



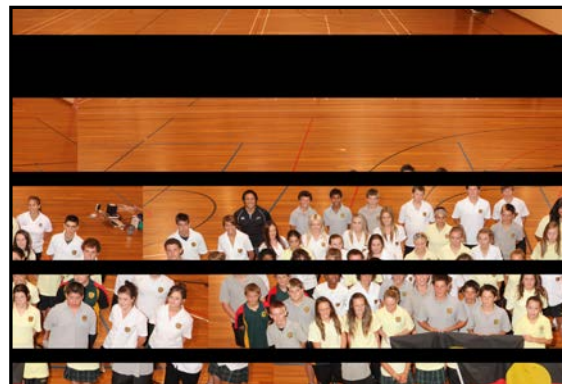
Education &
Communities

Public Schools NSW



Illawarra Sports High School School Plan 2012 - 2014

8205



SCHOOL CONTEXT

Illawarra Sports High School is a designated specialist sports high school (enrolment 716, including 12% Aboriginal and Torres Strait Islander students). The school draws the majority of its students from the southern Wollongong suburbs but enrolls an increasing number of students from the larger Illawarra area who access specialist sports programs. The school offers a broadly based comprehensive curriculum from Year 7-12. Illawarra Sports High School has an established reputation for academic, cultural and sporting success. In 2014 the school received a 2.4 staffing allocation and \$400,041 RAM socioeconomic loading cash to support programs aiming to maximise student literacy skills, numeracy skills and levels of engagement (RAM : Equity). It also received Improving Literacy and Numeracy National Partnership funding \$165008.07 to improve targeted students reading and comprehension skills (ILNRP) and \$16400 OCHRE funding to support Aboriginal Education initiatives

SCHOOL IDENTIFIED PRIORITY AREA/S	Aboriginal Education	Curriculum and Assessment	Leadership and Management
	Literacy and Numeracy	Student Engagement and Attainment	

INTENDED OUTCOME/S

Aboriginal Education

- Improved attendance for all Aboriginal students in line with student averages
- Greater engagement of our Aboriginal Community
- Improved outcomes for Aboriginal students (closing the gap)
- Increased proportion of ATSI students completing year 12

Curriculum and Assessment

- Enhanced provision of a broad, flexible and inclusive curriculum and curriculum structure.
- Strengthened leadership and management of syllabus implementation founded on processes that support clear alignment of quality programming, engaging practice, assessment and feedback and reporting to students and parents.
- Quality teaching, differentiation practices and student learning outcomes are enhanced through professional learning that promotes teacher collaboration, innovation and evidence-based programming and practice.
- Effective learning design and pedagogy that integrates digital technologies to enhance student-learning outcomes through increased student ownership and direction in learning.

Leadership and Management

- Confident leadership and management skills evident in both teams and individuals
- Competent management and leadership by executive in key school priority areas
- Leadership opportunities for aspiring students within the school and community

Literacy and Numeracy

- Enhanced school leadership capacity for school and community of schools improvement in the areas of literacy and numeracy
- Increased levels of literacy achievement for every student, with a diminished gap between Aboriginal and all other students
- Increased levels of numeracy achievement for every student, with a diminished gap between Aboriginal and all other students
- Differentiated teaching and learning strategies strengthened through planning based on the Quality Teaching Model and evidence of student literacy and numeracy learning needs
- Enhanced parent and community participation in literacy and numeracy strategies that improve student learning outcomes.

Student Engagement and Attainment

- Improved student attendance and parent/community participation in learning and support programs that enhance student engagement and attainment.
- Strengthened school culture and practices that respect, enhance and celebrate every student's leadership development and participation in learning.
- Enhanced provision of flexible, personalised and safe learning environment for students.
- Improved social skills and emotional wellbeing for every student.
- Increased proportion of students progressing to tertiary study, employment or recognised vocational training following school. All students exit Illawarra Sports High School with a suitable credential that will assist them in developing positive post school pathways

PRINCIPAL'S SIGNATURE:	DIRECTOR ENDORSEMENT:	DATE
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SCHOOL IDENTIFIED PRIORITY		Aboriginal Education												
OUTCOME/S	<ul style="list-style-type: none"> Improved attendance for all Aboriginal students in line with student averages Greater engagement of our Aboriginal Community Improved outcomes for Aboriginal students (closing the gap) Increased proportion of ATSI students completing year 12 	2014 TARGET/S	<ul style="list-style-type: none"> Increase Aboriginal attendance by 1% All parents and teachers active in the management of PLP's (Increase parent attendance at PLP writing day by 20%) Increase student participation in AIME project by 20% Increase students active participation in the HSC North North individual sponsorship program by 10% 100% staff complete module 5 No Gap No Excuse training Improve Year 9 Aboriginal students growth in reading 3% and spelling 5% 			STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
			<ul style="list-style-type: none"> Analyse NAPLAN and school-based literacy and numeracy data of each Aboriginal student to identify strengths and areas for development as part of the creation of each Personalised Learning Plan. Invite parents to participate in plan making by holding a series of PLP planning days. Communicate these plans to student, parent/carer and teachers and monitor their implementation. 		<ul style="list-style-type: none"> All ATSI students have PLPs. PLPs articulated clearly and concisely with staff and reviewed and updated regularly using NAPLAN and other subject specific educational data. 	2012	2013	2014	All Staff AEO	Global OCHRE tied funds				
	<ul style="list-style-type: none"> Review and improve leadership and management of ATSI attendance monitoring, intervention and support processes and programs. 2014 Establish a "Yarns to" and "Sister Speak" program using community elders to counsel Aboriginal students on the importance of attending school, staying on at school and being active learners. Boys involved in "Yarns to" will work alongside Uncle Alec (community elder) to create an Aboriginal bush tucker garden Refurbishment of Aboriginal Learning Centre to make it a more welcoming place for students and parents and carers 		<ul style="list-style-type: none"> Development and implementation of a workable student attendance, truancy and lateness monitoring program clearly articulated to all staff. Successful implementation of Online roll marking Continued monitoring of attendance data and evaluation of the support structures in place. 				AEO DP Head Teacher Welfare	Global OCHRE tied funds						
	<ul style="list-style-type: none"> Strengthen links with AIME to access programs that engage and extend Aboriginal students in career planning and further education. In 2014 AIME method of delivery will change to "Outreach Program" involving whole days rather than a few hours each week. This will encourage more students to participate 		<ul style="list-style-type: none"> Increased attendance and retention rates of senior students 				AEO	Global						
	<ul style="list-style-type: none"> Increased cultural awareness in Teaching and Learning processes and teacher professional learning relating to Aboriginal culture/history using No Gap No Excuse training In 2014 DP, Principal and AEO participate in Dare to Lead Developing Quality Leaders in Aboriginal and Torres Strait Islander Education inservice to inform 2015-18 school planning AEO to collaborate with each faculty in creating Faculty Improvement Plan that includes strategies to support Aboriginal students 		<ul style="list-style-type: none"> All teachers have participated in Module 5 No Gaps No Excuses program Increased presence of AEO at staff meetings and students assemblies and functions 				All Staff, AEO	OCHRE tied funds \$1000 (Dare to Lead TPL)						

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> Continuation of AEO and Norta Norta tutor working with ISHS Learning Support Team to improve Aboriginal students literacy and numeracy skills, particularly focusing on reading and spelling growth in 2014. 	<ul style="list-style-type: none"> Distribution of ATSI Norta Norta tutor support is based on student needs All Norta Norta tutors are trained in Multi-Links 	2012 →	2013 →	2014 →	LST staff and AEO's and Tutors	Norta Norta Funding RAM \$17337.06 HR Casual Salaries for Norta Norta in class tutor employed as SLSO to support Aboriginal students
<ul style="list-style-type: none"> Ensure stage 6 students utilise the Norta Norta HSC individual sponsorship funding they apply for at the start of the year by holding parent/student meetings to negotiate best time for tuition 	<ul style="list-style-type: none"> All students accessing HSC support needed 			→	AEO's Head Teacher Welfare	Norta Norta Individual Sponsorship Funding
<ul style="list-style-type: none"> Plan for and implement recognition strategies that reward Aboriginal student achievement using school, community and regional programs including Nganga Mai awards Aboriginal Education Portfolio Committee (led by AEO and including Aboriginal students) to organise Aboriginal celebrations throughout the year eg Reconciliation Week, Naidoc Week 	<ul style="list-style-type: none"> ATSI student participation in <ul style="list-style-type: none"> - Djingi project - Project Murra - Nganga Mai Regional Awards Development of a resource outlining ATSI programs that can be accessed by ISHS and advertised on website 	→		→	AEO's, Careers Advisor, Aboriginal Education Portfolio Committee	Global
<ul style="list-style-type: none"> Supporting disengaged ATSI students and their parents through Community organisations and partnerships. 	<ul style="list-style-type: none"> Participation in the following Programs <ul style="list-style-type: none"> -CRS -AIME -Mens Group Koori P&C established Website upgraded to include Aboriginal Education section 	→		→	AEO's, LST, Careers, Y.A, Principal, DP'S	Global
<ul style="list-style-type: none"> Increased leadership Opportunities for ATSI Students 	<ul style="list-style-type: none"> Appointment ATSI student leader in SRC Continuation of NARRABAN program ATSI students are members of Aboriginal Education Committee that meets at lunchtimes 	→	→	→	AEO's, Careers Advisor	Global
<ul style="list-style-type: none"> Facilitation of an inclusive school environment <ul style="list-style-type: none"> -Broaden the understanding of school community in the importance of key concepts, historical, ceremonial and significant events. -Encourage more staff to attend AECG meetings to meet with members of the Aboriginal community -2014 Illawarra Sports High to host Regional Indigenous Touch Football competition -2014 executive team Coomaditchie cultural awareness workshop and Aboriginal art mural 	<ul style="list-style-type: none"> More social events held which encourage Aboriginal parent's social interaction with the school and increase community engagement with the school. 	→		→	AEO All staff	Global OCHRE funding

SCHOOL IDENTIFIED PRIORITY		Curriculum and Assessment					
OUTCOME	<ul style="list-style-type: none"> Enhanced provision of a broad, flexible and inclusive curriculum and curriculum structure. Strengthened leadership and management of syllabus implementation founded on processes that support clear alignment of quality programming, engaging practice, assessment and feedback and reporting to students and parents. Quality of teaching, differentiation practices and student learning outcomes are enhanced through professional learning that promotes teacher collaboration, innovation and evidence-based programming and practice. Effective learning design and pedagogy that integrates digital technologies to enhance student-learning outcomes through increased student ownership and direction in learning. 	2014 TARGET/S	<ul style="list-style-type: none"> Increase the percentage of teachers who report they regularly modify teaching strategies in response to assessment results and other data sources Increase the mean score of each HSC course by 1% in 2014 Number of staff trained in and actively using ALARM to increase by 20% Increased HSC engagement reflected through a reduction in N warning notifications by 5% (2014) All Australian Curriculum History, English ,Mathematics and Science programs ready for implementation in Year 8 and 10 classes Day One Term One 2015 				
	STRATEGIES		INDICATORS	TIMEFRAME		RESPONSIBILITY	FUNDING SOURCE/ BUDGET
<ul style="list-style-type: none"> Familiarise staff on the key aspects of the Phase 1 syllabuses of the Australian Curriculum and plan for implementation in Year 8 and Year 10 classes 2015 External curriculum evaluation by Agile Minds focusing on alignment between programming and assessment, effective feedback. Creation of a "Technology Enhanced Active Learning" TEAL classroom that facilitates group work and project based learning. "TEACH" program involving whole staff professional learning on AITSL teaching standards including use of student centred learning activities. Teachers who want to use the TEAL classroom need to work with Deputy Principal on lesson scope and sequence that involves project based inquiry/active student learning. 	<ul style="list-style-type: none"> Staff report increased awareness of the implications of the Australian Curriculum with regards to teaching and learning, assessment and reporting. Plans developed for the effective professional development and planning required for the implementation of the Australian Curriculum. School To Work learning outcomes are included in new teaching programs Obtain effective data to inform strategic teaching and learning priority area of 2015-17 school plan More staff regularly using student centred learning approaches and group work in their classrooms 	2012	2013	2014	<ul style="list-style-type: none"> Curriculum committee All staff All staff Deputy Principal and interested staff 	<ul style="list-style-type: none"> TPL budget + Australian Curriculum Tied TPL RAM \$16000 RAM \$20000 	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET
<ul style="list-style-type: none"> Enhance assessment structures that provide students with clear and concise expectations as well as contextually relevant feedback through improved management systems and targeted professional learning. Term 3 SDD 2014 focusing on whole school understanding of ALARM and clear and concise expectations in HSC assessment tasks Ongoing review of assessment tasks, policies and procedures. 	<ul style="list-style-type: none"> All assessment tasks have clear and detailed marking criteria Some assessment tasks and Year 10 teaching programs include school to work learning outcomes Scope and sequence of assessments tasks are issued to parents at the start of each school year All staff are provided with relevant literature on the importance of feedback to students as part of the learning process Students receive explanatory and diagnostic feedback as well as grades or marks for all assessment tasks 	2012	2013	2014	Curriculum committee All staff	TPL budget
<ul style="list-style-type: none"> Provide teacher professional development for the use of SMART, RAP data to inform programming that targets weakness in HSC. Staff and faculty meeting time dedicated to the use of SMART / RAP. Faculties to complete a DASA survey. Faculties released for professional learning in the use of ALARM (a learning and response matrix that aims to improve students extended responses in HSC tasks) 	<ul style="list-style-type: none"> All stage 6 teachers are using smart/RAP Data to understand and analyses the performance of their classes Increase in the KLA's achievement in relation to the state average 	→	→	→	Smart Committee Senior Executive All staff	TPL budget RAM Faculty Improvement Project
<ul style="list-style-type: none"> Explicit strategies taught in Higher School Certificate (HSC) examination and assessment task skills (ALARM) 	<ul style="list-style-type: none"> Professional learning and mentoring Year 12 teachers in implementing ALARM approach. 20% more staff actively using ALARM in 2014 HSC classrooms leading to improved performance in HSC 		→		ALARM Coordinator (MD) Deputy Principal (KW)	RAM 4 period staffing allocation time to do this
<ul style="list-style-type: none"> Evaluate curriculum structure and its impact on student engagement and attainment. Investigate alternative curriculum for at risk Year 11 students 2015 Employ additional teacher personnel to reduce class sizes and broaden curriculum options in junior years including special interest elective and year 7 literacy/numeracy focus class 	<ul style="list-style-type: none"> Curriculum evaluation committee visits a variety of schools to explore senior curriculum patters Modifications to the school's curriculum are developed, planned and ready for implementation in 2015 			→	Curriculum Committee	RAM \$12981

SCHOOL IDENTIFIED PRIORITY		Leadership and Management												
OUTCOME/S	<ul style="list-style-type: none"> Create and develop confident leadership and management skills in both teams and individuals among staff Competent management and leadership by executive in key school priority areas Leadership opportunities for aspiring students within the school and community 	2014 TARGET/S	<ul style="list-style-type: none"> All staff participate in a minimum of 4 professional learning programs developed by the school and/or region each year Each teacher's tars folder demonstrates active involvement in school priority areas of use of 5 reading strategies, explicit teaching of persuasive texts and includes a professional learning plan All Staff participate in a professional learning program that is linked to their Professional Learning Plan each year Every faculty has an identified 2IC with specific roles within the faculty. 			STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET
	<ul style="list-style-type: none"> Faculty Improvement Project used to release Deputy Principal, Head Teacher and staff to review and strengthen faculty policies and procedures related to student engagement, behaviour, distributed leadership, teacher professional learning and and the EARS/TARS process. TARS/EARS process includes development of individual teacher professional learning plans and requires each teacher to provide evidence of use of the whole school 5 reading strategies. Each faculty's Faculty Improvement Plan includes specific targets for improvement in each of the school identified priority areas and targeted professional learning to achieve these targets 		<ul style="list-style-type: none"> All KLA's have established faculty policies and identified 2IC Consistent faculty management of fractional truancy and student behaviour Faculty monitoring and TARS/EARS process to review policies. Each faculty possesses the skills to access and critically evaluate a range of internal and external data relating to their subject area and use this data to inform improvement plans 	2012	2013	2014	Snr Exec HT Teachers	RAM \$20,000						
<p>Additional Deputy Principal Literacy and Numeracy (EOI)</p> <ul style="list-style-type: none"> Oversight of whole school Literacy, Numeracy and Enrichment programs Oversight of National Partnerships Focus on Reading Initiative Situational analysis of school including parent, teacher, student surveys relating to literacy and numeracy/ enrichment program Facilitate staff professional learning in Literacy and Numeracy including SMART data analysis at classroom teacher level Lead initiatives to embed literacy and numeracy across the curriculum Evaluation and rejuvenation of Year 7 and 8 Enrichment program <p>Additional Head Teacher Learning and Support</p> <ul style="list-style-type: none"> Oversight and management on newly created autism class and learning support team Professional learning of all staff relating to the explicit teaching of literacy and numeracy skills and expectations of Every Student Every School <p>Additional Head Teacher Creative Arts/Engagement</p> <ul style="list-style-type: none"> Oversight and management of Visual Arts, Music and Language faculties Coordinate evaluation of existing curriculum patterns and new alternative curriculums and learning engagement activities for at risk students. Coordinates subject selection and a range of engagement activities 	<ul style="list-style-type: none"> Whole school approach to the explicit teaching of literacy and numeracy skills is evident in all classrooms Students in newly established autism class are supported with individualised learning programs School curriculum structure caters for the diversity of student learning needs 				Principal Deputy Principal (CC)	RAM \$96379								

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET
<ul style="list-style-type: none"> Expand teacher's leadership and management skills in leading school improvement through continued collaboration of the IPIE initiative. This collaboration consists of formal and informal joint professional development activities at different career stages (AITSL) Implement National Partnership for Principal Professional Development across the 4 schools Continue to promote shared staff and student learning activities across the three schools including shared excursions and shared teacher professional development days and teacher exchanges 	<ul style="list-style-type: none"> Combined teacher conferences, workshops and teacher exchanges scheduled throughout year 	2012 →	2013	2014 →	IPIE Steering Committee	IPIE Funding \$25000.00 shared amongst IPIE schools
<ul style="list-style-type: none"> Conduct a TSP program review to establish best practise and help establish a more holistic approach to this program 	<ul style="list-style-type: none"> Formation of a TSP evaluation committee Modifications to the TSP program are developed, planned and ready for implementation in 2013 - 2014 	→	→		Snr Exec, HT TSP	
<ul style="list-style-type: none"> Expansion of student leadership opportunities through continued collaboration of the SRC and community organisations. 	<ul style="list-style-type: none"> Continued formation of SRC and its presence in the school community Student run assemblies and community events Student representation at community based leadership forums 	→	→	→	SRC Coordinator Snr Exec HT Welfare AEO	

OUTCOMES	<ul style="list-style-type: none"> Enhanced school leadership capacity for school and community of schools improvement in the areas of literacy and numeracy Increased levels of literacy achievement for every student, with a diminished gap between Aboriginal and all other students Increased levels of numeracy achievement for every student, with a diminished gap between Aboriginal and all other students Differentiated teaching and learning strategies strengthened through planning based on the Quality Teaching Model and evidence of student literacy and numeracy learning needs Enhanced parent and community participation in literacy and numeracy strategies that improve student learning outcomes. 	2014 TARGETS	<ul style="list-style-type: none"> Reduce the number of Year 9 students in band 4 reading by 7% (students in Year 7 2012 compared to same Year 9 students in 2014) Reduce the number of Year 9 students in band 4 spelling by 4% (students in Year 7 2012 compared to same Year 9 students in 2014) Reduce the number of Year 9 students in band 4 grammar by 5% Reduce the number of Year 9 students in band 4 numeracy by 5% Raise targeted Year 8 and 9 student’s understanding in reading text and comprehension to ensure measurable cluster growth on literacy continuum (2013 to 2014)
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET
<p>Implementation of whole school literacy and Numeracy focus strategies</p> <p>Literacy</p> <ul style="list-style-type: none"> - NAPLAN and use of SMART data - Editing code - Spelling strategies - Teaching persuasive writing - Focus on Reading Initiative (see below) <p>Numeracy</p> <ul style="list-style-type: none"> - NAPLAN and use of SMART data - Teaching measurement - Newman’s analysis <p>Establish ISHS ‘World of Literacy and Numeracy’ resource centre Resources are designed to promote the explicit teaching of literacy and numeracy skills across all KLAS</p> <p>Employment of Additional School Learning Support Officer time to support students in improving literacy and numeracy skills</p> <p><u>Evaluation Strategies</u> NAPLAN results Staff, parent and student surveys</p>	<ul style="list-style-type: none"> HT literacy and HT numeracy and HT’s to support staff in professional learning relating to implementing literacy and numeracy activities into all KLAS. These staff will model quality teaching strategies in the classroom and curriculum mapping and reprogramming to further integrate the teaching of literacy and numeracy across the curriculum 	2012	2013	2014	HT Numeracy HT Literacy HTs DP (CC)	<p>RAM \$7000 HR Casual Salaries for TPL in literacy/numeracy and reprogramming enrichment classes</p> <p>RAM School Learning Support Officer salaries \$53491</p> <p>HT literacy and Numeracy have staffing allocation of 8 periods each</p> <p>RAM Literacy and numeracy resources \$3000</p>

<p>Improving Literacy and Numeracy National Partnerships: Focus on Reading The development and implementation of a <u>whole school approach</u> to reading and comprehension with a focus on Year 7 to Year 9. During 2013/14 this will involve the frequent use in all subjects of the following 5 reading strategies:</p> <ul style="list-style-type: none"> -Use of Video DVD subtitles when watching educational films -Low Order Literacy Orientation -Dictagloss/Dictadem -Mind Mapping -Three level guide to reading <p>Teachers will also be given the opportunity to participate in a cross faculty shared (peer) lesson observation process. The goal for each teacher is to gain insights and improve the quality of what they are doing (implementing reading strategies) by learning and collaborating with a trusted colleague. Additional School Learning Support Officer time will be used to support teachers in their delivery of the reading strategies. This will enable capacity building of teachers through best practice professional learning i.e. learning that connects explicitly to the individual's day to day work creates opportunities for sustainable change to professional practice</p> <p>Benchmarking of student Reading and Comprehension against the Literacy Continuum. This will involve the development of general staff knowledge and expertise in relation to the continuum and placement of students (Term 2 Staff meetings) and small group professional learning for a select group of teachers who currently teach the targeted Year 8 and 9 classes. These teachers will be released from class twice a term to plot their students on the continuum and make use of peer evaluation and self-reflection tools to develop their classroom teaching practice in explicit teaching of reading and comprehension skills. The teachers will then become literacy leaders in the school, assisting staff in lesson planning and delivery and use of the literacy continuum. There will also be some time devoted to meeting with partner primary schools to share methods used to plot students on the literacy continuum and time working with faculties (one faculty per term) to embed the reading strategies into teaching programs</p>	<ul style="list-style-type: none"> ● Teaching staff are supported in developing their capacity to implement effective teaching strategies to improve students' literacy and numeracy achievement ● Teaching staff have a comprehensive understanding of the literacy continuum and use this as a tool to assess individual student skills then differentiate teaching to meet the specific learning needs of students across the full range of abilities 		→			<p>ILNNE \$16000 HR Casual Relief for benchmarking on literacy continuum, small group professional learning by literacy leaders and time to work with faculties in embedding literacy and numeracy strategies into teaching programs. Also includes peer observation</p> <p>ILNNE \$39883 0.7FTE School Learning Support Officer wage</p>
<p>The Principal, Deputy Principals and all Head Teachers who form the "Executive Leadership Team" will undertake the second part of the Team Leadership for School Improvement Program (first part completed 2013). This course provides a framework and strategies to plan and implement improvement, identifying high leverage strategies to achieve sustained continuous improvement.</p>	<ul style="list-style-type: none"> ● Capacity building of executive leadership team to support whole school approach to improving student literacy outcomes 	2012	2013	2014	→	<p>RAM \$7000 casual relief, consumables and venue costs to undertake two day training</p>
<ul style="list-style-type: none"> ● Implementation of enrichment projects in literacy for years 7-8 	<ul style="list-style-type: none"> ● Improvement in value added NAPLAN data of students from stage 3 to 4 ● Enrichment teachers delivering a cross curriculum teaching program that targets stage 4 weaknesses in NAPLAN data 	2012	2013	2014	<p>Deputy Principal Literacy Coordinator (MD) All Staff</p>	<p>RAM \$2500 consumables (P) resources</p>

OUTCOME/S	<ul style="list-style-type: none"> Improved student attendance and parent/community participation in learning and support programs that enhance student engagement and attainment. Strengthened school culture and practices that respect, enhance and celebrate every student's leadership development and participation in learning. Enhanced provision of flexible, personalised and safe learning environment for students. Improved social skills and emotional wellbeing for every student. Increased proportion of students progressing to tertiary study, employment or recognised vocational training following school. 	2014 TARGET/S	<ul style="list-style-type: none"> 1% increase in student attendance 5% reduction in Year 12 N Warnings (2013 to 2014) 5% increase in Parents and Helpers membership (2013 to 2014) 2% increase in local Year 7 enrolments from partner primary schools 2% increase in talented sporting students from out of area gaining entry to TSDP program Newsletter distributed to all students three times a term Sustained improvement in number of teachers and parents reporting that communication between the school and parents is effective currently at 92% (annual school parent, student, teacher satisfaction surveys).
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/ BUDGET
<p>Strengthen partnerships between school and parents and caregivers using improved communication systems as well as initiatives to improve school image, pride and parent participation in improving their child's learning outcomes</p> <p>-Electronic Signboard and improved school signage throughout school promoting PBS values of respectful, responsible learners -Improvement to School Website -Rebranding of letterheads and other school based correspondence to more strongly promote PBS values -Engagement with social media and use of SMS to communicate upcoming school events - In Term 3 2014 a 0.4 Community Liasson Officer position will be created to work with the newly created engagement committee in improving parent and community participation in learning Strategies will include further upgrade of school website/facebook, more frequent use of SMS messaging to communicate student attendance and advertise upcoming parent information sessions, more regular publicity in media, targeted parent workshops, phone intervention program for attendance and more frequent distribution of school newsletter (3 times a term) and use of parent email addresses to receive newsletter -Our hall will be refurbished to make it a more welcoming place for school community events including purchasing of window shutters to block out glare, repainting and purchase of a projector screen used to showcase student achievements and an improved sound system <u>Preliminary Evidence Base</u> 2013 community engagement survey (school based non-academic) Statistics of parent attendance at school events that encourage parents to take an active role in improving their child's learning outcomes eg parent teacher nights, subject selection nights, ROSA and ICT parent workshops <u>Post Evaluation</u> 2014 community engagement survey (School based non-academic) Statistics of parent attendance at school events that encourage parents to take an active role in improving their child's learning outcomes eg parent teacher nights, subject selection nights, ROSA and ICT parent workshops Statistics on Year 7 enrolments and enrolments in TSP program</p>	<ul style="list-style-type: none"> Review and improve the communication structures to parents and carers to foster and strengthen parent/school partnerships SMS messaging system Use of the Signboard to communicate information about school events with parents and the local community 	2012	2013	2014	Deputy Principal (KW) Deputy Principal (MG) Technology Coordinator (GW) Community Engagement Committee Community Liaison Officer	RAM \$25000 new projector screen for hall (rest of hall refurbishment GLOBAL funds) \$16893 Community Liasson Officer/SASS position

<p>Review and improve leadership and management of attendance monitoring, intervention and support processes and programs. Establishment of attendance/enrolment officer position and a Community Liasson Officer position to</p> <ul style="list-style-type: none"> - Use SMS and School Enews app to inform parents of student absences and upcoming events. - Enrolment officer will streamline enrolment processes. Ongoing update of student data in ERN and Edval . Maintaining subject data for all years. Administration of Sentral, PXP and Web Attend. Staff training in Sentral modules relating to attendance. Monitoring lateness, attendance and truancy, consequences and referral. Sass phone home program. <p><u>Preliminary Evidence Base</u> -Student/Teacher/Parent Surveys on attitudes towards attendance and current strategies incorporated into general community engagement survey (school based non-academic) -2013 attendance data</p> <p><u>Post Evaluation</u> -Post Community engagement survey -2014 attendance data</p>	<ul style="list-style-type: none"> • Improved Attendance rate • Reduced truancy and lateness • Accurate enrolment data • Improved community engagement in student learning 	2012	2013	2014	<p>Snr Exec HT Welfare HSLO Attendance/ Curriculum Officer (PD)</p>	<p>RAM \$4,000 SMS Attendance and Enews app costs Enrolment officer has staffing allocation 20 periods</p>
<ul style="list-style-type: none"> • HSC Learning Centre implemented with referral systems in place for students receiving N warnings • Homework Centre implemented and operating once a week on Tuesdays <p><u>Evaluation Data</u> N Warnings 2013 compared to 2014 Parent/student/teacher surveys</p>	<p>Learning centre established that students are able to access during study periods</p> <ul style="list-style-type: none"> • Specifically target study skills for senior students – modelling and demonstrating writing skills, note taking and study note creation • Development of teacher and student self-referral system to learning centre • Homework centre – for students who would like support with assessment tasks outside of school hours and access to teaching and school resources 				<p>HSC Learning Centre/ study skills coordinator (KS) Deputy Principal (CC)</p>	<p>RAM \$1000 HSC and homework Learning Centre resources HSC learning Centre Coordinator 8 period staffing allocation time to do this</p>
<ul style="list-style-type: none"> • Restructure and enhance the design and management of the student merit/awards program using PBS processes to improve recognition of student achievement by all staff members. Introduction on VIVO rewards system to actively promote PBS values of respectful responsible learners <p><u>Evaluation data:</u> Statistics on use of PBS in school/positive negative entries relating to student behaviour</p>	<ul style="list-style-type: none"> • New student merit/awards program established and implemented. • All staff actively utilising the new merit/awards program 				<p>HT Welfare</p>	<p>RAM \$10000 VIVO rewards system</p>

<ul style="list-style-type: none"> Support the development of Curriculum Network Illawarra collegial groups across all Key Learning Areas. These networks aim to support the implementation of the Australian Curriculum and enhance student learning and engagement. Illawarra Sports to host Visual Arts CNI Staff Development Day Term 2 2014 	<ul style="list-style-type: none"> All CNI networks established and running. Regular staff attendance at CNI meetings 			HTs Staff	CNI Visual Arts Funds
<ul style="list-style-type: none"> Additional individual student assistance for school uniforms, subject fees and excursions eg HSC lectures, gifted and talented initiatives and year group excursions/motivational camps 	<ul style="list-style-type: none"> Where required students families seek financial assistance to enable equitable access to school learning experiences 			DP	RAM Student Financial Assistance \$25000

SUMMARY OF TARGETS

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SCHOOL IDENTIFIED AREA/S	Aboriginal Education	<ul style="list-style-type: none"> • Increase Aboriginal attendance by 1% • All parents and teachers active in the management of PLP's (Increase parent attendance at PLP writing day by 20%) • Increased student participation in AIME project by 20% • Increased students active participation in the HSC Norta Norta individual sponsorship program by 10% • 100% staff complete module 5 No Gap No Excuse training • Improve Year 9 Aboriginal students growth in reading 3% and spelling 5%
	Curriculum and Assessment	<ul style="list-style-type: none"> • Increase the percentage of teachers who report they regularly modify teaching strategies in response to assessment results and other data sources • Increase the mean score of each HSC course by 1% in 2014 • Number of staff trained in and actively using ALARM to increase by 20% • Increased HSC engagement reflected through a reduction in N warning notifications by 5% (2014) • All Australian Curriculum History, English ,Mathematics and Science programs ready for implementation in Year 8 and 10 classes Day One Term One 2015
	Leadership and Management	<ul style="list-style-type: none"> • All staff participate in a minimum of 4 professional learning programs developed by the school and/or region each year • Each teacher's tars folder demonstrates active involvement in school priority areas of use of 5 reading strategies, explicit teaching of persuasive texts and includes a professional learning plan • All Staff participate in a professional learning program that is linked to their Professional Learning Plan each year • Every faculty has an identified 2IC with specific roles within the faculty.
	Literacy and Numeracy	<ul style="list-style-type: none"> • Reduce the number of Year 9 students in band 4 reading by 7% (students in Year 7 2012 compared to same Year 9 students in 2014) • Reduce the number of Year 9 students in band 4 spelling by 4% (students in Year 7 2012 compared to same Year 9 students in 2014) • Reduce the number of Year 9 students in band 4 grammar by 5% • Reduce the number of Year 9 students in band 4 numeracy by 5% • Raise targeted Year 8 and 9 student's understanding in reading text and comprehension to ensure measurable cluster growth on literacy continuum (2013 to 2014)
	Student Engagement and Attainment	<ul style="list-style-type: none"> • 1% increase in student attendance • 5% reduction in Year 12 N Warnings (2013 to 2014) • 5% increase in Parents and Helpers membership (2013 to 2014) • 2% increase in local Year 7 enrolments from partner primary schools • 2% increase in talented sporting students from out of area gaining entry to TSDP program • Newsletter distributed to all students three times a term • Sustained improvement in number of teachers and parents reporting that communication between the school and parents is effective currently at 92% (annual school parent, student, teacher satisfaction surveys).