## School Identified Priority Areas 2012 – 2014

- Literacy and Numeracy
- Engagement and Attainment
- Curriculum
- Leadership and Management

## Schools Portfolio – Strategic Priority Areas 2012 - 2014

- Literacy & Numeracy
- Engagement & Attainment
- Leadership & Management
- Aboriginal Education
- Curriculum
- Organisational Effectiveness

## School Context

Oberon HS (OHS) is a small comprehensive high school serving a picturesque semi-industrial rural community approximately 2 ½ hours west of Sydney’s CBD and ½ an hour from Bathurst. Oberon’s major employing industry is the production of timber and timber products, the mills being supported by a variety of small metals and engineering enterprises. The rural surrounds comprise a significant variety of agricultural enterprises and the hospitality sector is a smaller contributor to the local economy.

The school is a member of the Oberon Public Education Community consisting of OHS, Oberon Public School (approximately 260 students), Black Springs Public School (approximately 20 students) and Hampton Public School. OHS is one of six secondary schools in the Bathurst School Education Network: - Lithgow HS, Denison College (Bathurst High Campus and Kelso High Campus), Blayney High School and a small central school (Portland). Collaboration within the group is supporting development of curriculum extension and enrichment strategies and improved literacy and numeracy outcomes. Oberon High School is part of the Eastern Tablelands Trade Centre and has a strong focus on Vocational Education, involvement in the Industry Links Program and with new Metals and Engineering and Hospitality facilities to complement the schools excellent Primary Industry facilities.

Average student performance in external examination (NAPLAN, SC, HSC) is currently below state average, although remarkable growth between tests has been achieved in areas such as of literacy. In particular, whilst senior students perform well in some areas, many show a far less committed approach to study than is desirable to achieve their potential. Some groups of students have poor attendance patterns that also limit their achievements. Despite this, rates of acceptance to university are high (approximately 50% of all Y12 students) and a significant number of our students’ do not complete secondary schooling because they are offered and accept trade training places from as early as Year 10.

We are committed to raising educational outcomes in literacy, numeracy and HSC and SC results and increasing the level of student engagement, aiming to have all students complete Year 12 or equivalent and so we offer a range of alternative pathways to cater to the individual needs of all of our students. Technology plays a significant part in the delivery of curriculum and quality teaching.

To achieve consistently improving student learning outcomes we aim to ensure highly effective learning experiences through a curriculum that will encourage all students to
attend regularly and engage enthusiastically with their learning, which will be reflected by data re discipline measures, retention and examination results showing positive trends.

The school has a strong commitment to student welfare, student leadership and participation in sporting and cultural programs.

**Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)**

**Literacy:**
Improved NAPLAN scores in all aspects of literacy over a three year period for Year 9 students, with growth figures in all areas at least comparable with SEG mean growth. Effective literacy programs and literacy teaching embedded in all KLA areas; a clearly established process for early identification of students needing additional support in literacy; effective whole school literacy strategies with feedback to students and parents and a whole school tracking process to evaluate progress.

**Numeracy:**
Improved NAPLAN scores in all aspects of numeracy over a three year period for Year 9 students, with growth figures in all areas at least comparable with SEG mean growth. Relevant aspects of numeracy embedded in all KLA areas; a clearly established process for early identification of students needing additional support in numeracy; effective whole school numeracy strategies with feedback to students and parents and a whole school tracking process to evaluate progress.

**Engagement and Attainment:**
Improved engagement in classwork, producing consistently higher quality of work samples and higher mean performance in HSC, NAPLAN, and other school-based indicators, through quality feedback to students and parents, quality teaching and assessment, including differentiation, extension, support and focus on ICT skills.

**Curriculum:**
A broad curriculum responsive to the changing needs of students and policy, developed within the school with a focus on developing consistent quality of delivery and stability of options, with courses of smaller candidature offered through a range of mixed mode delivery.

**Leadership and Management:**
A continual focus on developing quality management practices and quality leadership at all levels through delegation, engagement of staff and increased leadership density, supported by effective professional development programs, reviews and evaluation.

**Targets (include where appropriate on each School Identified Priority Area page)**

Principal: [Signature] Date: 01/01/2014 Endorsed by Director NSW Public Schools Bathurst Network: [Signature]
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<tr>
<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
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| **Literacy**                     | • To increase representation in the top two bands of Year 9 Naplan in 2012, in reading, writing, spelling and punctuation by 6%, with a corresponding reduction in the lowest bands.  
• To increase representation in the top two bands (proficiency) by 8%, in all aspects of Year 9 Naplan in 2013, with a corresponding decrease in the lowest two bands.  
• **To increase representation in the top two bands (proficiency) by 10%, in all aspects of Year 9 Naplan in 2014, with a corresponding decrease in the lowest two bands.** |
| **Numeracy**                     | • To increase representation in the top two bands of Year 9 Naplan in 2012, in Number, Patterns and Algebra as well as Measurement, Space and Geometry by 6%, with a corresponding reduction in the lowest bands.  
• To increase representation in the top two bands (proficiency) by 8%, in all aspects of 2013 Naplan, in Number, Patterns and Algebra as well Measurement, Space and Geometry, with a corresponding decrease in the lowest two bands.  
• **To increase representation in the top two bands (proficiency) by 10%, in all aspects of Year 9 Naplan in 2014, with a corresponding decrease in the lowest two bands.** |
| **Engagement and Attainment**    | • Attendance figures improve to State mean by end of 2012 and **continued high attendance in 2013, 2014.**  
• Improvement in Band Distribution for HSC by end of 2013 in the top 3 bands by 15% with **a further 10% improvement in 2014.**  
• Higher student engagement and outcomes as a result of effective programing, feedback to students and assessment for learning, as measured by student results, staff and student feedback.  
• Higher attainment in NAPLAN by 2014 (see Literacy and Numeracy for targets)  
• Improved sense of identity and self-esteem ratings equivalent to mean for state, for students as indicated on the Quality of School Life survey and ‘Tell Them from Me Survey’ (2013) by end of 2014. |
| **Leadership, Management and Organisation** | • Audit of all policies and procedures; **develop effective school teams and frameworks by end of 2014.**  
• Clearly defined role statements and responsibilities clarified by end of Term 1 – 2014.  
• Greater distribution of leadership, **supported by delegation and leadership training during 2013 and 2014.**  
• Review of VET and Industry links placement procedures ongoing to fit DEC changes.  
• Strategic coordination of professional development planning and delivery in 2013 and 2014.  
• Effective monitoring and support for delivery of the school plan by executive during 2013 and 2014.  
• Timelines on calendar reviewed in Term 1 and all deadlines met during 2012, 2013 and 2014.  
• Improved knowledge and skills in leadership and management for all leaders, **through participation in the leadership courses, teaching standards and principals standards.** |
School Identified Priority Area: Literacy

Intended Outcome/s: Improved NAPLAN scores in all aspects of literacy over a three year period for Year 9 students, with growth figures in all areas at least comparable with SEG mean growth
Effective literacy programs and literacy teaching embedded in all KLA areas; a clearly established process for early identification of students needing additional support in literacy; effective whole school literacy strategies with feedback to students and parents and a whole school tracking process to evaluate progress.

Target/s: To increase representation in the top two bands of Year 9 Naplan in 2012, in reading, writing, spelling and punctuation by 6%, with a corresponding reduction in the lowest bands.

2012 Progress - On average we increased the number of students in Bands 9 and 10 by 4.1%, Target of 6% increase in Bands 9-10 was NOT achieved in 2012.
On average we reduced the number of students in Bands 5 and 6 by 12.9%, Target of a 6% reduction in Bands 5-6 was achieved in 2012.

2013 Target - To increase representation in the top two bands by 10%, in all aspects of Year 9 Naplan in 2013, with a corresponding decrease in the lowest two bands.

2013 Revised Target - Increase representation in the top two bands by 8%, in all aspects of Year 9 Naplan in 2013, with a corresponding decrease in Bands 5 and 6

2013 Progress - On average we decreased the number of students in Bands 9 and 10 by 7.6%, Target of 8% increase in Bands 9-10 was NOT achieved in 2013.
On average we increased the number of students in Bands 5 and 6 by 16.6%, Target of an 8% reduction in Bands 5-6 was NOT achieved in 2013.

2014 Target - To increase representation in the top two bands by 10%, in all aspects of Year 9 Naplan in 2014, with a corresponding decrease in the lowest two bands.

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<th>Number</th>
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<th>Responsibility</th>
<th>2014 Resource Allocation &amp; Funding Source</th>
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<tbody>
<tr>
<td>Literacy 1.1</td>
<td>Map Stage 3-4 outcomes with primary school staff in relation to literacy continuum. Exchange information on strategies and programs used, particularly in spelling and punctuation.</td>
<td>More informed placement in Year 7 transition. Exchange of strategies and ideas utilised in literacy programs. Organised for term 4 each year</td>
<td></td>
<td>Stage 3-4 Teachers</td>
<td>3 days relief - $1050</td>
</tr>
<tr>
<td>1.2</td>
<td>Punctuation skills developed through LaST period, and in all classes. Sentences, paragraphs, capitalisation, Punctuation marks, parts of speech – articles, verbs, adjectives, prepositions, prefixes.</td>
<td>Planned program of delivery monitored. HTs to monitor use and application in class. Student work samples. Whole year testing on standardised test to monitor progress. Testing SA spelling completed Y7 to 10. Literacy and numeracy groups running. LaST Period.</td>
<td></td>
<td>Development of Learning and Support Period LST team HTs to monitor</td>
<td>2 relief days $700 Teacher employed to tutor low SES 0.1 = $15000</td>
</tr>
<tr>
<td>1.3</td>
<td>Professional development for all staff in relation to use of punctuation. Professional development 2012</td>
<td>Delivery of PTL. Improved focus in classes. Weekly whole school focus. Focus group studies of students. Commenced PTL on punctuation/spelling</td>
<td></td>
<td>Literacy/LST</td>
<td>SDD</td>
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<tr>
<td>1.4</td>
<td>Focus on teaching spelling in class by every teacher. Syllabification, similar words, first letters, Spelling rules, verbal use of words, meaning.</td>
<td>PTL provided to staff. Spelling incorporated into programs and explicitly taught and evaluated. Whole year group testing to monitor progress. LaST Period implemented and outcomes to be reported to parents in 2014.</td>
<td></td>
<td>LST team Assessment Team</td>
<td>2 days relief $700</td>
</tr>
<tr>
<td>1.5</td>
<td>Writing skills developed through use of R2L strategies – all staff trained in R2L strategies, including decomposition, scaffolding, and text types, understanding key ideas, purpose, linking information between text and graphics, summarising, evaluating and drawing inferences. Professional development 2012, 2013</td>
<td>Monitoring of work samples of student work each term with feedback to staff, students and parents. Inclusion of writing skills in each program and delivered in class. Samples due term 2 each year – included in all KLA programs</td>
<td></td>
<td>Literacy team/ HTs</td>
<td>3 days relief $1050</td>
</tr>
<tr>
<td>1.6</td>
<td>Identification of students requiring individual support provided through the Learning Centre. - literacy Development of ILPs for Aboriginal students</td>
<td>Establishment of regular procedures for identifying students requiring support in Year 7 transition. Naplan data analysed by staff and programs adjusted. Development of ILPs and delivery of programs. In place with strong ESES structures.</td>
<td></td>
<td>LaST/LST, Year 7 and 8 YA’s Learning Centre</td>
<td>4 days relief $1400</td>
</tr>
<tr>
<td>1.7</td>
<td>Support for Aboriginal students through the Learning Centre using Norta Norta funding</td>
<td>Implementation of program. Measurement of student progress through work samples. - In place and continuing – Norta Norta program continues in 2014.</td>
<td></td>
<td>Norta Norta teacher</td>
<td>Norta Norta</td>
</tr>
<tr>
<td>1.8</td>
<td>Development of reading skills through dedicated literacy period, R2L strategies in class, matching text difficulty to ability, pre-teaching of concepts in class, checking on comprehension, use of cloze passages.</td>
<td>Literacy period implemented and functioning. Monitoring of reading progress in Year 7-8. New LaST Period to document and report on all student progress in Literacy Functioning – Multilit, Peer Reading</td>
<td></td>
<td>LST/HTs</td>
<td>SLSO employed for Multi-Lit $4000</td>
</tr>
<tr>
<td>1.9</td>
<td>Use of peer reading programs for students requiring support.</td>
<td>Training of tutors, implementation, measurement of progress using PM benchmarking. Underway – great results in 2013.</td>
<td></td>
<td>LaST and support staff</td>
<td>During LaST Period</td>
</tr>
<tr>
<td>1.10</td>
<td>Talking and expression, together with vocabulary in class discussions – substantive communication and metalinguage.</td>
<td>Professional development of teachers. Observing other classes. Key concepts and vocabulary identified in programs and explicitly taught - stated 2013</td>
<td></td>
<td>All staff – HTs LaST Period Structure to support KLA’s</td>
<td>2 days relief $700</td>
</tr>
<tr>
<td>1.11</td>
<td>Parents and community informed of program and engaged where practicable.</td>
<td>Brochure produced – parents involved in helping. Ongoing each year</td>
<td></td>
<td>Principal and LST</td>
<td>$400</td>
</tr>
<tr>
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<tr>
<td>1.12</td>
<td><strong>Multi-lit program</strong> to be developed and continue.</td>
<td>Students identified with program delivered. SLSO trained in Multilit. Ongoing each year - Implemented</td>
<td></td>
<td>HT English - LaST</td>
<td>SLSO</td>
</tr>
<tr>
<td>1.13</td>
<td>English KLA to identify <strong>common areas from NAPLAN</strong> requiring further focus, and taken up on a whole school basis.</td>
<td>English KLA programs to include a focus on these areas. Assessment of student progress Improved NAPLAN scores Implemented and will continue</td>
<td></td>
<td>HT English, all staff</td>
<td>4 days relief $1400</td>
</tr>
</tbody>
</table>

**Homework Centre Success**
School Identified Priority Area: Numeracy

**Intended Outcome/s:** Improved NAPLAN scores in all aspects of numeracy over a three year period for Year 9 students, with growth figures in all areas at least comparable with SEG mean growth.

Relevant aspects of numeracy embedded in all KLA areas; a clearly established process for early identification of students needing additional support in numeracy; effective whole school numeracy strategies with feedback to students and parents and a whole school tracking process to evaluate progress.

**Target/s:** To increase representation in the top two bands of Year 9 Naplan in 2012, in Number, Patterns and Algebra as well Measurement, Space and Geometry by 6%, with corresponding reduction in the lowest bands.

**2012 Progress** - On average we increased the number of students in Bands 9 and 10 by 2.5%, Target of 6% increase in Bands 9-10 was NOT achieved in 2012.

On average we reduced the number of students in Bands 5 and 6 by 7.4%, Target of a 6% reduction in Bands 5-6 was achieved in 2012.

**2013 Target** - To increase representation in the top two bands (proficiency) by 10%, in all aspects of 2013 Naplan, in Number, Patterns and Algebra as well Measurement, Space and Geometry, with a corresponding decrease in the lowest two bands.

**Revised 2013 Target** - Increase representation in the top two bands by 8%, in all aspects of Year 9 Naplan in 2013, with a corresponding decrease in Bands 5 and 6.

**2013 Progress** - On average we increased the number of students in Bands 9 and 10 by 0.9%, Target of 8% increase in Bands 9-10 was NOT achieved in 2013.

On average we increased the number of students in Bands 5 and 6 by 9.2%, Target of an 8% reduction in Bands 5-6 was NOT achieved in 2013.

**2014 Target** - To increase representation in the top two bands by 10%, in all aspects of Year 9 Naplan in 2014, with a corresponding decrease in the lowest two bands.

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<tr>
<td>1.1</td>
<td>Planned professional development for two NST in Mathematics – mentors, other exemplary school visits, lesson study.</td>
<td>Implementation of program Feedback from NSTs Feedback from supervisors – underway – Regular meetings with HT’s and NSTs and there is ongoing support in this area. Two new teachers again start in 2014. PL needs to continue.</td>
<td></td>
<td></td>
<td>HT Maths Deputy Principal</td>
<td>NST release days</td>
</tr>
<tr>
<td>1.2</td>
<td>Train staff in Maths Matters strategies to benchmark students and design appropriate lessons</td>
<td>Student work samples Test and evaluation results Impartial view of consultants Numeracy Benchmarking for all Year 7 and 8 occurred 2013 Mathematics staff attended PL to learn Benchmarking. (ILNNP Funding). Needed again in 2014.</td>
<td></td>
<td></td>
<td>HT Maths Mathematics Teachers</td>
<td>3 teachers for 2 days each @ $440/day – $2640 ILNNP Funds</td>
</tr>
<tr>
<td>1.3</td>
<td>Use of Newman’s Error Analysis to investigate and improve student problem solving processes.</td>
<td>Implementation of NEA – improved problem solving processes evident by classroom observation. Discussion with students re problem solving strategies. – part of Maths Matters (Not Started)</td>
<td></td>
<td></td>
<td>HT</td>
<td>NA</td>
</tr>
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| 1.4    | Mathematical Literacy identified in KLA plan and programs and explicitly taught in class. | • Literacy identified in programs  
• Literacy being taught in classes  
• Improved understanding and use of mathematical concepts by students.  
Embedded in mathematics lessons, new LaST Period to support Mathematical literacy strategy. | HT Maths  
All staff on LaST LST | HT Maths  
All staff on LaST LST | SDD 1 2014 |
| 1.5    | KLA tracking and measurement of student progress on a regular basis, with feedback to students and parents. | • Tracking and assessment system in place  
• Feedback process ensures feedback to students – e.g. student conferences etc., written comments  
This has been reviewed and is implemented unit by unit.  
Ongoing, year to year! | HT Mathematics  
LaST/LST | HT Mathematics  
LaST/LST | 3 teachers for 2 days each @ $440/day – $2,640  
ILNNP Funds |
| 1.6    | Differentiated Programs in class: HTs and senior executive to check – Professional Development – each teacher to have class lists with Naplan details and lessons adjusted. | • Programs reflect differentiation  
• Class observations and grouping in place  
• Professional development and support organised  
Continuing professional development on this. I have checked with HTs and programs are showing evidence of incorporating this. Assessment Tasks to be differentiated to extend students | HTs Maths  
Mathematics  
Staff | HTs Maths  
Mathematics  
Staff | 3 days relief  
$1,050 |
| 1.7    | Development of a Learning Centre to provide support for all students with aggregated SLSO time and dedicated teacher. | • Implementation of learning centre  
• Usage by students and staff  
• Quality of work produced and programs delivered  
• Focus group reviews.  
Implemented with programs for extension operating in LaST.  
Issues include lack of staffing and changes of staff.  
New MC Support class implemented in 2014. | Principal / DP  
LaST  
HT T&L | Principal / DP  
LaST  
HT T&L | Support Class Funding – Teacher & SLSO |
| 1.8    | Maths KLA to identify common areas from NAPLAN requiring further focus | • Maths KLA programs to include a focus on these areas.  
• Assessment of student progress  
• Improved Naplan scores  
The targeting of at risk students identified at ‘well below’ and ‘below’ in the baseline data collected in May 2012 and 2013. A teacher will be employed to work with all teachers and students to provide additional support for targeted students and monitor their progress using the numeracy continuum.  
Employ a teacher to work with Head Teacher on Year 7 students identified with various structures and strategies. | HT Maths  
DP/P staff | HT Maths  
DP/P staff | 1.5 days per week  
– 46 weeks @  
$440/day –  
$30,360  
ILNNP Funds |
| 1.9    | Identify higher ability students from Growth Charts not growing. Interview students and parents – identify issues. Inform staff. Provide challenging lessons, feedback. Mentors may be used. | • Measure interim growth with benchmarking tests and work samples.  
• Focus groups with staff and students.  
We are now incorporating this into the SEG Learning Project and have identified 16 students to work with. Planning underway and parents involved. Whole school Project.  
Streamed maths classes in Year 8 to Year 12 in 2014! | HT Maths  
Staff | HT Maths  
Staff | School Structures and Homework Centre |
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| 1.10   | Two lowest band students identified and individual Numeracy programs developed and delivered through Mathematics Lessons - ILNNP. | • Tracking in place to measure progress  
• Student feedback  
The development of a whole school approach to numeracy. This will be achieved through the implementation of Maths Matters with teachers engaging in lesson studies in mathematics focusing on mentoring and reflection of teacher practice. Led by the Head Teacher and mathematics staff. LaST working with Staff on Year 7 and 8 with various structures and strategies. | HT Maths  
Maths Staff  
Casual Teacher  
LaST | 1day per week – 46 weeks @ $440/day – $20 240  
ILNNP Funds | 
| 1.11   | Aboriginal students supported by the Norta Norta program in Learning Centre in numeracy. | • Implementation of program  
• Assessment of students in skill development  
• Interviews with students and parents ILP’s and support teachers with SLSO’s. Extra Aboriginal Loading $$ | HT, Principal,  
Norta Norta tutor | 1day per week – 20 weeks @ $440/day – $88 00  
RAM Funds | 
| Numeracy 1.12 | Numeracy period in mornings in place, with peer tutoring. Moved time slot to engage students – 10.40am each day. | • Numeracy period operating  
• Student assessment and evaluation  
Operating well – will now be part of the LaST period. Teacher release to coordinate whole school numeracy program in LaST period 20 mins per day. Teacher released from roll call/Literacy period each day to work on a whole school Numeracy Program. | HT/P  
Staff | Completed  
2013 | 
| 1.13   | All KLA plans and programs to identify aspects of numeracy to be explicitly taught in programs | • Programs and plans in place, identifying numeracy aspects  
• Evidence of implementation through programs and classroom visits and dialogue with staff. Checked and included and ongoing | Principal  
HTs  
Staff | Ongoing | 
| 1.14   | Utilise concrete materials and real life samples to make more relevant. | • Class room observation  
• Discussion with students and teachers Teacher observations of feeder school teachers in 2013 and 2014. Part of transition program. | HT Maths  
Staff  
OPS, BSPS,  
HPS | 3 days relief  
$1050 | 
| 1.15   | Improved understanding of Mathematical literacy through explicit teaching of concepts and language of maths | Student use of mathematical language  
• Mathematical literacy explicitly programmed and taught  
Continued focus and PL on explicit teaching | HT Maths  
LST  
LaST | SDD 2  
2014 | 
| 1.16   | Parents and community aware of the program | • Brochures produced  
• Parent meetings | HT,  
Principal | $400 | 
| 1.17   | Collaboration with OPS in developing numeracy programs and professional development in middle year’s education. | • Planning meetings – sharing of data  
• Joint professional development  
• Improved student outcomes  
Fostering links with the Oberon Primary School in developing a professional learning model using lesson study processes modelling and reflecting best practice. – 2013 and 2014 | HT/DP/P  
Staff | 5 days @  
$440/day – $2 200  
ILNNP Funds |
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<tr>
<td>1.18</td>
<td><strong>Investigate flexible grouping</strong> within classrooms and across classes, impact of peer tutoring and higher level tests and tasks for advanced students – see articles.</td>
<td>Investigate and trial in 2012. Further investigation required – taking into account NST needs.</td>
<td>Test in place</td>
<td>Data analysed</td>
<td>Feedback to students and classes and programs adjusted.</td>
<td>Tests developed – Used for ILNNP Benchmarking</td>
</tr>
<tr>
<td>1.19</td>
<td><strong>Implement diagnostic screening</strong> in Year 7, with testing to monitor improvement.</td>
<td>Test in place Data analysed Feedback to students and classes and programs adjusted. Tests developed – Used for ILNNP Benchmarking</td>
<td>Test in place</td>
<td>Data analysed</td>
<td>Feedback to students and classes and programs adjusted.</td>
<td>Tests developed – Used for ILNNP Benchmarking</td>
</tr>
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School Links with the Community U3A

Trade Training Centre Cooking Classes throughout 2013/2014
School Identified Priority Area: Engagement and Attainment

Intended Outcome/s:
Improved engagement in classwork, producing consistently higher quality of work samples and higher mean performance in HSC, NAPLAN, and other school-based indicators, through quality feedback to students and parents, quality teaching and assessment, including differentiation, extension, support and focus on ICT skills.

Target/s:
- Attendance figures improve to State mean by end of 2012, 2013, and 2014.
  
  **2012 Progress** - At the end of 2012 our overall attendance figures were 91.3%, therefore our target of matching state mean **was achieved** in 2012.
  
  **2013 Target** - Maintain attendance figures above 90% during 2013.
  
  **2013 Progress** - At the end of 2013 our overall attendance figures were 92.3%, therefore our target of matching state mean **was achieved again** in 2013.
  
  **2014 Target** - Maintain attendance figures above 90% during 2014.
- Improvement in Band Distribution for HSC by end of 2012 in the top 3 bands by 15%
  
  **2012 Progress** - At the end of 2012 – Hospitality 28%, Chemistry 0%, Society & Culture 58%, PD/Health/PE 41%, General Mathematics 40%, Advanced English 33%, and Standard English 25% candidates in the top three bands.
  
  **Revised 2013 Target** - Improvement in band distribution for HSC in 2013 by 12%
  
  **2013 Progress** - At the end of 2013 – Hospitality 33%, Chemistry 33%, Society & Culture 80%, PD/Health/PE 43%, General Mathematics 30%, Modern History 29%, Physics 33%, Construction 100%, Metals & Engineering 100%, Advanced English 13%, and Standard English 0% candidates in the top three bands.
  
  **2014 Target** - Improvement in band distribution for HSC in 2013 by 10%
- Higher student engagement and outcomes as a result of effective programing, feedback to students and assessment for learning, as measured by student results, staff and student feedback.
  
  **2013 Progress** - 20% increase in student numbers retained in Year 11 during 2013, heading into Year 12 in 2014. Also 92% of all Year 10 students continuing into Year 11 in 2014 to form our biggest Year 11 ever!
  
  **2014 Target** - Increase the number of students moving into Year 12 in 2015 to complete their HSC by 15%
- Higher attainment in NAPLAN by 2012, 2013, 2014 (see Literacy and Numeracy for targets)
- Improved sense of identity and self-esteem ratings equivalent to mean for state, for students as indicated on the Quality of School Life survey by end of 2013.
  
  **2013 Progress** - Decision made to use the ‘Tell Them from Me’ Survey of all students. Results will help inform engagement strategies for the remainder of 2013/2014.
  
  **2014 Target** - Students to be re surveyed late in 2014 so that comparisons can be made on engagement, self-worth, careers, anxiety levels and academic success.

<table>
<thead>
<tr>
<th>Number</th>
<th>Strategies</th>
<th>Indicators</th>
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<th>Responsibility</th>
<th>2014 Resource Allocation &amp; Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning, Student Engagement 1.1</td>
<td>Review all KLA programs to ensure links with syllabus outcomes, engaging teaching and learning activities and inclusion of literacy, numeracy and ICT components, with Aboriginal perspectives where relevant.</td>
<td>Development of KLA review calendar for programs. Development of program review pro forma to assess programs. Programs being reviewed and revised, leading to changes in teaching practice in the classroom.</td>
<td>Ongoing</td>
<td>HTs, Principal</td>
<td>$1000</td>
</tr>
<tr>
<td></td>
<td>Review assessment processes and policies, supported by professional development to ensure assessment processes to reflect BOS requirement, include differentiated assessment, a rubric connected to performance descriptors. Professional development 2012, 2013 and 2014.</td>
<td>Professional development on use of performance descriptors, consistency of teacher judgement, assessment for learning and peer and self-assessment using a rubric. Development of KLA assessment review calendars, linked to the program review calendar. Regular formative assessment taking place in classrooms with feedback to students. Higher engagement and quality of student work samples. – Strong focus – commenced Term 1 and continuing. Implementation of Millennium has helped with assessment processes. Staff now mapping outcomes to assessment.</td>
<td></td>
<td>HT’s, DP/P All staff</td>
<td>SDD’s during 2014</td>
</tr>
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<tr>
<td></td>
<td>Visits to exemplary schools to discuss programs and teaching learning and management processes 2012, 2013 and 2014</td>
<td>Visits to exemplary schools and taking up of ideas and processes. Denison for science and Lithgow for Visual Art, other KLA’s to come in 2013 and 2014.</td>
<td></td>
<td>DP HT’s Various staff as required</td>
<td>PL Funds and NST Teacher Funds</td>
</tr>
<tr>
<td>1.4</td>
<td>Review feedback processes : HTs to work on a KLA basis to develop effective and informative feedback to students in every classroom, linked to assessment – supported by professional development in 2012 - 2013</td>
<td>Professional development over 2012 to address feedback methods to inform and motivate student learning. KLAs develop and implement feedback processes as part of assessment planning – formative and summative. Continued use of academic monitoring each term. Strong focuses here in Term 1, on Term 2 SDD and continuing.</td>
<td></td>
<td>HTs DP Principal ARS Coordinator</td>
<td>During KLA Meetings</td>
</tr>
<tr>
<td></td>
<td>Differentiation in place in classrooms to support student learning, extension, including adjusted programs for Life Skills students - professional development in 2012, 2013 and 2014.</td>
<td>Programs reflect differentiated processes in place. Student focus groups and evaluation of learning Feedback from staff and HTs Programs and assessment reflect differentiation. Programs have been modified to show differentiation. Evident in most classrooms, but not all. Ongoing at staff meetings and KLA’s in 2013 and 2014.</td>
<td></td>
<td>HTs, staff</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Explicit teaching of literacy, numeracy and ICT skills in all KLA areas – through LaST Period</td>
<td>Literacy and numeracy and ICT skills identified in programs and delivered in class. Improved skills demonstrated and measured in Naplan and computer skills testing. Included in programs. Clear evidence of improved ICT outcomes as a result of this focus. Class sets needed for ICT skill development. Students unable to purchase!</td>
<td></td>
<td>HTs, staff Teacher Librarian</td>
<td>Class set of tablets/IPads or Laptops $8000</td>
</tr>
<tr>
<td></td>
<td>Effective use of Laptop computers, linked to Moodle server for lessons, programs and feedback to students and parents.- professional learning 2012, 2013 and 2014</td>
<td>Continuing process of development and PL. Clear evidence of increased use of the Moodle server to assist student learning. Now joining Denison College Moodle in 2014. Buying into Technology PL position to support BYOD in secondary Bathurst High Schools. In 2014 – Year 9 students will be subsidised laptops as the DER finishes and we aim to continue with equity the technology rollout as our first stage of BYOD.</td>
<td></td>
<td>HT TAS, Computer Coordinator, DP Principal Local Business</td>
<td>BYOD Consultant Position $16000 Year 9 Laptop Subsidised $15000</td>
</tr>
</tbody>
</table>
### Curriculum

#### 2.1 Provision of a broad, responsive and balanced curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Details</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multilit, Maths Support, and Peer Reading</td>
<td>Improved measurable outcomes for students. Improved scores on Naplan in 2013 and 2014. Underway – incorporated into the new LaST period</td>
<td>LaST, LST</td>
</tr>
</tbody>
</table>

#### 1.8 Effective placement of students in courses

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Linked to student skills to maximise student success</td>
<td>Clear performance guidelines established for students selecting courses. School policy developed on processes to advice students. Improved student performance at HSC level. Research into historic records on Naplan vs. Performance in higher level courses. Line structures created in 2014 to provide a wider choice for students. More workplace, TAFE and University visits to assist students in their choice and to keep them at OHS.</td>
<td>HTS, Careers, DP Curriculum Team</td>
</tr>
</tbody>
</table>

#### 1.9 Tracking of student progress

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Through a whole school tracking program, with feedback to students and parents</td>
<td>Tracking process in place with feedback to parents and students as necessary. Millennium will now track student progress. Parent portal to be launched by the end of 2014.</td>
<td>Staff DP PBL/Millennium Team</td>
</tr>
</tbody>
</table>

#### 1.10 Support programs developed

<table>
<thead>
<tr>
<th>Courses</th>
<th>Details</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified students – Multilit, Maths Support, and Peer Reading</td>
<td>Improved measurable outcomes for students. Improved scores on Naplan in 2013 and 2014. Underway – incorporated into the new LaST period</td>
<td>Tutor, LaST, LST</td>
</tr>
</tbody>
</table>

#### 1.11 Aboriginal students supported

<table>
<thead>
<tr>
<th>Courses</th>
<th>Details</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Norta Norta program – literacy, numeracy, homework, assessments and career planning through the Learning Centre</td>
<td>Improved measurable outcomes in numeracy and literacy for Aboriginal students. Improved quality of work and completion of assessment tasks. Tutor employed provides in-class support, Assignment group assistance, mentoring and cultural significant programs.</td>
<td>Principal</td>
</tr>
</tbody>
</table>

#### 2.2 Vocational programs to continue

<table>
<thead>
<tr>
<th>Courses</th>
<th>Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Part-time traineeships, Industry Links, Try-a-Trade, Careers Market, SES, and Fire Brigade</td>
<td>Programs continue. Student and staff assessment of programs. Employment statistics for students in programs.</td>
<td>HT TAS, Careers Ad</td>
</tr>
</tbody>
</table>

#### 2.3 Ex-curricular programs

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To continue including equestrian and sporting teams, band, drama, choir, Tournament of Minds and public speaking</td>
<td>Effectiveness of programs and participation by students. Looking to increase in 2014 with new highly trained staff</td>
<td>Principal, allocated staff</td>
</tr>
</tbody>
</table>

### Ongoing

- Possible small mini bus purchase to assist with high costs for minor school excursions. $15000
- Staff DP PBL/Millennium Team
- Executive and staff
- HT TAS, Careers Ad
- Principal, allocated staff
- Student Assistance provided as course fees are often too expensive $10000
- Norta Norta Tutor

### Notes

- Employment statistics for students in programs.
- Ongoing at SDD’s and staff meetings
- Continuing
- Ongoing
- 5 days relief $2200
<table>
<thead>
<tr>
<th>Section</th>
<th>Action</th>
<th>Details</th>
<th>Responsible</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Review of Science curriculum</td>
<td>Review conducted and recommendations in place. Term 2 - 2012</td>
<td>Science HT, Principal</td>
<td>NA</td>
</tr>
<tr>
<td>Welfare 3.1</td>
<td>Monitoring of student behaviour and continued emphasis on consistent reinforcing of school rules, expectations and implementing the school policy at all levels.</td>
<td>Reduction in referrals to DP. Number of parent interviews. Reduction in Risc entries for unacceptable behaviour. Reduction in suspensions. Decline in referrals on Risc and Millennium evident, similarly, suspension trend is stable at this stage.</td>
<td>Principal, Deputy Principal, HT’s</td>
<td>Global Welfare Funds</td>
</tr>
<tr>
<td>3.2</td>
<td>Development of individual behaviour plans and learning support programs for students based on mentoring and follows up by YAs and other staff.</td>
<td>Development of behaviour plans. Increased engagement of students. Reduction in referrals. Continuing – applications for increased STB support in the system.</td>
<td>Principal, DP, LST, STB, HT’s</td>
<td>Welfare and LST Meetings</td>
</tr>
<tr>
<td>3.3</td>
<td>Monitoring of attendance by Year Advisers, phone calls on a regular basis and HSLO intervention where required to develop Attendance plans</td>
<td>Effective monitoring in place on a weekly basis. Letters sent out regularly. Monitoring attendance statistics every two weeks. Interviews with parents. Significant improvement to process. Evidence that this is working – i.e. YA involvement and decline in absenteeism in 2012 and 2013.</td>
<td>DP, YA</td>
<td>Ongoing at Welfare Meetings</td>
</tr>
<tr>
<td>3.4</td>
<td>Transition of Year 7 supported by ongoing transition program, liaison between OPS, HPS, BSPS and O’Connell staff and appointment of an SLSO to work with incoming Year 7</td>
<td>Effective transition of students – interview and observation. Parent survey. Implemented during Term 1, reviewed in 2014, intensive program implemented.</td>
<td>Senior Executive, YA, LaST, LST Staff</td>
<td>Tied Transition Funds</td>
</tr>
<tr>
<td>3.5</td>
<td>Welfare programs to continue including welfare weeks – focus on planning, managing assessments, relationships, goal setting using peer trainers, supported by LST and YA meetings.</td>
<td>Higher engagement of students – focus groups and evaluations. Welfare Presentations to students, guest speakers. Improved quality of assessment tasks. Need to engage students in a positive school culture through various welfare program opportunities. External presenters can be expensive and students rarely attend if costs are high.</td>
<td>DP, YAs</td>
<td>Student Assistance provided</td>
</tr>
<tr>
<td>3.6</td>
<td>PBL, Plan-It-Youth, Aspire Better Futures and 10% on Top programs continue to increase confidence, planning and study skills, self-esteem and positive relationships with peers.</td>
<td>Higher engagement of students – focus groups and evaluations. All programs providing positive outcomes for students, self-esteem and equity for all regardless of their background.</td>
<td>DP, LST, YA’s, Staff</td>
<td>Student Assistance provided to help with student costs $20000</td>
</tr>
<tr>
<td>3.7</td>
<td>Merit system continues, acknowledging student achievement and term monitoring of academic progress to motivate students in both academic areas and as good citizens.</td>
<td>Higher engagement of students. Amalgamation with Millennium to monitor positive incidents and academic success</td>
<td>Principal, DP, Staff</td>
<td>PBL Team Monitor</td>
</tr>
</tbody>
</table>
School Identified Priority Area: Leadership, Organisation and Management

Intended Outcome/s:
A continual focus on developing quality management practices and quality leadership at all levels through delegation, engagement of staff and increased leadership density, supported by effective professional development programs, reviews, evaluation and planning.

Target/s:
- Audit of all policies and procedures; develop effective school teams and frameworks by end of 2014.
- Clearly defined role statements and responsibilities clarified by end of Term 1 each year.
- Greater distribution of leadership, supported by delegation and leadership training during 2013 and 2014.
- Review of VET and Industry links placement procedures ongoing to fit DEC changes.
- Strategic coordination of professional development planning and delivery in 2013 and 2014.
- Effective monitoring and support for delivery of the school plan by executive during 2013 and 2014.
- Timelines on calendar reviewed in Term 1 and all deadlines met during 2012, 2013 and 2014.
- Improved knowledge and skills in leadership and management for all leaders, through participation in the leadership courses, teaching standards and principals standards.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Review and develop role statements and responsibilities</td>
<td>Staff, students and community aware of roles and responsibilities. Duties being completed effectively. Review underway – Term 2 – 2013 and throughout 2014</td>
<td>2012 2013 2014</td>
<td>Principal and Executive</td>
<td>3 days $1200</td>
</tr>
<tr>
<td>1.2</td>
<td>Audit policies and procedures.</td>
<td>Audit carried out – liaise with other schools Framework to review policies and procedures developed – policies developed. Visit exemplary schools – Term 2, ongoing in 2013 and 2014.</td>
<td>2012 2013 2014</td>
<td>Principal and executive</td>
<td>3 days $1200</td>
</tr>
<tr>
<td>1.3</td>
<td>Delegate leadership responsibilities effectively, with support and training.</td>
<td>Identification of areas for leadership opportunities Link these to the NSW IT framework. Allocation of duties. In place – a range of staff taking up responsibilities and leading professional development. A continuing process.</td>
<td>2012 2013 2014</td>
<td>Executive</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.4</td>
<td>Coordinate professional development planning strategically to align with school plan.</td>
<td>HTs and staff involved in planning and evaluation of program. Evaluation of program. Very well aligned and in place and ongoing each year</td>
<td>2012 2013 2014</td>
<td>Deputy and Principal Plus all other staff</td>
<td>2 days relief $800</td>
</tr>
<tr>
<td>1.5</td>
<td>Review of VET and Industry Links placement procedures and policy</td>
<td>Policies and procedures developed and implemented. More effective placement and outcomes for students Policy on placement and number of VET courses a student can take has been implemented. RTO Audit ongoing.</td>
<td>2012 2013 2014</td>
<td>HT TAS, VET staff</td>
<td>4 days relief $1600</td>
</tr>
</tbody>
</table>
GLOSSARY

Intended Outcomes

- Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.
- Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.
- Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.
- Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

- Targets describe the incremental steps to the achievement of the intended outcomes.
- There may be more than one target for an intended outcome.
- To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.
- Literacy and Numeracy targets are mandatory.
- More specific targets or indicators can be added to assist in focusing school improvement.
- Target setting guide: Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012. e.g. Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012.

Indicators

- Indicators demonstrate whether the identified strategies are achieving the intended outcome or target.
- Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to observe or measure, if the strategies are working as expected.
## Funding Codes

<table>
<thead>
<tr>
<th>Colour (taken from the Palette in Word)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Improving Literacy Numeracy National Partnership</td>
</tr>
<tr>
<td>Black</td>
<td>Global Budget</td>
</tr>
<tr>
<td>Green</td>
<td>RAM – Equity Loadings - $123 161</td>
</tr>
<tr>
<td>Purple</td>
<td>Professional Learning</td>
</tr>
<tr>
<td>Orange</td>
<td>Aboriginal Education - $22 986</td>
</tr>
<tr>
<td>Dark Red</td>
<td>Other e.g. $1000 Community Grant</td>
</tr>
</tbody>
</table>