW RESULTS PERTAINING TO STUDENT MANAGEMENT & WELLBEING

The Self Review Validation Report refers to student wellbeing through the following statements:

“Student Wellbeing: had a significant impact upon the school’s image and improved student engagement within the school and the broader community.”

“Students know the expectations and there are clear behaviour management processes in place.”

“Support for new staff and students is inclusive and welcoming. There is a sense that everyone is important and valued.”

There is extensive “involvement of students in the action teams to promote learning and community awareness.”
## 1.5.2 OUTCOMES OF TARGETS SET IN THE 2007 – 2009 IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Targets</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be engaged and feel part of an inclusive classroom environment.</td>
<td>Yes - Student surveys indicate high levels of engagement in decision making and actions. Less involvement was noted for R-4 students. Classroom ‘time out’ has reduced drastically (school average of twice per week with only 4 repeat ‘offenders’).</td>
</tr>
<tr>
<td>Teachers will provide explicit instruction related to student wellbeing using resources and strategies from Program Achieve, Restorative Practices, Play is the Way, Tribes etc.</td>
<td>Yes - All staff are trained in Restorative Practices and Play is the Way. New staff and students are inducted with information from these programs. Termly wellbeing topics are delivered R-7</td>
</tr>
</tbody>
</table>

### 1.6 Staff Psychological Health & Wellbeing

Staff work in teams to develop **collegial supports**, share work loads and maintain consistency of practice across year levels. Staff meetings enable teachers to share their learning from conferences, discuss issues in small groups and plan together. Planning days are arranged in teams and specialist lessons are timetabled to release pairs of teachers for further planning opportunities.

*This ‘Master Chef’ demonstration of building the school community was a ‘not so serious’ moment in staff training.*

**Induction processes for new staff** include a tour of the school, discussions with the leadership team, introductions to staff, provision of print material and linking new staff with established staff in a buddy system. A further induction is provided by our Student Leaders and is based on school values and approaches to student management i.e. Restorative Practices.

### 1.6.1 SELF REVIEW RESULTS PERTAINING TO STAFF PSYCHOLOGICAL HEALTH

The staff opinion surveys indicated high satisfaction in all areas and scored 4.25 on a 5 point scale. See the opinion surveys in section 2.2.

The Self Review Validation commended the school for:

“A culture of shared leadership. This is a strength of the school – there is strong and consistent principal leadership but there is also the opportunity for staff to take the opportunity to lead. Teachers and students are trusted to be leaders in their own field.”
1.6.2 OUTCOMES OF TARGETS SET IN THE 2007 – 2009 IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Targets</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Team structures will be used at staff meetings and for PD provision.  | Yes:
|                                                                        |   • Team release for planning is provided regularly
|                                                                        |   • Staff meeting discussions involve smaller collegiate teams
|                                                                        |   • Pairs of teachers have weekly releases together
|                                                                        |   • Play is the Way, Numeracy mentoring and Literacy PD was offered for the whole team
|                                                                        |   • Early Years Team met regularly |
| Decision making processes will be formalized                           | No – this documentation has been started but not completed.              |
| A PD Policy will be developed and staff will be familiar with the     | Yes – this is part of Teacher Information document. Wherever possible a  |
|   processes, access and purpose of PD.                                 |   whole of school training approach is used.                             |

1.6.3 IMPLICATIONS FOR THE FUTURE

Next year staff will contribute most of the funding for collegiate planning days to pay for Numeracy Intervention and School Service Officer time to support Numeracy lessons. This means that there is a greater need to use team planning processes at other times.

Several new staff were been appointed for 2010 so there will be a strong focus on induction and team building. This trend will continue into 2011 when there could be 3 or more new permanent positions.

2 Opinion Surveys

2.1 Parent Opinion Survey

The Parent survey was collated on a 5 point satisfaction scale and analyzed under 4 major headings (graph below). All aspects of the survey show high levels of satisfaction. Feedback from Opinion Surveys and our additional Self Review Surveys indicated that some parents would like more information about their child’s learning program and more opportunities to be involved in school decision making processes. These issues have been discussed extensively with staff, School Directions and Accountability Committee and Governing Council. They will be addressed in our 2010 - 2012 Improvement Plan.
2.2 Staff Opinion Survey
The overall responses were positive with a categories of survey questions averaging over 4 points on the 5 point scale, indicating high levels of agreement. The marginally lower results for questions relating to ‘high expectations’ and ‘needs of all learners’ refers to the needs of students with higher intellectual potential and the specific needs of some middle to upper primary students in relation to their understanding of some number concepts. These specific issues will be addressed through the 2010 – 2012 Improvement Plan.

![Staff Opinion Survey 2009](chart)

2.3 Student Opinion Survey
Students completed whole class surveys based on discussion. They saw Warradale’s strengths as:
- Learning about the environment and taking sustainable actions
- Student action teams
- Breakfast Club
- Safety and friendliness
- Strongly held values
- Improvements in math teaching and learning
- Physical environment

The main areas they identified for improvement included cheaper prices in the canteen, the urinals and addressing the problem of computers ‘freezing’.

3 Attendance (Term 2)
Warradale’s overall attendance rate was 92.6% compared with the Australian average of 92.2%. Over the past few years unauthorised student absences have been followed up daily with phone calls and this has improved our attendance average.

A few parents of chronically poor attenders have been contacted to discuss means of improving their child’s attendance. Year 5, 6 and 7 data in the graph below shows the impact of these few poor attenders.

![Attendance - Semester 1](chart)
4 Enrolments

Warradale is undergoing a change in enrolment trends. This is indicated in the high reception enrolments shown on the graph below. This trend will continue with strong enrolment predictions for the next few years.

![Enrolment Graph](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment (FTE)</td>
<td>217.0</td>
<td>208.0</td>
<td>225.0</td>
</tr>
</tbody>
</table>

5 Teacher qualifications

The graph below shows qualifications of teachers i.e. 61.6% of teachers have attained a Bachelor of Education, 7.6% a Graduate Diploma, 15.4% a Diploma of Teaching and 15.4% are Registered Teachers. In addition, one teacher holds an Advanced Skills Teacher qualification (not included on the graph).

![Teacher Qualifications Graph](image)

6 School Review

During term 4 the school underwent an extensive self review and our processes and results were validated by a panel that included regional personnel. We thank the School Directions and Accountability Committee, Governing Council and Staff as they worked hard to collect, analyse and collate data to inform the formulation of priorities for our next three year Improvement Plan.

The report indicates high levels of performance over the past three years. Specific feedback was provided about the very positive school culture with strong personal engagement, a friendly atmosphere and high levels of safety, student behavior and environmental awareness and actions. We were commended on our high quality literacy programs and achievements, provision of ICTs (computing), use of data to direct improvements and our student voice and environmental programs. Recommendations concurred with those identified by the school i.e. continuing our Numeracy improvements, involving younger children in environmental initiatives and establishing wetlands learning opportunities, embedding higher order thinking approaches in learning programs, and improving communication with parents and providing parents with greater access to decision making.

N.B. The full review report is available on our website.
5.1 IMPLICATIONS FOR THE FUTURE

As a result of the review processes Governing Council and Staff have endorsed the following priorities for the 2010 – 2012 Improvement Plan:

1. **Focus on Numeracy improvement**, including:
   - Developing a clear scope and sequence
   - Supportive classroom practices
   - Assessment for learning
   - Provision of additional support in classrooms

2. **Develop consistent beliefs and practices about Learning / Pedagogy.** This will include:
   - Capitalize on the opportunities that the new early years building provides to ensure a successful start to school, building a continuity of learning for students
   - Explore ways to ensure that the early years students are able to be more actively involved in student voice and action across the school
   - Further develop inquiry approaches across the school in various curriculum areas and especially in Science, Environmental Education and Big Ideas in Number.

3. **Promote sustainable environmental actions** with a focus on:
   - Involving younger students in environmental initiatives
   - Learning in the wetlands environment

4. **Improve parental involvement** by improving communication and access:
   - Investigate more effective ways of informing parents about learning programs and student progress.
   - Make access to decision making processes more inclusive of parents.

7 **Finance**

The following Financial Reports for Company 1 (School), Company 2 (Canteen) and Company 4 (OSHC) are attached, and will be audited on 13th April.

The following reports are available:

1. Funds expended against site priorities (next page)
2. Balance Sheet and Profit and Loss
3. Financial Commitments Report
Significant funds are spent on supporting teachers in the implementation of the SLP. This includes release time, resources, additional SSO time and professional development. The figures below show the funding related specifically to the SLP. Approximately 25% of additional funding supports PD in areas not specifically related to the SLP.

**EXPENDITURES RELATED TO THE SLP FROM 2007-2009**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>$97,743</td>
</tr>
<tr>
<td>Numeracy</td>
<td>$33,577 ($23,464 spent during 2009)</td>
</tr>
<tr>
<td>ICT</td>
<td>$117,685</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>$127,472</td>
</tr>
<tr>
<td>Science</td>
<td>$391</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$376,868</strong></td>
</tr>
</tbody>
</table>

A significant investment has been made in the 2007 – 2009 SLP. Clearly **Student Wellbeing takes a large proportion of the budget**. This includes the School Counsellor salary and the provision of specialist Dance programs. Other larger expenditures in this area was school wide training on Play is the Way, with all teachers attending and Year 4 to 7 teachers attending an additional advanced course.

**ICT** also has had a large injection of funding with extensive upgrades of the infrastructure and range of technologies over the past 3 years. The impact of Smartboards and provision of greater access to computers in classrooms has taken the majority of this funding, with little spent on PD as most was provided free of charge.

**Literacy** also has a large amount of expenditure with School Service Officer support provided to classrooms and an extensive Early Years Intervention program and staff training. Over the past 3 years this area has been exceptionally well resourced with texts for guided reading and ‘take home’ books.

**Large expenditures in Numeracy occurred during 2009** with a significant proportion (70%) of this money being spent on a coordinator salary this during 2009.

**EXPENDITURE ON PROFESSIONAL DEVELOPMENT RELATED SLP FROM 2007 -2009**

The above expenditure includes $144,378 that was spent on Professional Development related to the SLP over the past 3 years. This was mainly specific leadership salaries. However, SLP PD expenditure minus Counsellor and Coordinator salaries is $32,498 from 2007 – 2009.