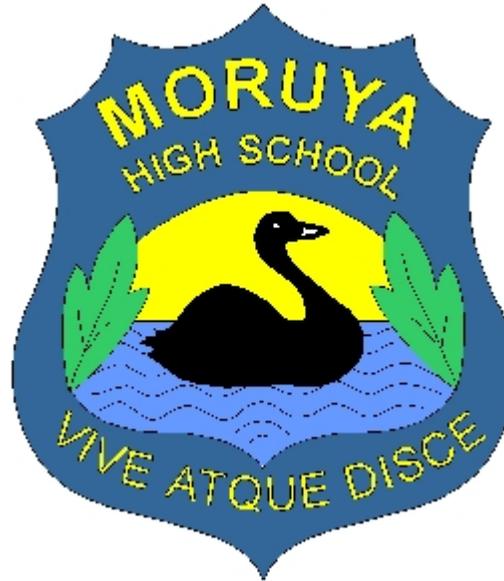


Moruya High School

MANAGEMENT PLAN 2012-2014



“Live and Learn”

Principal: Mr John Walsh

Address: 97 Albert St. Moruya, NSW, 2537

Phone: 02 4474 2155

Fax: 02 4474 3782

Web: www.moruya-h.schools.nsw.edu.au

Email: moruya-h.school@det.nsw.edu.au

1. School Context

Moruya High School has the proud distinction of being the first high school to be established in the Eurobodalla. In addition to its historical significance Moruya High School enjoys a tradition of outstanding academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive and diverse curriculum. We recognise and support individualised and flexible pathways for relevant students as they seek to gain appropriate credentials in the school and vocational training contexts. We establish high expectations for our students and offer them the opportunity, encouragement and support required to fulfil their individual potential. Teachers plan, program and deliver curriculum within a quality teaching framework.

Welfare and discipline are priority focus areas in our school. Policy and procedures are clearly communicated to students and parents. We believe that all students are entitled to a safe and harmonious environment where they are treated with respect and where they in turn respect the rights of others. We emphasise rights AND responsibilities along with the necessity for students to accept and deal with the consequences of their actions. We believe that students should wear the specified school uniform consistently and with pride.

The school values its excellent reputation for the quality and diversity of its programs. We are an inclusive, comprehensive and coeducational public high school of some 700 students and 70 members of staff. The school has a significant enrolment of Aboriginal students, a special education support unit for students with disabilities and behavioural difficulties, a tutorial centre and numerous initiatives specifically designed to cater for targeted students. These initiatives include a Peer Tutoring program, the Media Group, Environmental Education committee, Successful Seniors program, a strong and active Student Representative Council, a Prefect System and comprehensive transition programs catering for students at key stages of their education experience. We provide and promote academic acceleration for gifted and talented students. Student leadership, extra-curricular activities in the sports and performing arts, and adolescent health programs that build resilience and resourcefulness, all combine to enrich the experience of students in our school. There is a high priority on the quality of our information technology and computer systems and all students benefit from access to a dedicated Learning Centre and Library facilities.

In 2010 we joined the National Partnership on Low Socio Economic School Communities. This program recognises, acknowledges and supports school communities where there exists significant socio-economic disadvantage. The programs also affirm that students are entitled to equity and excellence when it comes to the provision of quality education. Our community supports the school in this endeavour. We have a dedicated and active Parents and Citizens' Association where everyone is made welcome and where your voice and participation are valued. The school is responsive to the needs of the community and we encourage community expertise in our efforts to maximise opportunities for students. Many of our resources have been provided through community initiatives and generosity. Such support is valued and appreciated.

Our emphasis on basic values, courtesy, co-operation and respect make Moruya High School a pleasant and stimulating environment.

Our school motto challenges students to learn. It states that while we live we must learn and we must learn in order to live productive and meaningful lives. We trust that this is the ultimate outcome for our students and we trust that they take full advantage of the many opportunities available to them at Moruya High School – first in the Eurobodalla.

2. School Purpose and Agreed Priorities

2.1 Aims of the School

At Moruya High School we aim to:

- Provide a safe, stimulating and enjoyable learning environment for all students.
- Assist students in their individual growth towards the realisation of their full potential.
- Develop the whole range of academic, vocational, cultural, interpersonal and athletic talents of each student.
- Promote excellence and achievement as positive outcomes available to all students.
- Develop student awareness of their academic, personal, career and vocational potential.
- Encourage parents and caregivers to participate in genuine partnership with the school for the benefit of students.
- Develop community pride and participation in the life of the school for the benefit of students.
- Provide a safe, harmonious and rewarding environment for all staff, students and visitors.
- Utilise technology for enhanced learning, communication and efficient administration.
- Promote a positive value system based on mutual respect, care and concern for the welfare of all.

2.2 Agreed Learning Outcomes

The priority learning areas listed below were identified and agreed upon by the Moruya High School community and resulted from broad consultation. We hold these priorities to be of fundamental importance in meeting the needs of our students and in complementing the mandatory academic curriculum set by the Board of Studies and The NSW Department of Education and Communities.

INTERPERSONAL SKILLS such as

Self Discipline
Coping with change
Dealing with social problems after school
Respect for others
Co-operative learning
Tolerance

Getting along with others
Flexibility in dealing with others
Generosity, kindness and forgiveness
Leadership and follower skills
Conflict resolution
Manners

PROBLEM SOLVING and RESEARCH such as

Accessing and assessing information
Investigative skills
Preparing for the future, coping with change
Study skills

Creative use of time and time management

Developing curiosity and interest
Learning to learn
Information seeking skills - questioning skills
Creative thinking

LITERACY and NUMERACY such as

Literacy and Numeracy across the curriculum including applications for everyday life

COMMUNICATION SKILLS such as

Expressing oneself clearly and effectively
Listening effectively
Developing language

Capacity for speaking out in an appropriate manner
Communicating in group activities
(sport, debates and class work)

AWARENESS OF SELF and PERSONAL RESPONSIBILITY such as

Coping with personal stress
Coping with personal change
To enjoy life
Goal setting
Self discipline
Self perception

To be happy with oneself
Responsibility for own actions
Self confidence
Self esteem
Work ethic
Sex education

We also believe it is important that students should

VALUE and ENJOY LEARNING

And

DEVELOP A GLOBAL VIEW

Seeing the whole picture through an understanding and awareness of

Environment and other world issues
The world around us

Culture and languages
The arts

Citizenship

3. NSW Department of Education and Communities – Public Schools NSW Plan Priority Areas 2012-2014

The Department's Public Schools NSW Plan 2012-2014 specifies six priority areas. These are:

1. Literacy and Numeracy
2. Curriculum and Assessment
3. Aboriginal Education
4. Engagement and Attainment
5. Leadership and Management

In the context of these priority areas the following outcomes are directly relevant to the school strategic directions and key focus areas.

They are:

- Better literacy and numeracy outcomes for all students
- Increased retention rates and completion of Year 12 or its vocational equivalent
- More flexible, individualised and engaging pathways for students
- More comprehensive and successful transition programs at key stages
- More comprehensive and strategic data on student engagement levels
- Closing the achievement gap and increasing outcome standards for Aboriginal students
- Elevated levels of participation and satisfaction for Aboriginal parents and community members
- High quality teaching and professional standards
- Higher quality learning environments
- Strengthened teacher capacity to improve student learning outcomes
- Enhanced school leadership capacity for whole school improvement
- Improved technology-based learning and infrastructure
- Innovative use of interactive technologies for teaching, learning and teacher professional learning
- Broader curriculum options for students through information and communication technologies and communities of schools.

4. Moruya High School Strategic Directions and Key Focus Areas 2012-2014

The school strategic directions and key focus areas are inclusive of the priority objectives and outcomes listed above. At the same time they reflect the particular context, organisation and methodology of Moruya High School in the process of planning for continuous improvement. This process includes annual evaluation, reporting and target setting or revision. Analysis of outcome data is critical to the success of this process. Individual staff, school executives and relevant school committees are expected to participate and contribute to these processes.

The strategic directions for 2012-2014 and beyond are stated within the key focus areas that form the basic structure of this plan. These focus areas are general in scope and are not mutually exclusive. However, the strategies and targets are intended to be very specific and where they are relevant to more than one focus area they are restated in the relevant areas. When this occurs, the resource allocation is not restated unless it equates to additional resources from a different resource base. The key focus areas will be in the same form and structure as the **DEC Public Schools NSW Plan and the Illawarra and South East Region Plan**. This provides for consistency and continuity of purpose within an agreed context.

They are as follows:

1. Literacy and Numeracy
2. Curriculum and Assessment
3. Aboriginal Education
4. Engagement and Attainment
5. Leadership and Management

These key focus areas establish the context of our overall school plan 2012 to 2014.

Within this framework and context we have included specific and explicit reference to the priority reform areas of the **National Partnership on low SES School Communities**. Moruya High School will be included in this partnership for the years 2012 to 2014 inclusive. This program has six fundamental areas of reform:

1. Incentives to attract high-performing principals and teachers
2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
3. School operational arrangements that encourage innovation and flexibility
4. Providing innovative and tailored learning opportunities
5. Strengthened school accountability
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

There are two mandatory elements underpinning the six reform areas and these are:

1. Actions to improve the availability of high quality teaching
2. Professional development for school executives and teachers to help them use and analyse data to cater to student needs.

Progress and success will be measured against the obvious. Schools are required to:

- ensure high expectations of significant and sustainable improvements in student learning outcomes for disadvantaged and Aboriginal students,
- implement classroom strategies that have the greatest effect on student learning,
- build sustainability through strategies that will continue to impact on student outcomes beyond the funding period,
- increase partnerships between schools, with parents, local communities and organizations,
- provide ongoing opportunities for sustained professional learning through mentoring, courses and professional dialogue,
- strengthen accountability, and
- maximise the use of the school's total resource and, where appropriate, the total resource available across a community of schools.

Over the next three years we will monitor the implementation of the plan, evaluate strategies, assess outcomes and refine our priorities as required.

We will keep you informed of our progress and we will seek your participation and assistance throughout the process.

Targets

Literacy

2012

30% of year 9 students will be in the proficient bands for reading compared to 25% when the cohort was in year 7 in 2010

30 % of year 9 students will be in the proficient bands for grammar & punctuation compared to 24.1% when the cohort was in year 7 in 2010

2013

35% of year 9 students will be in the proficient bands for reading compared to 28.9% when the cohort was in year 7 in 2011

37 % of year 9 students will be in the proficient bands for grammar & punctuation compared to 31.2% when the cohort was in year 7 in 2011

Decrease the percentage of year 9 students at or below minimum standard for reading as measured by NAPLAN from a three years average of 27.5% to;

26.8% in 2012 (34 students)

25.2% in 2013 (32 students)

24.1% in 2014 (27 students)

Writing

2012

30% of year 9 students will be in the proficient bands in writing compared to 25% when the cohort was in year 7 in 2010. (This may be a difficult one because the text types are different)

15% of year 9 students will be at or below minimum standard in writing (bottom two bands) compared to 22.3% when the cohort was in year 7 in 2010(This may be a difficult one because the text types are different)

2013

28% of year 9 students will be in the proficient bands in writing compared to 20.4% when the cohort was in year 7 in 2011

25% of year 9 students will be at or below minimum standard in writing (bottom two bands) compared to 39.9% when the cohort was in year 7 in 2011

Numeracy

2012

29% of year 9 students will be in the proficient bands for numeracy compared to 23.9% when the cohort was in year 7 in 2010

2013

25% of year 9 students will be in the proficient bands for numeracy compared to 20.2% when the cohort was in year 7 in 2011

Decrease the percentage of year 9 students at or below minimum standard for Numeracy as measured by NAPLAN from a three years average of 26.6% to;
24.4% in 2012 (31 students)
25.8% in 2013 (28 students)
20.2% in 2014 (28 students)

Growth

60% of year 9 students will grow as expected in Reading in 2012 compared to 49% in 2011

75% of year 9 students will grow as expected in grammar and punctuation in compared to 60.2% in 2011

75% of year 9 students will grow as expected in Numeracy in 2012 compared to 60.6% in 2011

Attendance

Student attendance will increase from a 6 year average of 87.8% to

89.5% in 2012

90.0% in 2013

90.5% in 2014

Aboriginal Students

Reduce the percentage of students at or below minimum standard (bottom 2 bands) in year 9 reading from a three year average of 66.3% to:

50% in 2012

45% in 2013

35% in 2014

This plan has been endorsed by John Walsh (School Principal) and xxx (School Education Director).
This plan is to be revised and updated annually.

Principal	John Walsh	SED	
Signed		Signed	
Date		Date	

Priority Area 1 – Literacy and Numeracy

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
Increased levels of literacy achievement for all students in line with national, state, regional and school specific targets.	90% of students in Years 7, 8 and 9 to achieve a net gain in reading age between terms one and three as measured by the ACER Cloze test.	S1.1 Create remedial literacy classes in Years 7 and 8 with school learning support officer (SLSO) support.	Head Teacher (HT) Learning Support	B1.1 \$155, 828	X	X	X	1
		S1.2 Employ additional support teacher learning (STL).	HT Learning Support	B1.2 \$48,833				
	Students with reading ages 2 years below their chronological age to increase reading age by 12 months between terms one and three as measured by the ACER Cloze test.	S1.3 Conduct Peer Tutoring program for students with low reading ages.	HT Learning Support		X	X	X	
		S1.4 Provide MULTILIT tutoring to students with exceptionally low reading ages.	HT Learning Support Learning Support SLSO	B1.3 \$46,412	X	X		4
	60% of Year 9 students to improve their performance in the NAPLAN Reading and Grammar and Punctuation test aspects by greater than or equal to the expected growth.	S1.1	HT Learning Support		X	X	X	
		S1.5 Provide tutorial assistance to Year 9 students underperforming in the NAPLAN Grammar and Punctuation test aspect.	HT Learning Support STL	B1.2	X	X		3
		S1.6 Appoint whole school Literacy Coordinator to revise and develop all junior teaching programs to incorporate specific literacy teaching strategies.	HT English Literacy Coordinator		X			

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
		S1.7 Provide training for teachers in “Accelerated Literacy” methods.	HT Learning Support		X	X	X	
Increased levels of numeracy achievement for all students in line with national, state, regional and school specific targets.	Mean school growth greater than the mean state growth in the Year 7 NAPLAN Numeracy test aspects.	S1.8 Employment of Mathematics expert teacher.	HT Mathematics	B1.4 \$64,627	X			1
		S1.9 Create remedial numeracy classes in years 7 and 8 with SLSO support.	HT Learning Support	B1.1	X	X		4
	More than 20% of Year 9 students achieving in the 75th and above percentile range in the NAPLAN Numeracy test aspects.	S1.10 Create additional upper Year 8/9 Mathematics class.	HT Mathematics	B1.5 \$16,278	X	X		3
		S1.11 Appoint NAPLAN coordinator to supervise NAPLAN tutorial work across Mathematics classes.	HT Mathematics		X	X	X	
	More than 50% of Year 9 students improving their performance by greater than or equal to the expected growth in the NAPLAN Numeracy test aspects.	S1.8 S1.9 S1.10 S1.11	HT Mathematics	B1.1 B1.4 B1.5	X	X	X	1 4 3
		Less than 30% of Year 9 students achieving in the 25th and below percentile range in the NAPLAN Numeracy test aspects.	S1.12 Provide tutorial assistance to Year 9 students underperforming in the NAPLAN Numeracy test aspects.	HT Learning Support STL	B1.3	X	X	
	S1.5 S1.9 S1.11		HT Mathematics	B1.1	X	X	X	1

Priority Area 2 – Curriculum and Assessment

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
School-based assessment is used to enhance student performance.	Reduction of Preliminary and HSC “N determinations” to zero.	S2.1 Implement “Successful Seniors” program, including senior orientation, study skills, mentoring, Wednesday school, attendance monitoring and support.	Executive		X	X	X	
	Adoption of common stage 5 assessment practices.	S2.2 Introduce formal examinations and common assessment policy for Years 9 and 10.	Executive		X	X	X	
Improved access to a variety of curriculum options for all students.	Students receive at least 85% of their elective course choices.	S2.3 Implement “MAX Day” program to provide increased curriculum options through TVET, extension courses and alternative pathways.	Curriculum Coordinator		X	X	X	
		S2.4 Deliver shared curriculum options with Eurobodalla public high schools.	Curriculum Coordinator			X	X	
		S2.5 Maintain current student-driven curriculum structure.	Executive		X	X	X	
	Moodle courses online for all Preliminary courses (2012). Moodle courses online for all HSC courses (2013, 2014).	S2.6 Maintain Moodle server and develop Moodle courses to assist in curriculum delivery.	Computer Coordinator	B2.1 \$9,000	X	X	X	4

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
		S2.7 Deliver Moodle training to teachers.	Computer Coordinator		X	X	X	

Priority Area 3 – Aboriginal Education

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
Aboriginal students are engaged in schooling and supported by strong partnerships between schools, their families and communities.	All Aboriginal students to have Personalised Learning Plans (PLPs).	S3.1 Develop Personalised Learning Plans for all Aboriginal students.	Aboriginal Education Coordinator Aboriginal Education Officer		X	X	X	
		S3.2 Employ additional school administrative officer (SAO) to support NP programs.	Principal	B3.1 \$50,534	X	X		
	Aboriginal parent and community involvement is evident in school planning and evaluation process.	S3.3 Develop partnership agreement with AECG.	Principal		X			
		S3.4 Convene Aboriginal Education meetings each semester between school and AECG.	Principal Aboriginal Education Coordinator		X	X	X	
	Aboriginal parent and community awareness and participation is evident through attendance at school events and completion of surveys.	S3.5 Provide continued support for Parents and Carers in Education (PACE) meetings.	Aboriginal Education Coordinator Aboriginal Education Officer		X	X	X	
		S3.6 Host family events such as barbeques to showcase student work	Aboriginal Education Coordinator Aboriginal Education Officer		X	X	X	

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
		S3.7 Employ Aboriginal SLSO to act as a boys mentor, provide culturally relevant learning opportunities and facilitate parent interaction.	Aboriginal Education Coordinator Aboriginal SLSO	B3.2 \$49,380	X	X	X	1
	All teachers to complete “No Gap, No Excuse” cultural awareness training.	S3.8 Conduct “No Gap, No Excuse” cultural awareness training over staff development days.	HT Welfare		X	X		
Aboriginal students make a successful transition from school to work or further study.	All early school leavers move into employment or study.	S3.9 Provide case management for Aboriginal students undertaking School Based Apprenticeships and Traineeships (SBATs).	HT Student Engagement Transition Advisor		X	X		
		S3.10 Provide access to career services for Aboriginal students and their families to make informed career and study choices.	HT Student Engagement		X	X		
	20% of Aboriginal students who complete year 12 move into higher education.	S3.11 Maintain community partnerships to assist Aboriginal students, including “The Aspiration Initiative” and the Australian National University (ANU) regional partnership programs.	Aboriginal Education Coordinator HT Student Engagement		X	X	X	

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
Aboriginal students are achieving the same literacy and numeracy standards as all students.	Aboriginal student attendance rates to be equal or greater than the whole school population.	S3.9 Implement attendance strategies to minimise roll inaccuracies and partial truancy, including: • use of Web Attend for roll marking • use SMS to inform carers of student absences • 90% Attendance notification letters.	DP Aboriginal Education Coordinator		X	X	X	
		S3.10 Incorporate attendance strategies and incentives in PLPs.	Aboriginal Education Coordinator		X	X	X	
		S3.11 Run breakfast club for before school for all students	Aboriginal SLSO	B3.2	X	X	X	X
		S3.2 S3.5 S3.7	Aboriginal Education Coordinator		X	X	X	
	Aboriginal student performance in Year 9 NAPLAN and HSC no lower than 5% below the whole school population (2012). Aboriginal student performance in Year 9 NAPLAN and HSC no lower than 3% below the whole school population (2013, 2014).	S1.1 S1.3 S1.8 S1.9 S1.10 S1.11 S3.1 S3.5 S3.6 S3.7 S3.8	Aboriginal Education Coordinator	B1.1 B1.2 B1.4 B1.5 B3.1	X	X	X	

Priority Area 4 – Engagement and Attainment

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
Improved performance of students in all HSC courses.	HSC scores in all courses to be no less than 5 marks below the state mean (2012).	S4.1 Maintain and staff learning centre for timetabled senior student support.	Executive		X	X	X	
	HSC scores in all courses to be no less than 2 marks below the state mean (2013). HSC scores in 80% of courses to be above state mean (2014).	S2.1	Executive		X	X	X	
Adoption of flexible school organisation practices to enhance student engagement.	Whole school attendance rate to exceed 90%.	S3.2 S3.5 S3.7 S3.9 S3.10	DP		X	X	X	
	Year 12 retention rate greater than 65%.	S4.2 Employ a Head Teacher Student Engagement to coordinate students undertaking flexible pathways and external courses.	HT Student Engagement	B4.1 \$15,852	X	X		
	School data demonstrates elevated levels of student engagement, obtained through: <ul style="list-style-type: none"> attendance and retention statistics student and parent surveys 	S4.3 Appoint Transition Advisor to assist students on alternative pathways.	Transition Advisor	B4.2 \$16,278	X	X		
S4.4 Apply intervention strategies and counselling for students at risk of leaving without appropriate reasons.		Careers Advisor Year Advisors Transition Advisor		X	X	X		

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
		S4.5 Provide alternative pathways for disengaged students through tailored plans and the “Partners In Education” program.	HT Student Engagement Careers Advisor		X	X	X	
		S4.6 Develop partnerships with other community agencies to provide training, employment and support for students.	HT Student Engagement Careers Advisor		X	X	X	
		S2.3	Curriculum Coordinator		X	X	X	
Greater parent participation in the education process and improved support for students experiencing difficulties.		S4.7 Employ Head Teacher Welfare to establish network and support structures for parents with children experiencing difficulties.	HT Welfare	B4.3 \$15,852	X	X		
		S4.8 Develop partnerships with community agencies, including Working With Youth Network, to provide welfare support for students.	HT Welfare		X	X	X	
		S4.9 Implement recommendations of Mind Matters survey.	HT Welfare		X			

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
		S4.10 Develop and maintain area of the school website to provide support for parents and students dealing with mental health issues.	HT Welfare Computer Coordinator		X			
Build capacity of teachers to use interactive ICT for student learning and engagement.	IWBs used in 50% of classes.	S4.11 Install additional interactive classroom hardware.	Computer Coordinator	B2.1	X			
	50% of teachers to have completed Moodle training (2012). 50% of teachers to have completed Moodle training (2013).	S2.7	Computer Coordinator		X	X		
	Improvement in teacher confidence in using ICT in the classroom as measured by survey.	S2.7	Computer Coordinator		X			
Increased levels of student attainment through appropriate study patterns	20% of senior students undertaking vocational study.	S2.3 S2.5	HT Student Engagement		X	X	X	
	Representation of girls in senior Mathematics courses to reflect gender ratio in respective cohorts.	S1.9 S1.10	HT Mathematics		X	X		
Greater numbers of students accessing learning support.	Individual Education Plans (IEPs) to be completed for all students with special education needs.	Develop IEPs for all students with special education needs.	HT Learning Support		X	X	X	

Priority Area 5 – Leadership and Management

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
Cohesive whole school coordination of student learning support needs.	Improved whole school communication regarding students with learning support needs.	Employ Head Teacher Learning Support to manage learning support team and programs.	HT Learning Support	B5.1 \$15,852	X	X		
		Allocate staff meeting time to the Learning Support Team.	HT Learning Support		X	X	X	
Provide leadership in Eurobodalla and Braidwood Learning Community in support of public education.	85% of year 6 students at Broulee Public School to enrol at Moruya High School. 95% of year 6 students at Moruya Public School to enrol at Moruya High School.	Teachers visit Broulee and Moruya PS each week to teach talented Mathematics students.	HT Mathematics	B5.2 \$16,278	X	X		
		Provide Teacher Professional Learning (TPL) for stage 3 Mathematics teachers at Broulee and Moruya PS.	HT Mathematics					
Build school leadership capacity for school improvement, strategic planning and elevated teaching expertise. Collaborative	Clearly articulated school plan with SMART targets and appropriate strategies.	Implement Team Leadership for School Improvement program.	Executive					
		Review school executive areas of responsibility.	Executive					
	Increased parental and community involvement in or attendance at: <ul style="list-style-type: none"> • school information sessions • P&C meetings • student learning plan development. 	Engage parents, community members and community organisations to fully participate in the development and implementation of the School Plan.	Principal		X	X	X	

Outcomes	Indicators	Strategies	Responsibility	Budget Reference	12	13	14	RA
Support the professional development all of teachers.	Every teacher to have an agreed Professional Learning Plan in place.	Assist teachers and head teachers with the development of staff Professional Learning Plans.	Principal DP		X	X	X	
	50% of TPL to be NSW Institute of Teachers (NSWIT) accredited. New scheme teachers to complete a minimum of 10 hours of NSWIT accredited courses per annum. TPL is linked to professional learning plans and NSWIT teaching standards. 12 teachers to have completed Accelerated Literacy training.	Teachers identifying behaviour management as a priority in their Professional Learning Plans to have completed an accredited course.	Principal DP		X	X	X	
	Teachers delivering stage 6 courses for the first time to receive additional support.	Assign a mentor to each teacher delivering a stage 6 course for the first time.	Executive		X	X	X	
School policies accurate reflect in DEC policies and local needs.	Evidence of school Welfare and Discipline Policy evaluation and modification.	Review and alter Welfare and Discipline policy in line with DEC	Principal DP		X			