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</table>
| **School Attendance** | • To improve patterns of attendance & participation. | Review of School attendance policy, strategies to include:  
  • Data collection to inform school and community each term.  
  • Charts to inform students and community.  
  • Attendance as a regular agenda item in Community meetings  
    Governing Council  
    Student Voice  
    End of Year Report  
    Assembly (awards)  
  • Regular family/school events  
  • Regular reporting of student achievement to parents, community, PYEC, DECS & other relevant agencies. | • Av. Student attendance is 80% (2009 was 67%) | • Improved attendance rates.  
  • Improved participation throughout the day.  
  • Regular family/school events held.  
  • Regular reports on student achievement given to community |
| **Curriculum - General** | • To improve student learning outcomes across all curriculum areas and with a whole school continuum. | Collect & analyze appropriate data. Use the best forms of data to collect which can inform teachers programming and practice.  
  • Level all students in appropriate data collection methods and use information for planning, ILP’s and reporting. Enter this data into EDSAS. | • Use selected data collection methods for assessment and planning.  
  • ILPs in place for all students  
  • Data entered into Student files, EDSAS.  
  • By the end of 2010, all students leveled using the key data collection methods. | • All students annually improving across data collected.  
  • ILP’s reviewed and used by all staff to ensure every individual makes progress in their learning.  
  • Staff using appropriate data collection to inform their programming and practice. |
| **Curriculum - Literacy** | • To Improve literacy levels of | Whole school focus on an integrated approach to literacy in line with the | • All teachers using AL methodology by end term 1 | • Regular targeted PD in literacy  
  • All teachers using Accelerated |
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<tr>
<td></td>
<td>all students</td>
<td>school literacy policy.</td>
<td>2010.</td>
<td>Literacy.</td>
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<tr>
<td></td>
<td></td>
<td>• Support teachers in Accelerated Literacy structure through: o Relevant resources available. o Ongoing T&amp;D o Whole school emphasis on Oral Language o Awareness and use of ESL techniques.</td>
<td>• Focus on oral language development within Literacy.</td>
<td>• Oral language focus within Accelerated Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students leveled using ESL Scope &amp; Scales.</td>
<td></td>
<td>• Students leveled using ESL Scope &amp; Scales.</td>
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<tr>
<td></td>
<td></td>
<td>• Students assessed in Reading Benchmark Levels.</td>
<td></td>
<td>• Students assessed in Reading Benchmark Levels.</td>
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<tr>
<td>Curriculum - Numeracy</td>
<td>To Improve numeracy levels of all students.</td>
<td>Continue to develop an effective Numeracy program in line with SACSA.</td>
<td>By the end of 2010 all year levels have programs with identified good practice Maths lessons aligned with SACSA.</td>
<td>Number of identified &amp; documented Maths lessons and programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staff T&amp;D on effective lessons for indigenous students.</td>
<td>• By end 2010 all staff are using the Numeracy Continuum.</td>
<td>• Number of staff using Numeracy continuum.</td>
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<td></td>
<td></td>
<td>• Staff using manipulatives, Maths 300 &amp; developing other lessons aligned with curriculum standards</td>
<td>• Each year all students improve 1 SACSA Maths level.</td>
<td>• All students improving 1 SACSA Maths level.</td>
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<tr>
<td>Curriculum - ICT</td>
<td>To have good pedagogy and ICT skills being incorporated in all classroom teaching and learning.</td>
<td>Staff implementing inclusion of ICT across the curriculum</td>
<td>All classes using IT competencies from the SACSA framework.</td>
<td>Number of staff and students who indicate improvement in IT skill levels.</td>
</tr>
<tr>
<td></td>
<td>To incorporate elearning</td>
<td>Staff T&amp;D in effective use of ICT across the curriculum.</td>
<td>All teachers and students indicate improvement in IT skill levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiliteracies methodologies used across the curriculum at all year levels.</td>
<td>Teachers using multiliteracies methodologies and elearning</td>
<td>Staff and students utilizing good ICT pedagogy in all teaching and learning areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff and students involved in elearning opportunities.</td>
</tr>
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<tr>
<td></td>
<td>opportunities in the delivery of the curriculum</td>
<td>Elearning events occurring</td>
<td>opportunities across the curriculum.</td>
<td></td>
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</table>

**Curriculum - Anangu Domain**
- For students to learn more about Anangu culture including speaking, reading and writing Pitjantjatjara.
- AEWs trained in and teaching Pitjantjatjara
- Planning time for AEWs incorporated into class time under guidance of AnTEP tutor and/or teacher.
- AEWs leading and planning Anangu Domain linked across curriculum and SACSA
- Staff and service providers eg Land Management, working collaboratively to plan for Anangu Domain.
- Non-Anangu staff have cultural and basic language training.
- All students continue to be engaged in learning to read & write Pitjantjatjara.
- Anangu staff planning together and making resources for the school.
- Teachers, AEWs & community representatives planning and providing Cultural Activities.
- Cultural training included in Induction for new staff.
- All students engaged in learning to read & write Pitjantjatjara
- Anangu staff planning together, making resources, and promoting the learning program to community.
- Teachers, AEWs & community representatives engaged with programming Cultural Activities and Anangu Domain.

**Curriculum - Student Health and Wellbeing**
To improve student health and wellbeing
- Continue to work with the clinic and other health providers on girls and boys health program at all levels.
- Values Education, Drug Education, Risky Behaviors, Keeping Safe and Protective Behaviors curriculum and Nutrition are being taught across all levels.
- Regular health and wellbeing sessions are occurring.
- Students receiving Drug, Risky Behaviors, Keeping Safe and Protective Behaviors Education
- Students participating in health and wellbeing education.
- Nutrition Program being delivered.
## Strategic Directions

### Objectives

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### Strategies

- Continue to support breakfast program.
- Develop and implement strategies for identifying and assisting children who slip through the net.
- In 2010 the school will continue to identify children at risk and implement strategies to support them.

### Targets

- Breakfast program continued.
- Support strategies are documented and in place.

### Performance Indicators

- Separate suitable Secondary area
- School leavers attending further education or gaining employment.
- Students have participated in suitable futures planning.
- Yr 10, 11&12 Students have successfully completed SACE/VET units.
- Secondary students completing work experience placements.

## Secondary Education

- To develop the full potential of secondary students to give them the best chance for the future.
- Support students in transition from school to work and/or further study.

- Provide a suitable environment to encourage young men and women to continue their education. Continue to implement current PYEC Secondary Plan through some or all of the following programs.
- Suitable Secondary students encouraged to attend Wiltja.
- Students aware of future possibilities through SACE, VET & TAFE studies and developing Personal Pathway.
- Targeted students are given the opportunity to take part in community based work experience and structured work place learning (SWL).

- Set up a separate secondary area of the school, men/women able to be separate for some times of the day. Male and Female teachers.
- By end of 2010 secondary students under compulsion are regularly attending and actively participating.
- Secondary students have participated in the Pathways Plan.
- Agreement with community organizations for SWL.

## Anangu Decision making

- For Anangu to actively participate and have ownership in the management of the school.

- Anangu to have a role in community, student and staff decision-making policies and processes.
- Governing Council members involved in planning and

- All community Organizations working together to coordinate approaches to community issues.
- Governing Council, Anangu Coordinator & Principal meeting twice a term.

- Governing Council meeting twice a term.
- Regular productive community Agency meetings including key Anangu members.
**Pipalyatjara Anangu School Annual Plan 2010**  
*Working document June 2010*

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|                      |            | reporting on progress of the school plan.  
  • Governing Council, Anangu Coordinators & Principals meeting to share school business.  
  • For Anangu to be actively involved in the selection of staff as appropriate. | Anangu Coordinators and Principals involved in teacher selection (School Choice and Recruitment).  
  • SSO Panels have Anangu Coordinator on them.  
  • AEWs and Anangu Coordinator selected by community meeting with PYEC Director through application and interview. | Anangu Decision Making group meet regularly.  
  • Number of trained Anangu involved in selection process. |
| Anangu Personnel Practices |            | To provide effective training for Anangu personnel.  
  • To have AEWs working toward qualification as Anangu teachers.  
  • To have AEWs confident in the use of IWBs and suitable pedagogy to support their teaching and learning. | All Anangu employees given the opportunity for appropriate training. Anangu Coordinators in Leadership, management and planning, finances and budgeting.  
  • Provide on site training through AnTEP and other appropriate staff.  
  • AEWs confidently planning, running and teaching in suitable key roles.  
  • Provide support and training and computer skills to develop skills and confidence to be the key person in planning and delivery of at least one suitable area of the curriculum for each AEW. | Anangu employees attending training.  
  • Anangu employees have indicated their training has been effective.  
  • Have identified suitable Anangu curriculum leadership roles.  
  • To have AEWs confidently teaching some curriculum areas. | Anangu employees attending training.  
  • Anangu employees who indicated satisfaction with their training.  
  • Anangu undertaking curriculum leadership roles  
  • AEWs confidently teaching/leading some curriculum areas. |