Elizabeth Macarthur High School

School Context

1000. Students enrolled. 26% LBOTE.

Elizabeth Macarthur High School is a co-educational selective and comprehensive high school located in the Macarthur School Education Group. The school has 925 students with a variety of welfare and educational programs designed and dedicated to making a difference in the lives of students we teach and create innovative 21st century learners.

*At Elizabeth Macarthur High School, we are focused on making a difference to the lives of the students we teach, enabling them to be innovative 21st century learners.*

Elizabeth Macarthur High School values:

- teachers with a high degree of professional practice and who are committed to achieving excellence in public education through Quality Teaching.

- a supportive and nurturing environment where the wellbeing of students is paramount and where students have the opportunity to fulfil their potential.

- a safe environment where rights and responsibilities are valued by staff and students.
School Priority Areas

1. Literacy and Numeracy

2. Student engagement and attainment

3. Aboriginal education

4. Leadership and management

Intended Outcomes

- **1.1** Meet and sustain regional growth targets by 2014 in year 9 NAPLAN.
  
  **Reading**
  - From 2% to 4% in band 10
  - Sustain the growth at region and above
  
  **Writing**
  - From 1% to 6% in band 10
  - From 3% to 9% in band 9
  - From 12% to 18% in band 8
  - From 26% to 21% in band 7
  - From 35% to 23% in band 6

  **Numeracy**
  - From 2% to 9% in band 10
  - From 6% to 11% in band 9
  - Maintain above regional growth in band 8
  - From 31% to 26% in band 7

  **Grammar**
  - From 1% to 3% in band 10
  - From 5% to 8% in band 9

- **Regional Outcomes:**
  
  - **1.2** Increased level of Literacy and numeracy achievement for every student consistent with national, state and regional directions.
  
  - **1.3** Improved outcomes through targeted strategic interventions for students experiencing difficulty in literacy and numeracy at key transition points.
  
  - **1.4** Diminish the gap in literacy and numeracy achievement between aboriginal students and all students.
  
  - **1.5** Strengthen Literacy and Numeracy learning through the effective use of the full range of diagnostic assessments.

- **2.1** School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
  
  - **2.2** Students experience challenging, flexible, personalised and safe learning environments.
  
  - **2.3** Enhance wellbeing of our students.
  
  - **2.4** School environments that enable students to experience success and receive recognition for their attainments.

- **3.1** Aboriginal students make a successful transition from school to work and further study to equal the state average of retention to year 12.
  
  **3.2** Attendance - all compulsory school aged aboriginal students are enrolled in school and progressing through schooling at the same rate as non-indigenous students.

- **3.3** All staff are aware of mandated aboriginal education action plan.
  
  **3.4** Reduce the gap in growth between ATSI students’ achievement and state performance in reading by 2% per year.
  
  **3.5** Expand the number of students who identify as aboriginal to the SEG average.

- **4.1** Strengthen leadership and management capacity of the school executive.
  
  - **4.2** Supporting staff to meet their professional learning goals
  
  - **4.3** Enhancing leadership innovation that makes use of full range of opportunities that facilitate positive learning culture
  
  - **4.4** Increased staff capacity to meet the needs of significant diverse and changing region
5. Curriculum and assessment

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
<th>School Education Director:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justina Barnier</td>
<td>30/11/11</td>
<td>Peter Smith</td>
<td>30/11/11</td>
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</tbody>
</table>

The plan has been endorsed and approved by:

- 5.1 Establish classroom programs (assessment tasks) that implement the requirements of the national curriculum underpinned by the Quality Teaching programs.
- 5.2 Improved submission rate of assessment tasks from 75% to 95%.

Principal’s initials: ___________  School Education Director’s initials: ___________
## 1. Literacy and Numeracy

**School Value** a supportive and nurturing environment where the wellbeing of students is paramount and where students have the opportunity to fulfil their potential.

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Timeframe</th>
<th>Who</th>
<th>Recovered &amp; Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1- Meet and sustain regional growth targets by 2014 in year 9 NAPLAN.</strong></td>
<td>Analysis of NAPLAN data by individual teachers at start of the year for their class. SDD4, using school based proforma.</td>
<td>Value added from year 7-9 reflects an arresting of the decline of standards of students arriving in year 7.</td>
<td>2012 Term 1 faculty meeting 3(week 5) 2013 –</td>
<td>All teachers – LAST &amp; HT’s</td>
<td>Faculty time</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>• Further refinement of the Literacy/Numeracy matrix incorporating any new national Curriculum and new directions revealed from NAPLAN analysis.</td>
<td>NAPLAN data and Teaching programs embed the adjusted matrix. Assessment tasks across all KLA’s reflect the areas targeted in the matrix</td>
<td>2012- Term 1 Faculty meeting/staff meeting to review matrix – finalised by week 8 term 1 2012.</td>
<td>Faculty Head teachers at appointed times in faculty meetings</td>
<td>Faculty time.</td>
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<td>From2% to 4% in band 10</td>
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<td>Sustain the growth at region and above</td>
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<td><strong>Writing</strong></td>
<td>• Head teachers supervise the proforma and review CRT programs to support staff implementation of the literacy/numeracy matrix.</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td>• Head teachers construct a faculty audit</td>
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<tr>
<td>Grammar</td>
<td>• Implement targeted group end of year 8 for year 9 by decreasing the core periods. Literacy and numeracy support from the STLA.</td>
<td>Improved reading and writing age indicated NAPLAN</td>
<td>2012- establish group and baseline data</td>
<td>LAST</td>
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<td>From1% to3% in band 10</td>
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<td>from 5% to8% in band 9</td>
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<tr>
<td><strong>Regional Outcomes:</strong> Increased level of Literacy and numeracy achievement for every student consistent with national, state and regional directions. (SWSR priority area 2012-2014)</td>
<td>• Create IEPs for targeted students using putt test data and NAPLAN data.</td>
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<td>Improved outcomes through targeted strategic interventions for students experiencing difficulty in literacy and numeracy at key transition points. (SWSR priority area 2012-2014)</td>
<td>• Retest students at the end of year 8 and 10.</td>
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<td><strong>Grammar</strong></td>
<td>• 2 literacy and 2 numeracy staff meetings each semester targeting one skill that will be taught to every student for the next fortnight.</td>
<td>Improved writing growth for year 9</td>
<td>2012- Implemented 2013- Improved school growth in writing, spelling, punctuation and reading. 2014- Sustained upward trend data.</td>
<td>Head teacher teaching and learning</td>
<td>Timetable -1.5</td>
</tr>
<tr>
<td><strong>Regional Outcomes:</strong> Improved school</td>
<td><strong>Who</strong></td>
<td><strong>Recovered &amp; Funding Source</strong></td>
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<tr>
<td>Faculty Meetings</td>
<td>- Learning support team referral for individualised support</td>
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<tr>
<td>Diminish the gap in literacy and numeracy achievement between aboriginal students and all students. (SWSR priority area 2012-2014)</td>
<td>Develop Individual Education plans (PLP’s) for all Aboriginal students. Utilise Teachers of Aboriginal background to mentor students when developing the PLP’s. Professional development for staff to assist in implementing the PLP’s.</td>
<td>Growth in NAPLAN data reflects a reduction in the gap between Aboriginal students and all students. 2012- Every student has a PLP by the end of term 1. Professional Development of staff in term 2. 2013- review of data and PLPs 2014- ongoing Professional development and continuing development of PLP’s</td>
<td>STLA Selected teachers of Aboriginal background</td>
<td>External funding</td>
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<tr>
<td>Strengthen Literacy and Numeracy learning through the effective use of the full range of diagnostic assessments. (SWSR priority area 2012-2014)</td>
<td>Identification of LBOTE students. Strategic and targeted use of English as a second language scales to deliver appropriate professional learning to improve literacy and numeracy outcomes for Language Backgrounds Other Than English students. Peer tutor reading. Staff development on effective strategies faculty based for catering for LBOTE students</td>
<td>Growth in overall NAPLAN data. Evidence in school based assessments. Improvements in reading performance on NAPLN for targeted students</td>
<td>2012- Term 1 Week 2 for identification. Ongoing at the start of each year. 2012- implementation phase 2013- consolidation phase 2014- evaluation 2012- evaluate effectiveness of current program 2013- refine program 2014- re-evaluate program</td>
<td>ESL teacher. STLA</td>
<td>STLA/ESL time.</td>
</tr>
</tbody>
</table>
2. Student engagement and attainment

Regional intended outcomes:

- **School Value**: a supportive and nurturing environment where the wellbeing of students is paramount and where students have the opportunity to fulfil their potential.

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| Creating a smooth, informed structured successful transition at all transition points. | - Quality teaching project with the primary schools- Narellan Primary, Narellan vale, Harrington Park. Teachers form EMHS and the primary school s to link together to create common unit of work to team teach to stage 3 and 4 with a common assessment task.  
- Curriculum link projects with the High school faculties delivering a curriculum learning experience in the primary schools with stage 5 students.  
- Transition program run by year advisors introducing mind matter activities, peer support, primary school visits, debating and elements tour. | - Lessons taught and observations done  
- Improved relationships with the primary schools and community  
- Improved transitions strategies I the primary school about assessment and lesson experiences of high schools  
- Curriculum links projects completed | 2012- lessons planned and delivered and observed using the quality teaching lesson observation sheets developed by EMHS 2013- | HT CRT | Exemplary project funding |
| Improve participation in leadership roles from 0.01% to 10% of our population. | - SCEATS (school community environmental action team)- Stage 3 and 4 students from out community of schools create a parliament to engage in environmental action projects across our local community.  
- Develop a role statement for senior counsellors based on their pledge and to supporting school values and PBL. Has happened so far. Needs to take into account a training program for yr 11 2013, delivered by current prefects.  
- Term 3 each year the new prefects to shadow the outgoing prefects.  
- Align assemblies to a leadership group.  
- SRC- to support and create programs in the school to support student leadership and support philanthropy in the school. | - Number of students engaged in leadership positions such as SCEATS, SRC and Prefects  
- Successful projects they bring to fruition.  
- Role statements produced and working | 2012- SCEATS created and has 3 targeted projects  
Role statement created 3% of students involved in leadership programs 2013- review projects and use leadership of ex SCEATS member is stage 5 to mentor students and for SRC  
6 & of students involved in leadership projects 2014- Review projects and use mentoring.  
10% of student involved in leadership projects | Transition adviser DP  
SCR co-ordinator. | Showcase Exemplary project funding |
| 100% of students have post school destination that they are working towards. Students captured by raised school leaving age are more engaged in school and are not over represented in attendance and discipline data sets. | - Kids@work – students have an experience in year 9 with the real game.  
- Students complete work readiness program  
- Year 10 all students attend a work experience Still need all students to be involved.  
- All year 9 students experience a day at TAFE.  
- Kids@uni- all students in year 10 experience a day at university of western Sydney currently taking place for top year | - 100% of student involved in these experiences  
- Students not overrepresented in discipline data sets. | 2012- 70% of student involved in Kids@work, Kids@business, Kids@uni  
2013- 80%70% of student involved in Kids Work, Kids Business, Kids@Uni  
2014- 100%70% of student involved in | Careers adviser librarian  
Transition officer. | School to work |
9 and 10 science students at Sydney university at Camden. Fast forward program caters for select students.

Meet and sustain regional attendance from 89% to 90.4%.

<table>
<thead>
<tr>
<th>Action</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Student attendance improved and more students rewarded for 100% attendance.</td>
<td>89% attendance</td>
<td>90% attendance</td>
<td>90.4% attendance</td>
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<tr>
<td>Merit assemblies supported by school each term.</td>
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<tr>
<td>Number of students participating in the assembly.</td>
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<tr>
<td>Implementing classroom, playground and non teaching space. Every Tuesday in roll call students will be explicitly taught the expectations of their behaviour in these areas. Revised to be delivered by all teachers explicitly in class context.</td>
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<tr>
<td>Students on orientation day are lead through workshops about our value platform that was designed to link to the primary school values. Yes</td>
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<tr>
<td>Students on the year 7 school camp complete activities linked to our values. Has and will continue</td>
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<tr>
<td>Students are explicitly taught how the school values links into their day to day routine at the school. PBL program</td>
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<tr>
<td>School sustains a merit system with merit assembly each term. – sport merit assembly, award merit assembly, NAPLAN, attendance assembly, report assembly.</td>
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<tr>
<td>HT admin and DP and HSLO meet every week to discuss under 85 attendance students. yes</td>
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<tr>
<td>HT admin monitor students causing concern with attendance delivered by dp and ht.</td>
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<tr>
<td>Sentral for attendance recording and monitoring.</td>
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<tr>
<td>HT admin to review attendance policy. Partial attendance policy delivered,</td>
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<td>Run welfare days to focus on building resilience, reducing bullying stress run by year advisors.</td>
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<tr>
<td>Increased student participation to 50%</td>
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<tr>
<td>Increased participation in extra-curricular activities from 25% to 50%</td>
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<td>Musical / showcase – once a year.</td>
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<td>Debating – The DEC Arts unit run competition are 100% subscribes.</td>
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<td>Stage 3 and 4 competition running between the communities of schools.</td>
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<td>Tournament of minds participation with high achievers.</td>
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<td>High achievers- program sustained through the next 3 years with a GAT co-ordinator. This program includes students from years 8-10.</td>
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<td>High resolves- program for year 8 with 100% participation.</td>
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<td>Year 9 to participate in advanced leadership program with High Resolves. Ongoing need to link social justice into curriculum in some kla groups.</td>
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</table>

All students have the opportunity to meet and exceed their potential through curriculum enhancement.

- Environmental sustainability program with cross KLA links and primary school links. Bits and pieces not linked
- Curriculum and business links with local cattle breeders to engage and students captured by the raised school leaving age to provide them with work experience in the agriculture. ongoing
- Timetable extension course – for extension maths and
- Extension courses offered and running
- VET courses increasing in enrolments
- Students participating in SBATS increasing annually
- Improved submission rate for 2012- Establish 3 goals and work to the plan
  - Create schools first program and implement.
  - Extension courses offered.

- Student attendance improved and more students rewarded for 100% attendance.
- Merit assemblies supported by school each term.
- Number of students participating in the assembly.

- Implementation classroom, playground and non teaching space. Every Tuesday in roll call students will be explicitly taught the expectations of their behaviour in these areas. Revised to be delivered by all teachers explicitly in class context.
- Students on orientation day are lead through workshops about our value platform that was designed to link to the primary school values. Yes
- Students on the year 7 school camp complete activities linked to our values. Has and will continue
- Students are explicitly taught how the school values links into their day to day routine at the school. PBL program
- School sustains a merit system with merit assembly each term. – sport merit assembly, award merit assembly, NAPLAN, attendance assembly, report assembly.
- HT admin and DP and HSLO meet every week to discuss under 85 attendance students. yes
- HT admin monitor students causing concern with attendance delivered by dp and ht.
- Sentral for attendance recording and monitoring.
- HT admin to review attendance policy. Partial attendance policy delivered,
- Run welfare days to focus on building resilience, reducing bullying stress run by year advisors.
- Increased student participation to 50%
<table>
<thead>
<tr>
<th>English and Science in year 9 and 10. In planning stages to be linked with the new syllabus. History did get up and running.</th>
<th>100 hour and 200 hour combination courses in stage 5 to engage students as well as SBAT early commencement stage 5 vet and TVET.</th>
<th>2013. NAB program evaluated and funding sourced. Extension courses running in year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Year 8 to participate in mood Gym and E-Couch.</td>
<td>Increasing numbers of students VET courses. Year 10 during decision day to have a VET taster line.</td>
<td>2014 – Extension courses running year 9 and 10.</td>
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<tr>
<td>Students identified as IM to be catered for within the Life Skills program differentiation is available</td>
<td>Acceleration – GAT students targeted and offered early uptake undergraduate study and possible early commencement HSC. Not yet at stage 6 level. Acceleration has taken place in stage 4.</td>
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<tr>
<td>GAT team established and linked to learning support. Whole school training and individual student referral.</td>
<td>GERRIC – all staff to be trained in a 16 hour GERRIC course to cater for the needs of curriculum differentiation. This course to be offered to our Community of Schools. Ongoing and currently funded for next two years.</td>
<td>HT</td>
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<tr>
<td>GERRIC – all staff to be trained in a 16 hour GERRIC course to cater for the needs of curriculum differentiation. This course to be offered to our Community of Schools. Ongoing and currently funded for next two years.</td>
<td>Stage 4 selective and self select classes to engage in Individual research projects one period per week focusing on extending their interest and also self regulation.</td>
<td>PE faculty</td>
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<td>Ediary – all students have access to ediary</td>
<td>Ediary – all students have access to ediary assessment tasks in year 11.</td>
<td>Year 10 adviser</td>
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<td>Learning support team</td>
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<td>GERRIC coordinator</td>
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<td>TPL Centre of Excellence. TPL</td>
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</tbody>
</table>
3. Aboriginal education

- **School Value:** a supportive and nurturing environment where the wellbeing of students is paramount and where students have the opportunity to fulfil their potential.

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| Expand the number of students who identify as aboriginal to the SEG average. | - Form Committee and have meetings twice a term.  
- Initiate programs within the school.  
  - Belonging Day  
  - NAIDOC DAY  
  - HANDS ON TAFE training  
  - 8 ways staff development and inclusion in program  
  - South West Literacy and Numeracy Competition  
  - Twugia project  
  - To identify ourselves as aboriginal teachers.  
  - Make it known in the school culture that ATSI students have aboriginal teacher’s mentors meeting once a fortnight. | Increased numbers of ATSI students identifying as aboriginal. ACHIEVED ATSI students and staff presenting welcome to country. ACHIEVED ATSI students are attached to an aboriginal staff member. ACHIEVED | 2012- committee formed  
2013- continue with NAIDOC Day – Belonging Day (dependent on funding) | Aboriginal committee |

| Reduce the gap in growth between ATSI students’ achievement and state performance in reading by 2% per year. | - Creating partnership with parents through community contacts- AECG Macarthur Group and individual invitation. TBA on AECG – member status and active in attending meeting  
- Indigenous student activities/programs. E.g. Cultural games and performances, Girl Talk, Bro Speak. Using council resources. – informally achieved through Belonging and NAIDOC days  
- Whole school community promotion.  
- Create PLPs for all ATSI students. – | -Increased identification of ATSI students –School culture change  
- Greater numbers of ATSI students identified.  
- All students have PLP’s published to all staff.  
- 8ways of learning will be implemented in all faculties teaching and learning programs. | 2012- Become members of AECG.PLPs create-Implementation of student cultural and activities and mentoring period. Gap between state and school growth 2% improvement  
2013- Maintain growth to 4% improvement. Focus on mentoring 2014. Evaluations of programs and indigenous student performance. 6% improvement growth. | Aboriginal committee |

| | | | | Norta  
SSP funding. |
| All staff are aware of mandated aboriginal education action plan. | Staff meeting run by the ASLO – Natalie Pearson  
- Faculty meeting visits. – to be ongoing 2013 | Acknowledgement of country.  
All staff is aware of why we acknowledge country.  
- Evaluations of how effective this information is. | 2012- staff meeting address  
2013- Attend faculty meeting to see if teachers are confidently implementing and evaluating education plan into programs.  
2014- review plan | Aboriginal committee |
| --- | --- | --- | --- | --- |
| Attendance- all compulsory school aged aboriginal students are enrolled in school and progressing through schooling at the same rate as non-indigenous students. | Make a connection with the parents.  
- Monitoring of attendance data by HT admin. | Attendance rates of aboriginal students are equivalent to or better than non-indigenous student’s attendance rates.  
- Contact with families. | 2012- Build rapport with aboriginal students find out why they are absent.  
Initiate programs and attendance incentive schemes.  
2013- Review attendance.  
2014- 85% attendance rate of identified aboriginal students | HT admin |
| Aboriginal students make a successful transition from school to work and further study to equal the state average of retention to year 12. | Establish these post school plans in year 9-.  
- Make sure students are aware of scholarships and entry in to university requirements. Stress the importance of getting an ATAR.  
- Attainment strategies for transition into HSC.  
- Homework Centre skills opportunities- Link with UWS teaching students as part of their | Meet the number of students in the state continuing and finishing year 12/ or going onto to tertiary study. | 2012- Have interviews with year 9, 10, 11, 12 aboriginal students and establish future plan.  
2013- Implement these plans, regular meetings accessing where students are at.  
2014- All aboriginal students year 9 and upwards on a transition to Careers adviser | School to work |
| practicum experience. | uni or TAFE plan. |
### School Value: EMHS values teachers with a high degree of professional practice and who are committed to achieving excellence in public education through Quality Teaching.

<table>
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<tr>
<th>Intended Outcomes</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Timeframe</th>
<th>Who</th>
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| Strengthen leadership and management capacity of the school executive.            | • Finalise Executive professional learning plans, using the Leadership capability framework.  
• Staff to link PLPS to national standards.                                        | 100% of executive and CRT having Professional learning plans.             | 2012- All executive have PLPs using a standardised system with measurable targets.  
2013- All staff are using their PLP to apply for TPL and merit selection  
2014- evaluation                                                           | DP Exec CRT                                                              | TPL                                                                       |
|                                                                                  | • Exec staff completing Team Leadership for School Improvement Program core and Learning leadership program over the next 2 years. 2012-2013  
• Review 360 leadership capability framework and progress areas for development. System to be revisited for changed executive | Course completed by all exec and aspirational executive.  
10 staff completing program as well as exec.  
Promotions of staff to executive positions.                                       | 2012-Half modules completed  
2013- course completed.  
2014- Executive development process developed and sustainable.                    | P, DP, HT                                                                | TPL                                                                       |
| Supporting staff to meet their professional learning goals                        | • Staff to have PLP with goals that will inform professional learning application.  
• Complete Diagnostic tool to ascertain what data analysis PL is needed in the school.  
• Regular meetings (one per semester) with line manager to review progress with achieving their goals. (CRT with Head teacher)  
• Head teachers discuss ongoing development with their faculty with Senior Exec once per fortnight  
• Ensuring New Scheme Teachers meet their accreditation needs  
• Encourage a team of teachers to move into the higher levels of accreditation.  | 100% of staff have PLPs and have completed DASA.  
Revisit training and development annually at SDD on data analysis.  
HT having meeting with staff each semester and record kept to ascertain progress and influence TPL  
All NST complete their professional accreditation                                  | 2012- all staff have completed diagnostic tool and PLP  
2013- All staff have PLP’s functioning with measurable targets aligned to the school plan,  
2014- review of PLP                                                              | CRT HT                                                                |                                                                           |
| Enhancing leadership innovation that makes use of full range of opportunities that facilitate positive learning culture | • Staff are to report back on each in service that go to that have a full staff appeal. Week 10 staff meeting will be professional learning lead by staff. | 100% of staff engaging in professional learning opportunities               | 2012 Sentral and Staff meeting.  
2013- 100% of staff engaging in PL.                                               | DP CRT                                                                | TPL                                                                       |
### Notes from the in-service to be placed on SENTRAL or server for all to access.
- Regular faculty based in servicing will occur at faculty meetings.

### Improve communication and support for team leaders. Week 10 exec meeting will be a report back with every team leader giving and getting feedback. Reports to be emailed to head teachers at the end of week 9.
- Every head teacher is leading an extra curricular team.

### Head teacher to have a period allocation to observe QT and Support implementation of PLP to achieve staff goals.
- CRT to observe other staff, one period per term. All staff to be allocated a Quality Teaching partner.
- Structured mentoring occurs for Early Career Teachers.
- Induction program for early career teachers in their first year.

### Head Teacher to be involved in a group share email or Maang to share professional readings and experience. Each exec member prepares a professional reading.
- All staff to be able to share ideas from professional associations for these readings.
- A professional learning area of the library to be set up. This could be a digital blog.

### COS KLA meetings based on action research projects. 2013 COS 4 focus on underperformance of GAT kids.
- Term 4 SDD to report back.
- Senior exec to produce weekly communication report.
- Non curriculum review on communication.

### Improve communication channels between welfare team and rest of school.
- Improved communication within the school.

### Increased staff capacity to meet the needs of significant diverse and changing region.
- COS4 co-ordinator. P, DP, DP
- Computer co-ordinator
- Teacher Librarian

### Projects completed and term 4 SDD report back occurs.
- Use of email to facilitate sharing of minutes and information between welfare staff.
- Use a non-curriculum review to investigate improved communication systems???

### 2012 - report back meeting
- 2013 - every HT leading a team
- HT PE
- Global TPL

### 2012 - observations of staff.
- 2013 - Structured mentoring.
- HT
- HT admin
- Global

### 2012 - Create group share email.
- Computer co-ordinator.
- P, DP, DP
- Teacher Librarian

### 2012 - 2013
- COS4 co-ordinator.
- COS 4 partnership schools TPL

### 2012
- Year Advisers
- STLA ESL Careers
- DP - Welfare
## 5. Curriculum and assessment

School Value – Implementing high quality curriculum and assessment practice is essential to achieving excellence through a high degree of professional practice.

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| Improved submission rate of assessment tasks from 75% to 95%. | - Audit staff skills about their ability to analyse SMART/RAP/ESSA data to identify areas of weakness to refine literacy and numeracy strategies in assessment tasks.  
- Use SMART/RAP/ESSA data to inform programming and assessment for all staff  
- Train staff in coding of assessment task using QTM. Coding of assessment task using the quality teaching model once training is complete.  
- Head teachers monitor assessment task submission rate.  
- Student survey to gauge the challenge, skill, interest and engagement of assessment tasks.  
- Establish a benchmark of student satisfaction about challenge and skill level and improve that rate over the three year plan.  
- School calendar to map all assessment tasks to ensure that tasks are spread out.  
- All assessment tasks to be uploaded to moodle.  
- Map ICT skills across the curriculum and update faculty ICT skills. ICT map to be included into Literacy and Numeracy matrix.  
- Implement Library program involving up-skilling Yr7 and 8 students on research literacy.  
- Supervise and monitor feedback that is given to students that addresses both strengths and weaknesses for student ability in tasks.  
- Implement Moodle for assessment task delivery.  
- Investigate and implement one note as a student tool for classwork.  
- The development of rich cross-faculty assessment tasks. | - Assessment tasks and programs contain literacy and numeracy aspects linked to areas of concern that derived from data leading to improve NAPLAN results  
- Increased submission rate of tasks to 95%  
- All staff trained in coding tasks.  
- Calender established and published with the weightings verified.  
- Student survey conducted and report published. | - 2012: review assessments and programs (literacy, numeracy and data)  
- Staff audit of data analysis skills  
- Head teacher to monitor assessment task submission rate.  
- Student survey to establish benchmark  
- Map ICT skills and include on LIT/NUM matrix.  
- Moodle established for assessment task delivery.  
- Investigate and trial one note | DP, HT, CRT | TPL ICT budget |
| 2013: Student survey to gauge improved satisfaction levels.  
- Implement one note.  
- Assessment task submission rate increased to 85% | 2014: Assessment task submission rate increased to 95% | DP | Computer co-ordinator |
| | | HT, DP | Librarian |
| | | | Computer coordinator |
| Establish classroom programs (assessment tasks) that implement the requirements of the national curriculum underpinned by the Quality Teaching programs. | - Use COS4 and other local SEG to develop programs, possibly using MAANG.  
- Staff to attend professional learning courses relating to Australian Curriculum.  
- Programming for Australian curriculum- mapping the curriculum into concepts and linking with stage 3.  
- Differentiated curriculum for Transition Program. Linking with community of schools to create a continuity of learning from Stage 3, 4 and 5. Via QT partnerships and the expansion of the transition program to a 9 pillar strategy  
- Faculties to undertake Curriculum evaluation – one faculty per year.  
- Senior exec to team teach with all staff in their mentor teams 2 periods per cycle. | - Program information to be shared at network meetings.  
- Staff to develop a better understanding of their syllabus based on the National Curriculum  
- Learning support team to implement programming meeting between core KLAs on orientation day, Term 4  
- Report and recommendations presented final evaluation with information published in ASR. | - 2012- COS4 network meetings  
- National conferences  
- Curriculum evaluation  
- Maang created.  
- 2013- Differentiating continuity of learning framework with the community of school – primary schools.  
- Curriculum evaluations  
- 2014- curriculum evaluations | All staff (as appropriate) | Head teacher COS 4 co-ordinator Principal, HT | COS 4- TPL |