CIS ACCREDITATION

Salisbury East High School

1011

Five Year Report

September 2011

‘Learning Together, Achieving Together’
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**Introduction**

We are proud of the achievements and improvements we have made over the last 5 years guided by the feedback from the CIS visiting teams’ report. Since Salisbury East High School's initial accreditation with the Council of International Schools in 2007, the school has continued to enhance its curriculum, structures and facilities to meet the needs of its students. The Executive Team has decided not to reconvene the original self study teams but instead use the existing meeting and decision making structure to conduct the 5 year review. This has resulted in the DECS (Department of Education and Children’s Services) Improvement & Accountability framework (DIAf) Cycle and Council of International Schools processes aligning and the process being viewed more positively by staff as an integral part of our work, not an ‘add on’.

The last five years have seen a decline in student numbers reflecting the changing local demographic trend predicted by DECS. Salisbury East High School has continued to draw more than its share of (a diminishing number of) students from the neighbouring primary schools who are experiencing a more rapid decline in enrolments. The school continues to have a culturally rich mix of students and an increased percentage of students from Non-English speaking backgrounds, Indigenous and those needing additional learning support.

Since the first report on progress and planning there have been significant external influences on our practices at SEHS. The Global Financial Crisis and change in Federal Government have resulted in initiatives such as *educational revolutions* (the Building Education Revolution & Digital Education Revolution) and the move to nationalise the curriculum. In addition, State Government initiatives such as the introduction of the new SACE (South Australian Certificate of Education) and the introduction of the DECS Student Centred Funding Model and the implementation of the current Enterprise Bargaining agreement have impacted on the delivery of teaching and learning and organisational structures.

The newly formed sub leadership groups of Curriculum and Student Services teams have facilitated innovations in these areas. The Curriculum Leadership Team, composed of the Assistant Principal, Curriculum and the eight Area of Study Coordinators and the Pathways Coordinator, has been able to focus on the recommendations that our curriculum needed to address to meet the needs of all learners. Recruitment of several new talented and committed leaders in key Areas of Study has resulted in a strengthened team which has moved forward with cutting edge innovations and community and industry involvement and recognition in the Northern Adelaide Regions as being pacesetters. The recommendation to rectify an ‘inward looking’ school has been addressed by the participation of all of the Area of Study Coordinators in the NASSSA (Northern Adelaide State Secondary School Alliance) Curriculum Area Team meetings twice a term. The leaders have instigated key partnerships with industry, universities and government departments to enhance curriculum engagement activities.

The Student Services Team, consisting of the Assistant Principal, Student Services, Year level managers, Counsellor, Pathways Coordinator, Christian Pastoral Support Worker, Aboriginal Community Education Transition Officer, Special Education staff and the International Coordinator, has been able to focus on developing and consistently applying systems and processes to support students. These include the acknowledgement of high student achievement and identification and support for those at risk. It is important to note that prior to 2007 this team and many of the positions were not in place; therefore the improvement in
this area is significant. The team worked with the whole staff and student leaders to incorporate the school values into the school culture. Central to this was the creation, refinement and embedding of the Student Development curriculum.

In response to students’ needs and aspirations we broadened our senior school curriculum offerings to ensure there were different pathways available for students aspiring to university entrance, vocational/industry accreditation and employment. The Student Services team has developed complementary programs for those students most at risk including the Flexible Learning Options (FLO) program for non-attenders.

The school focused on improving the quality of professional learning opportunities for the staff. There has been a significant change in attitude and participation in Professional Development. The Executive Leadership Team established the expectation that all teaching staff would attend at least one professional development session for the implementation of the new SACE. Other structural changes included the inclusion of regular whole staff Professional Learning sessions each term, professional development for leaders and the quarantining of Tuesday after school for professional development opportunities for staff.

The Principal, as the Chair of the Building Capacity Group for the Northern Adelaide Region lead the professional development program for the Principals and their executive teams in the northern area. Our Executive Team attends all of these sessions giving all members of the team the opportunity to refine their leadership skills and be exposed to leading national and international speakers.

Professional learning communities were established to trial new strategies in comprehension. Time release time was given for teams of staff to work on curriculum, teaching and learning initiatives. In addition, regular professional development sessions were organised with DECS central office personnel and our own staff for leaders to develop their skills and expertise in relation to performance management and development.

The school embarked on an ambitious asset management plan to bring its physical environment to a more acceptable standard to meet the needs of 21st century learners. Careful financial management and the receipt of a number of substantial grants ensured that the school successfully completed the majority of works. This included refurbishment of Science laboratories, Technology Studies and the Flexible Plan Unit (FPU) and a cosmetic upgrade of the main building classrooms. In 2009 a security fence was installed around the school which has resulted in a significant reduction in vandalism to school property.

In the area of ICT significant progress has been made in terms of the improved provision of resources and infrastructure. DER funding has sped up the process of provision of new computers and the provision of 59 wireless points throughout the school has enabled staff and students access to the internet anywhere within the school.

The digital classroom concept was formulated in 2009 and currently almost all classrooms in the school have been equipped with facilities for data projectors to be used easily by staff. Clickview technology has virtually done away with the need for mobile video or DVD players as classrooms have a big screen, sound system and light exclusion (curtains or blinds) to enable DVDs or videos from the extensive Clickview database to be used.
Laptops in mobile trolleys are now accessible in all classrooms to allow flexibility of use where one, a few or all students might need to use a laptop. Staff have been issued with their choice of Mac or Acer laptops and PD has been made available to staff to assist them to use their laptops in their classes. Even the most luddite staff members have moved into the digital age, some taking small steps, others pushing the limits of what is possible.

An eLearning studio was established for the beginning of 2011 and cutting edge teaching to students on and off site is happening with lessons also being recorded and available for students out of hours. Moodle sites have been developed in all subject areas and the majority of staff have accessed PD (offered on site by our own experts) to bring them up to speed. Students regularly access Moodle off site and communicate with their teachers to seek assistance or clarification with their work on weekends or whenever needed.

The old SEHS online system used for recording student absence and other data (which was ahead of its time and provided features superior to those available to many schools) has been replaced with a DECS compliant system DayMap. Staff have moved easily to the roll marking/timetable functions of Daymap and are currently working through the initial stages of reporting student achievement using this software which has been purchased by all the secondary schools on the Northern Adelaide Region.

We are about to embark on issuing laptops to students to take home on a permanent basis so the digital age is well and truly underway in the classrooms and the teachers’ offices of Salisbury East High School.

We can see the distance travelled since the first CIS report has been enormous when we look back on the myriad of drivers of change in our unique context. We now feel we are well placed to move forward with the information and discussions arising from our current review.
COMPONENT ONE – Looking Back

Special Issues

SPECIAL ISSUE ONE – Curriculum (8-12), Recommendation 2
The school review its curriculum to ensure that an appropriate range of learning experiences is available to all students, particularly those students disengaged from the learning process.

School’s Rating 2008
In Progress

School’s Comment 2008
Area of Study Coordinators are currently evaluating completed program outlines for all 8-10 subjects and working with teaching teams to identify opportunities to embed Higher Order Thinking Skills, to modify assessment processes to feature criterion referenced rubrics and to build in increased opportunities for student negotiation within the learning process. Most area of study teams have completed this task on the program overviews and are currently working with individual teachers to expand the detail in unit plans and assessment plans.

A whole staff professional development day was held in term 2, 2007 to share good practice in relation to embedding higher order thinking skills to all teaching staff. Identified staff with expertise are mentoring others and providing Professional Development material. One of the professional development sessions included in the program was an “Access to Learn” workshop where all staff members accessed the Digital Learning Bank to reinforce HOTS and provide online learning experiences for students.

In addition, our newly established student services team will focus on the early identification of students who are disengaged from the learning processes to ensure that mechanisms are in place to ensure success.

During 2007 the school gained funding for special programs for students disengaged from schooling. FLO (Flexible Learning Options) programs were developed for 12 students in 2007 including individual case management by social workers through an outside agency and a variety of programs to meet their needs. These range from part-time school programs, anger management, vocational pathways, literacy and numeracy. This year 35 students are involved with the program.

In 2008 the vocational education and training curriculum and student development curriculum will be mapped and reviewed to establish whether it meets the needs of learners and industry. In addition the Pathways Coordinator is investigating possible implementation of new Vocational Pathways.

In the Senior school potential SACE (South Australian Certificate of Education) pattern completion checks have been implemented to identify disengaged students and alternative ways to achieve SACE units are being investigated. E.g.: SSABSA Vocational Education and Training, Integrated studies, Community Studies and Community Learning. Students can use their experiences at work and in the community to ‘count’ towards the achievement of their SACE. The Assistant Principal, Curriculum and Pathways Coordinator are attending professional development activities to learn how to administer these conversions.
AOS coordinators have worked with staff to embed HOTS and have modified assessment processes across all areas. The school believes that the inclusion of HOTS will extend all students including those who are disengaged.

Curriculum has been developed and documented to better engage learners across all levels. Achieved by the introduction of greater investigations conducted in Science 8-10, a review of Maths and the introduction of various levels from 8-10 where curriculum has been modified to suit the needs of students.

The school has introduced a number of new subjects into the curriculum. English has introduced Literacy programs and provided a pathway to Year 11 Work Place Literacy. Within the year 10 course students are also now able to choose from a number of courses which use popular culture as a basis for their content. These are very popular with the students as they better meet the needs and interests of the students.

Greater student interaction in Technology through the use of CAD/CAM, providing student support and ability to engage in the research project via an on-line environment and linking with outside agencies such as UniSA.

Cross curricula links in English and Science in programs such as Murder Under The Microscope (MUM) to provide a new dimension to curriculum. A whole school focus on comprehension has seen greater emphasis placed on the explicit teaching of comprehension and has resulted in an increased understanding of content by students. The use of on-line resources provided via Moodle has expanded to options for students to engage with curriculum and access content from home providing a dynamic and interactive learning environment.

The number of students accessing FLO (Flexible Learning Options) programs has increased to 55 students. The Student Support Coordinator has oversite of this program and its participants. Each student receives mentoring and a program tailored to their individual needs.
The school reviews the curriculum to include learning activities and assessment tools specifically designed to develop higher order thinking skills to meet the needs of more able students.

Area of study Coordinators are currently evaluating completed program outlines for all 8-10 subjects and working with teaching teams to identify opportunities to embed Higher Order Thinking Skills (HOTS), to modify assessment processes to feature criterion referenced rubrics and to build in increased opportunities for student negotiation within the learning process. We believe the incorporation of these strategies will be beneficial to all students.

Most areas have completed this task on the program overviews and are currently working with individual teachers to expand the detail in unit plans and assessment plans. Identified staff with expertise are mentoring others and providing Professional Development material. Timelines for completion of this stage of the process are currently under review.

In 2007, the school’s Round Table Assessment strategy has been extended from Year 8 to Year 9. The Year 9 focus was on higher order thinking skills. This has required that all teachers of Year 9 have had to become familiar with higher order thinking skills and set tasks that explicitly allow students to demonstrate their knowledge and application of using higher order thinking skills.

A whole school professional development on HOTS has begun to support implementation with two professional development days dedicated to this in 2007.

AOS leaders have been working with teachers to embed HOTS and modify assessment practices to increase student negotiation. Science have introduced CREST program to increase students working on self directed investigations. Design & Technology have introduced greater use of design and appraise through the use of CAD/CAM and use of Roland Mills and 3D printer. Maths has worked on a scaffolded process to support high level investigations. Programs such as Concepts to Creation (2C), UAV Aviation, have supported this.

The school’s involvement and leadership of the Regional Comprehension initiative will be used to further develop higher order thinking skills.
The school expand the provision of, and encourage increased participation of staff in, quality professional development.

**School’s Rating**  
**2008**  
**In Progress**

The CIS visiting team’s report identified the vital importance of staff professional development involving all staff for internationalising the curriculum, meeting different learning styles, designing student centred curriculum and working in collaborative inter-disciplinary teams as appropriate. In addition feedback from staff ‘table teams’ indicated that staff believed that mechanisms to share good practice amongst staff and to allow time for professional conversations would be more beneficial than the common practice of sending staff to professional development sessions or bringing in ‘experts’ without the necessary follow up and consolidation time.

In 2007 a whole staff professional development needs analysis was undertaken by all staff. This identified staff who were ‘experts’ in areas of curriculum, teaching and learning and those who needed support. At SEHS we are developing a culture of “go to” people who are SEHS staff members who are willing and able to share best practice with other staff members. “Go to” people were utilised on formal whole school professional development days, in a mentoring/coaching capacity and for after school voluntary professional development. Time was allocated for consolidation and application of new learning through traditional meeting times, time release for leaders and area of study teams and mentors available to support teams and leaders. Feedback from staff of this process during 2007 was overwhelmingly positive.

**School’s Rating**  
**2011**  
**Completed**

The Area of Study team meetings all now contain professional development opportunities for staff as documented via Agenda/Minutes. Items included in this forum include the use of rubrics, Moodle, sharing of resources and pedagogy.

In addition, we have significantly changed the culture from one that few staff accessed professional development opportunities to now all staff participating in Professional Development.

**School’s Comment 2011**

Strategies we have implemented to improve this include:

- Establishing the expectation that all staff continue to develop through professional development (eg all staff participating in training in the new SACE).
- Changing the focus for Area of Study team meetings from routine to professional development and sharing of pedagogy.
- The establishment of two Professional Learning Communities to trial and implement new strategies on comprehension. The work of these communities now drives the work of all Professional learning for all staff.
- 2011 – whole staff professional learning activities where staff from different curriculum areas share their practices to the rest of the staff on comprehension.
- Encouragement of staff to participate in projects with DECS, Universities and Industries.
- The establishment of the NASSSA Curriculum Area Team meetings for curriculum area coordinators from the neighbouring schools.
• Regular professional learning opportunities for members of the leadership team to develop skills in identified areas (eg professional development and review).

• Establishment of a professional development team to oversee Professional Development for the school.

• Professional development budget providing funds to cover costs (accommodation, travel and conference fees) of four staff attending the Hawker Brownlow Conference in Melbourne.

• Tuesday evenings quarantined for ‘voluntary’ professional development. Staff have taken responsibility for organising and delivering training. In 2010, (16 staff) participated in ESL in the mainstream, How Language Works (2011, 15 staff) Moodle, ICT training and DayMap. In 2009/2010 Forty staff completed Moodle PD.

A significant driver to this change was the introduction of the new SACE into secondary schools coupled with the expectation clearly articulated to all staff that the executive team expected all staff to participate in one Professional development session on the SACE.

Significant rise in staff PD particularly in New SACE issues such as how to use the new Performance Standards and moderation process.

Quality Professional development is now embedded in the SEHS culture and the nature of this recommendation is that it will always be a priority.
SPECIAL ISSUE FOUR – Student & Community Life 1, Recommendation 1
The school continue to strive to embed its Vision and Values into the school culture to address the level of student disengagement, inconsistencies in teachers’ expectations of students, and lack of respect for teachers shown by some students.

School's Rating 2008
In Progress

School's Comment 2008
This issue was identified by the visiting team for action because they witnessed inconsistencies in students’ behaviour and teachers’ follow up.

As a Leadership Team we spent a considerable amount of time exploring what the issues were and identifying possible strategies for improvement. We believed the key to achieving this outcome was based around four central goals or themes.

1. All forms of communication are guided by our vision and values
2. We work together to inspire each other to realise our full potential.
3. We share a common understanding of behaviour, learning expectations and environments.
4. We work together to support student well-being, behaviour and management.

In 2007 we implemented a series of ceremonies and Newsletter items that celebrated various forms of positive behaviours consistent with our school values such as Achievement Ceremonies once a term and newsletter ‘good news’ stories. We established protocols for staff meetings and leadership meetings using our values. We wish to acknowledge students who demonstrate values such as respect by introducing a values reward system in 2008.

In 2008 and 2009 we plan to revisit our values, and the documents produced by students and staff in 2007 including the student’s work place expectations and code of conduct that clearly outlines behaviours consistent with our values.

Accompanying training for staff began during January 2008 on Student Behaviour Management practices and understanding students with learning needs. The Executive team was very pleased that 28 teaching staff attended this voluntary event conducted in the school holidays. The Student Services Team plans to further explore the development of practices in line with this current educational thinking on restorative practices and to begin implementation with this team.

The Student Services Team has also identified a need to review the Student Behaviour Management Procedures and design an easy to follow flow chat for the use of class room teachers and Year Level Managers.

The Student Services Team and Executive Team will then monitor staff approach to student behaviour management and provide support and professional development when required to ensure consistency of application.

In 2008 the school ensured that start of the year and induction procedures included activities designed to develop ownership of our vision and values. We have named the year of 2008 the SEHS year of diligence so that we could concentrate on this behaviour.

School's Rating 2011
In progress

School's Comment 2011
In 2008 the position of Assistant Principal - Student Wellbeing was specifically created to address the lack of whole school leadership in this area. Prior to 2008
the Student Services Team did not exist and the Year Level Coordinators operated independently, with minimal collaboration. This position was described to address the need for continuity and consistency with regards to Student Behaviour Management. In order to achieve this, the Student Services Team was formed. The Student Services Team is comprised of:

- the five Year Level Coordinators
- the Student Counsellor (now called the Student Support Coordinator),
- the Pathways Coordinator (career counselling)
- the Special Education teacher
- the Aboriginal Education Teacher
- the Languages / ESL Coordinator
- the teacher who manages the Student Mentor programme

The Student Services Team has worked consistently, since its inception, to embed the school values (RESPECT, RESPONSIBILITY, DILIGENCE, INTEGRITY and PRIDE) into our practice and to make them central to all our interactions with students.

In 2008 it was essential to first establish common understandings around the deeper meanings of our school values and what these might look like in practice. During Student Development time, students engaged in activities to describe “What we would see students doing if they were demonstrating RESPECT”. They repeated this for each of the values and then also for the expected behaviours of teachers. Staff and Governing Council members were also engaged in a similar activity. The results of this have been used to inform our practice.

Our original intention was to use this information to develop a SEHS Code of Conduct that would encompass the expectations for all members of our school community: students, staff and visitors to our site. However, this is yet to eventuate and is planned for future action.

However, the outcomes of this activity have been used in the following ways:

We ensure that all students and staff are familiar with the school values. The school values are clearly displayed in all classrooms and within the student diary. Our school values are a focus from the very first induction day for new Year 8 students: during the 7/8 Transition Day teachers spend time discussing the values with students and what these values mean in practice. On the first day of school, all Home Group teachers again discuss the school values, and their resultant observable behaviours, with students across all year levels.

Our school values underpin all our behaviour management decisions and the resultant consequences for non-compliance. The school values are clearly published on all forms that are related to student behaviour. This includes:

- Daily Lesson Checks
- Focus Room reflection forms
- Suspension Notification forms / letters

The Student Services Team has spent time ensuring that the way in which we deal with students is consistent and follows well understood guidelines. The team began
this process in 2009 by determining our ‘SOPs’ (Standard Operating Procedures). During 2010, this was further developed and resulted in the publication of a brochure detailing the types of inappropriate behaviours and the possible range of consequences. Subsequently, this has been published to all new Year 8 enrolments for 2011 and to any other new enrolments during this year. To ensure staff became familiar with it, it was published in the staff handbook and was brought to the attention of all staff during the initial induction days at the beginning of the year. During 2011 this has now evolved into our new School Discipline Policy.

Within the Student Services Team we ensure that we model respectful behaviour when interacting with students and provide them with the opportunity to “have their say”. Students are always interviewed before decisions are made about appropriate consequences and provided with the opportunity to influence the decision about these consequences. Year Level Coordinators try to help students understand the school value they have violated and the resultant outcomes, both to themselves and to others.

In order to help develop reciprocal respect for students within our teachers, we began the 2010 school year with some professional development around the qualities of inspiring teachers. We began the session by asking teachers to reflect on their own teachers and to identify the qualities that had distinguished those teachers that they found inspiring. In groups teachers also brainstormed how they can provide for adolescents’ needs: to be cared for, to be valued, to know their life has meaning and purpose. The results of these activities were summarised and published. Teachers were asked to consider how they can BE the inspirational teacher and how they can meet the needs of their students. This year there were a record number of teachers nominated by their students for the Teaching Excellence Awards: 22 teachers received this nomination.

Anecdotal evidence from staff that have been at the SEHS for a number of years has confirmed that the general atmosphere of the school has become more ‘settled’ in recent years. Focus Room data supports this anecdotal evidence. Data gathered from the online system over the years 2006 to 2010 shows a marked decrease in the number of students sent to the Focus Room each term. While there are a number of factors that have contributed to this, the Student Services Team believes that the primary reason is the increased mutual respect that exists between teachers and students.
Sections A-G: Current Ratings and Comments

SECTION A: PHILOSOPHY AND OBJECTIVES

Recommendation 1: The Principal and Governing Council continue to explore means to ensure greater involvement by parents in the life of the school.

School's Rating 2008: In Progress

School's Comment 2008: The Governing Council and Executive Leadership Team have explored and implemented a number of strategies to improve the involvement of parents in the life of the school. The first being face-to-face parent surveys of parents attending interview night. Members of the Governing Council interviewed parents/caregivers to find out how they would like to be involved in the life of the school and what information they would like. The results were that many believed that existing parent interview nights were useful and would like to access further information regarding student well-being. Information stations are now a regular feature of any parent evening where students and caregivers can access information regarding student well-being matters. For example, safe partying and anti-harassment procedures.

A regular newsletter item from the Chair person of the Governing Council was also instigated.

A Governance Training session was held to look at potential recruiting and to more adequately prepare members of the Governing Council members for their role. This was a worthwhile event attracting a couple of new members.

A meeting with Aboriginal parents was held to gauge information required and interest in school participation. This established that this group of parents required a less formal and more interactive meeting time at key points in the year. For example, a special subject counselling information discussion was held in term 3.

School's Rating 2011: Completed

School's Comment 2011: The Governing Council has implemented a number of strategies to encourage greater involvement by parents in the life of the school. This is a common agenda item at Governing Council, who take every opportunity to try new ways to involve parents in decision making and the life of the school. The Governing Council have come to the conclusion that parents want different levels of involvement with the school ranging from dealing with the issues faced by their sons/daughters, input into decision making to being Governing Council members.

It is now common practice to:
- Conduct a face-to-face survey of parents attending interview night (at least once per year) to gauge parent view points. An example is the uniform survey conducted in September 2010.
- Parent Interview Night conducted on a structurally less formal basis with no appointment times to allow easier access to staff by parents.
- Year 8 New Parent Interviews in place of a more traditional 'information evening' where parents and their children can discuss information about the school.
school and their child on a more informal and personal basis.

- Interpreters are organised by the LOTE/ESL/International Coordinator for families for school events such as Meet the Teacher, Parent Interview Night and Course Counselling and Round Table Assessment.
- Parents attend Course Counselling Day/Round Table Day with their child (previously no parent contact).
- Targeted communication with parents of Aboriginal students to ensure accurate information and encourage attendance at school events.
- Annual perception surveys are completed by parents.
- An annual Year 8 Meet the Teacher night conducted at the beginning of the school year.

In 2011, all positions for Governing Council were filled indicating an increased interest in participating on the Council.

Due to the nature of this recommendation this will be an on-going issue for the Governing Council at SEHS as its role is to provide Governance on whole school direction and policy. The Governing Council will always strive to gauge the opinions of its parent community.

**Recommendation 2:** The Principal and staff further develop procedures to determine the degree of success in putting the Vision, Priorities and Values into practice.

**School's Rating 2008**
Postponed

**School’s Comment 2008**
During 2009 the school will explore mechanisms through which they can determine the degree of success in putting the vision priorities and values into practice. The priorities’ (strategic directions) success is measured on an annual basis through the collection of statistical and perception data however the school acknowledges the fact that there is no means to determine the degree of success in putting the vision and values into practice.

The Executive Team have considered this recommendation and believe the most likely way they will measure the success will be through surveys of parents, staff and students.

**School's Rating 2011**
In Progress

**School’s Comment 2011**
Whilst the annual quality improvement cycle undertaken by SEHS provides perception data and statistical data (e.g. attendance, achievement, destination) there are no specific data around the school values.

The Executive Team are using the implementation of the new software program for student reporting (Daymap) as an opportunity to include an assessment on school values. The staff will then be able to assess and report on the students’ attainment of school values and some conclusions drawn from the ‘raw data’. The Daymap reporting system will be used for the first time in September 2011.
The Governing Council and Executive Team would like to review the existing school vision and values in 2011 with the SEHS community. When the consultation process is finalised the teams will determine how the perception survey will be conducted.

**Recommendation 3:** The Principal and staff develop an ongoing process of promoting and explaining the Vision, Priorities and Values throughout the community, to include the orientation of all new students and staff.

**School's Rating 2008**

**School’s Comment 2008**

2008 start of year & induction procedures for staff and students include activities designed to develop ownership of vision and values. Orientation process for all new students includes a briefing on the vision, priorities and values. These have been included in staff (staff handbook) and student information.

During 2007 SEHS Governing Council approved a new enrolment policy (that includes verification that the vision and values have been explained) with plans in 2008 to create an induction policy and procedure.

**School’s Rating 2011**

**School’s Comment 2011**

From the beginning of 2008 the start of year procedures and induction procedures for staff and students include activities designed to develop ownership of vision and values. Orientation process for all new staff members includes a briefing on the vision, priorities and values. These have been included in staff (Staff Handbook) and student information.

At the first Governing Council meeting every year, the Principal explains the Role of the Governing Council, the Code of Conduct and the school vision and values. A copy of the constitution is provided to all members.

A review of the school priorities was undertaken by the school Executive Team in 2009. The feedback from staff in particular was that there were too many directions and priorities and the staff could not clearly articulate the school priorities. As a result a new Site Improvement Plan graphic ‘Mercedes Model’ summarises the school priorities and includes the strategies of the CIS plans, state (DECS), region (Northern Adelaide Region) and Federal priorities. The vision, values and priorities of the school are promoted at every public forum including: Open Night, school assemblies, meetings and at the beginning of the year staff conference.

During 2011, the SEHS Governing Council approved a new enrolment policy that includes verification that the vision and values have been explained to new students.

School procedures and practices are being refined to include a reference to the school’s values. An example of this is the Student Behaviour Management policy and the associated paperwork.
Recommendation 4: The Principal and staff expand the range of opportunities for school community engagement in inter-cultural and international experiences.

School's Rating 2008
School's Comment 2008

Planned for the Future.

The Leadership Team has identified the key responsibilities for the implementation of this recommendation rests with the International Coordinator and the Student Services/ Well-Being Assistant Principal. We anticipate that work will begin on this recommendation from June 2008.

School's Rating 2011
School's Comment 2011

In Progress

In 2008, the new Assistant Principal for Student Well-Being and the International Coordinator instigated a number of inter-cultural and international experiences. These included:

- Harmony Day celebrations and activities included in the Student Well-Being (pastoral care) curriculum.
- International cultural days included in the school diary.
- Sister school agreements with Chinese and Indonesian schools.
- Increased number of international students.
- Hosting international visitors from China, Indonesia and Japan.
- Recognition and celebration of Aboriginal culture included in international days e.g. Harmony Day and Reconciliation week.
Recommendation 1: The school completes a detailed school curriculum scope and sequence statement for Years 8 to 10.

School's Rating 2008: Completed

School's Comment 2008: During 2007 the Curriculum Leadership Team and teaching staff did a great deal of work to ensure that a document was prepared which clearly articulates the skills, knowledge, learning experiences planned at SEHS as students progress from Year 8 to Year 12.

The first stage of the process was that the curriculum leaders asked for all staff in their team to submit their programs so that they could provide a curriculum scope and sequence statement for their area of study.

This process highlighted two important issues. Firstly that many staff were not confident in programming using the SACSA framework and secondly that there were inconsistencies between what was taught between staff members of the same subject area.

After consultation with staff the Curriculum Leadership Team decided that it was important to develop a ‘common curriculum’. This information was captured in a ‘curriculum overview’ and work began on the establishment of common unit plans and assessment plans that would be prepared for each subject area and used by all teachers who taught the subject. This would assist consistency in teaching and learning and would allow teachers to adapt the common unit plans to meet the needs of all students.

Area of study Coordinators were released from teaching duties and attended a planning day where they reached common understandings about what was required and the format to be used. The Assistant Principal for Curriculum, The Teaching and Learning Coordinator & The Project Officer (new 12 month positions for 2007) met with the Coordinators during the planning day and subsequent meeting times to ensure that the Coordinators were ‘skilled’ to lead their teams in curriculum development and documentation using the SACSA outline and to meet our CIS recommendations.

This document took a number of forms until the Curriculum Leadership Team agreed on a common format for the curriculum overviews. Once completed the Curriculum Leadership Team went through a process of identifying gaps in the curriculum, opportunities for vertical curriculum units and checks for sequencing.

Subsequent release days for Area of Study teams and key staff members and professional development days were dedicated to providing time and expertise for staff.

Program outlines for each semester’s courses in all learning areas of the curriculum in Years 8-10 have been completed and posted to the school intranet. Coordinators are currently working with learning area teams to assess scope sequencing and to modify programs accordingly. The Executive Leadership Team is evaluating completed programs to ensure scope and sequence and SACSA outcomes are satisfactory.
By the end of 2008 all overviews, unit and assessment plans will be stored on the school’s intranet and hyperlinked to provide more efficient access by staff.

An ongoing task will be to hyperlink resource materials and web-links and to ensure documentation is kept up-to-date.

School’s Rating
2011
Completed

School’s Comment 2011
This has been completed in 2009, however there has been changes implemented across AOS in accordance to new, emerging curriculum. We are involved in the Advanced Technology School Industry Pathway Program and are developing new curriculum which links year 8-10 Science, Maths and Technology. Maths, Science, English and SOSE are working through the re-writing of curriculum to match the Australian National Curriculum. All documentation is organised on our school Curriculum Moodle site, along with unit plans and resources.

Recommendation 2: SPECIAL ISSUE ONE
The school review its curriculum to ensure that an appropriate range of learning experiences is available to all students, particularly those students disengaged from the learning process.

See Special Issue Section Page 6

Recommendation 3: The school carefully plans the inclusion of improvement strategies into all AOS units, as appropriate.

School’s Rating
2008
In Progress

School’s Comment 2008
CIS (5 year) Area of study action plans have been completed for all 8 learning areas and Coordinators are currently working with teams to ensure that SACSA outcomes are met, that HOTS are explicitly taught, that negotiated learning and assessment modes are intrinsic, that ICT skill development features for both staff and students and that multicultural perspectives are embedded.

Area of Study and school wide Professional Development was undertaken by all teaching staff regarding the implementation of higher order thinking skills into the curriculum and area of study teams are trialling the revised overviews, units and assessment plans.

In addition, the new performance management and development system and alignment of CIS standards to leadership roles will assist in ensuring that leaders are supported and accountable to reach the negotiated outcomes.

All AOS Coordinators in consultation with their teams are preparing one year operational plans to ensure successful completion of CIS recommendations.

School’s Rating
2011
Completed

School’s Comment 2011
Annual AOS Action Plans documented in collaboration with teachers. Plans are reviewed and modified in line with school needs and reflect the analysis of achievement data
Assessment plans/learning programs are continually audited across all areas, to ensure the continual improvement cycle and review is common place. Performance Management reviews of teachers provide opportunity to review individual teachers’ assessment plans and pedagogy.

**Recommendation 4:** The school considers the systematic, school-wide use of criterion-based assessments.

**School’s Rating 2008**

**School’s Comment 2008**

Currently all students receive assessment plans which list each piece of summative assessments to be used in each unit. The feedback from the CIS visit indicated that students generally seem unclear about what to do with the plans.

During 2007 AOS teams began working on unit plans to provide common curriculum for all subject areas. During 2007 the Science AOS team lead the exploration of Criterion based assessments rubrics and it is proposed that rubrics will be implemented across all areas of study. The expectation is that in 2008 AOS will work on the accompanying Assessment Plans.

In 2008 a review of assessment practices will be undertaken including the exploration of using criterion based rubrics as a tool for organising and managing rubrics. For example, the English teachers use rubrics that were used in the National LaN tests (Literacy and Numeracy) tests. Professional development occurred in many of the area of study teams in relation to using rubrics in 2007 and we plan to extend the model of using ‘go to people’ in the school to share best practice and mentor other staff members.

All units must feature a range of authentic assessment modes (tests, product/project, process, criterion-referenced, conferencing) and staff are being supported to use assessment rubrics as a tool for organising and managing assessment, for providing explicit criteria for students and for being inclusive in the range of assessment criteria and the way it is written/communicated.

The Assistant Principal, Curriculum and Pathways Coordinator are focusing on Assessment Tasks Set to include explicit assessment criteria. Workshops for Curriculum Leaders and Staff are planned utilising the skills of our SSABSA (Senior Secondary Assessment Board of South Australia) Field Officer.

**School’s Rating 2011**

**School’s Comment 2011**

AOS have been briefed on criteria-based rubrics and performance standards. PD has been provided to all AOS coordinators on electronic tools to assist with the development of rubrics, these links are available on our curriculum Moodle site.

Examples of assessment tools and rubrics are shared via Moodle to all teachers.

This issue needs to be continually progressed to ensure it becomes common place across all subjects and all classes. Although extensive examples exist across all AOS, more is needed to ensure it becomes common place across all classes.
Recommendation 5:
The school applies its student management practices more consistently across the school.

School's Rating 2008
Planned for the Future

School's Comment 2008
In 2008 the executive Leadership Team and the student support team will review its student management practices and explore ways to ensure consistency across the school. We have introduced a meeting of the year level leaders to our meeting structure.

School's Rating 2011
Completed

School's Comment 2011
In 2008 the newly created position of Assistant Principal – Student Wellbeing began. This position was described to address the need for continuity and consistency with regards to Student Behaviour Management. In order to achieve this, the Student Services Team was formed. The Student Services Team is comprised of:

- the five Year Level Coordinators,
- the Student Counsellor (now called the Student Support Coordinator),
- the Pathways Coordinator (career counsellor)
- the Special Education teacher
- the Aboriginal Education Teacher
- the Languages / ESL Coordinator
- the teacher who manages the Student Mentor programme

Prior to 2008 the Student Services Team did not exist and the Year Level Coordinators operated independently, with minimal collaboration. One of the first roles of the team was to establish and document standard procedures for, such things as, external suspensions. The Assistant Principal – Student Wellbeing established SBM folders for each Year Level Coordinator to ensure that all accompanying documentation is standardised and well understood. The Student Services Team even worked together on establishing standard language for communicating suspensions to parents.

In addition, the Student Services Team developed a communication form for teachers to report incidences of inappropriate student behaviour to Year Level Coordinators. These forms are designed to assist teachers with the identification of unacceptable behaviours, via the provision of a checklist of possibilities. The form also provides an opportunity for teachers to describe their follow up and, again, describes a range of recommended possibilities.

Our school values (RESPECT, RESPONSIBILITY, DILIGENCE, INTEGRITY and PRIDE) underpin all our behaviour management decisions and the resultant consequences for non-compliance. The school values are clearly published on all forms that are related to student behaviour. This includes:

- Daily Lesson Checks
- Focus Room reflection forms
- Suspension Notification forms / letters

The Student Services Team has spent time ensuring that the way in which we deal with students is consistent and follows well understood guidelines. The team began this process in 2009 by determining our ‘SOPs’ (Standard Operating Procedures). During 2010, this was further developed and resulted in the publication of a brochure detailing the types of inappropriate behaviours and the possible range of
consequences. Subsequently, this has been published to all new Year 8 enrolments for 2011 and to any other new enrolments during this year. To ensure staff became familiar with it, it was published in the staff handbook and was brought to the attention of all staff during the initial induction days at the beginning of the year. During 2011 this has now evolved into our new School Discipline Policy.

The team has also spent time engaged in professional development together on Restorative Practices. This has helped ensure that the manner in which we deal with students is fair and consistent. Within the Student Services Team we ensure that we model respectful behaviour when interacting with students and provide them with the opportunity to “have their say”. Students are always interviewed before decisions are made about appropriate consequences and provided with the opportunity to influence the decision about these consequences. Year Level Coordinators try to help students understand the school value they have violated and the resultant outcomes, both to themselves and to others.

In order to help develop reciprocal respect for students within our teachers, we began the 2010 school year with some professional development around the qualities of inspiring teachers. We began the session by asking teachers to reflect on their own teachers and to identify the qualities that had distinguished those teachers that they found inspiring. In groups teachers also brainstormed how they can provide for adolescents’ needs: to be cared for, to be valued, to know their life has meaning and purpose. The results of these activities were summarised and published. Teachers were asked to consider how they can BE the inspirational teacher and how they can meet the needs of their students. This year there were a record number of teachers nominated by their students for the Teaching Excellence Awards: 22 teachers received this nomination.

Anecdotal evidence from staff who have been at the SEHS for a number of years has confirmed that the general atmosphere of the school has become more ‘settled’ in recent years. Focus Room data supports this anecdotal evidence. Data gathered from the online system over the years 2006 to 2010 shows a marked decrease in the number of students sent to the Focus Room each term. While there are a number of factors that have contributed to this, the Student Services Team believes that the primary reason is the increased mutual respect that exists between teachers and students.

Recommendation 6: The school actively encourages the use of ICT by staff and students.

School’s Rating 2008: In Progress

School’s Comment 2008:
The 2007 Project Officer for CIS has identified desired staff competencies and completed a school wide survey of staff ICT skill levels in a range of software applications that we would expect to see used in teaching and learning programs. Data has been collated and evaluated and recommendations for staff Professional Development and technical support are currently being formulated. Expertise in staff has been identified and some staff are running ongoing ICT workshop sessions for staff and in the use of a range of software. For example our arts coordinator is now trained as an ICT coach and is running a range of ICT based courses at our school for our staff and staff from other schools. We have seen an introduction of the use
of online resources and learning technologies as a direct result of the Professional Development of staff.

All AOS Coordinators are currently uploading their programming documentation to the school’s intranet to create and expand the electronic resources available to our staff and to provide a forum for sharing good practice. Unit plan documentation now features explicit reference to ICT software applications in presentation modes for assessment. Opportunities for students to negotiate the form of ICT presentation they are to use.

In 2007 the school began the development of a new multi-media suite by securing resources from our department (DECS) that were no longer being used and the conversion of an under utilised teaching space.

In addition an ICT planning group has been established to ensure that ICT remains on the agenda as a key tool to improve the quality of teaching and learning. This team will meet twice per term as per the meeting calendar.

### School’s Rating 2011

**School’s Comment 2011**

Staff have had extensive opportunities to access PD in Moodle throughout 2010 and 2011. All teachers of senior classes have been encouraged to document and utilise Moodle as a teaching resource. Moodle course are used for the delivery of PLP and Research Project, and at this point most year 12 classes have access to on-line resources.

Explicit reference ICT competencies in programs/Assessment Plans needs to be included. Curriculum group are currently exploring specific competencies that can be covered across specific subjects.

Staff have had access to quality PD web2 technology and all staff have own laptops and data projectors in all teaching areas. Several teachers have access to interactive boards.

### Recommendation 7:

**SPECIAL ISSUE TWO**

The school reviews the curriculum to include learning activities and assessment tools specifically designed to develop higher order thinking skills to meet the needs of more able students.

See Special Issue Section Page 8
SECTION B: CURRICULUM
CURRICULUM (HORIZONTAL)

Recommendation 1: The school continue to develop comprehensive curriculum documentation which is articulated vertically and horizontally to ensure a consistent approach to teaching, learning and assessment within and across Year Levels and Areas of Study.

School’s Rating 2008
In progress.

School’s Comment 2008
In 2007 Semester Program outlines for courses in all learning areas of the curriculum in Years 8-10 have been completed and posted to the school intranet. Coordinators are currently working with their teams to assess scope sequencing and modify programs accordingly.

Coordinators have also utilised release time to cross-reference progress and identify scope and sequencing from a cross-curricular perspective. The Curriculum AP will evaluate completed programs to ensure scope and sequence and SACSA outcomes are satisfactorily addressed.

Common programming and assessment scaffolds have been generated and generation of detailed curriculum materials is being consistently documented using master documents and are hyperlinked to subsidiary materials. Curriculum areas are now further expanding program scaffolding to include hyper linking to unit and assessment plans and resource materials to facilitate consistency in teaching and assessment practices.

School’s Rating 2011
Completed

School’s Comment 2011
All AOS coords have completed or are in process of reviewing these and re-writing the Vertical & Horizontal documentation in line with external factors (ACARA and NEW SACE) and the need to keep up with current industry needs. This has been documented on Curriculum Moodle site. Moodle sites outlining content and resources for unit of work are developed. Each AOS has documented extensive examples of unit plans for teachers.

Due to consistent improvement cycle, all curriculum is constantly re-written in line with student and industry needs.

Recommendation 2: The school encourage staff to become involved in innovative curriculum projects designed to meet students’ individual learning needs.

School’s Rating 2008
In progress

School’s Comment 2008
In 2007 Coordinators report that teams are accessing a wider range of support materials and avenues than in previous times. For example,

- The English team are using the NSW Quality Teacher website to identify, download, promote and circulate best practice ideas and units of work.
- Health and Personal Development staff are reviewing, evaluating and updating the site’s resource materials and new online resources which are being specifically referenced and hyperlinked in curriculum documentation process. They have rewritten Health Units and embedded the Child Protection curriculum.
- In the Arts, ICT emergent technologies workshops being run for faculty members
to update their skills and embed more software applications into teaching and learning to enhance student engagement. Also budgeting for expanded multi-media suite. Teachers working with mentor to review content of units and feature more opportunities for students to engage in authentic, relevant learning.

- Students involved in community functions e.g. music functions and exhibitions.
- Development of school promotional material by students.
- The Technology team are updating teaching practices to include greater student negotiation, more explicit and transparent assessment criteria that focus on both product and process and greater and more expansive use of HOTS. Staff are networking with other district sites to share best practice and innovation in project design.
- Exploration of new Vocational Education and Training pathways to be offered at the school including: Certificate 2 in Music Industry Foundation, Multi-media and Sport and Recreation.

In 2008 area of study Coordinators plan to further utilise DECS (Department of Education and Children Services) personnel, industry and community resources to enhance curriculum and community service opportunities for students.

**School’s Rating 2011**

In Progress

**School’s Comment 2011**

Maths/Science involvement in Science/Maths innovation project has developed links to industry and new units of work. Involved in Advanced Technology project to develop units around sustainable energy and electro-technology where cross curriculum links are been developed across Maths, Science and Technology. Specialist classes – Literacy program at year 8 and a Literacy in the workplace at year 10 and 11 to meet the SACE literacy needs. Numeracy classes at year 10 and 11 to enable students to meet the SACE requirements and other maths pathways such as Pathways, Numeracy for Work and Community Life, Mechanical Mathematics that incorporate Community links / Uni links in Science - CSIRO, CREST and support for Research Project. The Arts are involved in external exhibitions and the RAA competition, Music and Dance performances link in with external presentations such as Come Out.

Comprehension strategy to support the development of student comprehension and vocabulary through the development of Teacher Learning Communities

**Recommendation 3:** SPECIAL ISSUE THREE

The school expand the provision of, and encourage increased participation of staff in, quality professional development.

See Special Issue Section Page 9

**Recommendation 4:**

The school continue to document the curriculum.

**School’s Rating 2008**

In Progress
A comprehensive curriculum mapping and review process is currently underway. Program outlines for all areas of study and all subjects delivered have been generated using common formatting and have subsequently been audited. Updated program overviews for all AOS 8-10 have been posted on the school intranet (J drive). Some AOS have commenced hyper-linking the more detailed curriculum documentation to the overview scaffolds.

AOS are generating consistently formatted unit plans and assessment plans (rubrics). Most AOS are also in the process of scanning, aligning and hyper linking resource materials such as worksheets, rubrics, tests to the unit and assessment plans.

All AOS will be able to distribute consistently formatted, explicit program overviews, unit plans and assessment material to students and the wider school community in 2008.

School’s Rating 2011
Completed

School’s Comment 2011
Programs from Yrs 8 to 10 are documented and published on Moodle. AOS teams conduct structured review of curriculum units. AOS overviews, units or work and assessment plans are completed and are constantly been reviewed. These are also organised on Moodle and shared.

SACE teachers have submitted teaching and learning plans, which are collated and filed by the SACE Coordinator.

Due to the nature of this recommendation this will continue to be a priority.

Recommendation 5: The school clearly define and regularly communicate all reporting structures, staff roles and responsibilities.

School’s Rating 2008
In Progress

School’s Comment 2008
In 2007 the Principal and the executive Leadership Team consulted widely with staff to review the current leadership structure. Staff table teams were asked to review the existing leadership structure and consider whether leadership roles reflected CIS recommendations and the Site Learning Plan. Given that 50% of the Leadership Team’s tenure was ending, this was an opportunity for staff to consider changes in roles and responsibilities.

The staff agreed to maintain the ‘flattened’ leadership structure of four Assistant Principals’ signalling equal importance to all portfolio areas. The four identified key portfolio areas for improvement being: personnel, information and communication, curriculum and the inclusion of student well-being.

Curriculum Leaders’ roles remained the same with each undertaking a curriculum area responsibility in addition to a whole school project. E.g. Maths curriculum and Numeracy. Year Level Managers were asked to lead the social and emotional development of their year level.

Each Leadership Team member has clearly documented roles and responsibilities which are updated and published at the beginning of each term.

In addition, the ancillary roles were renegotiated to reflect CIS recommendations.
and the school’s vision.

**School’s Rating**

**2011**

**School’s Comment 2011**

In Progress

Ongoing curriculum documentation and review is occurring, Leadership by AP curriculum is provided with regular meetings held and minutes and agendas recorded and used to progress change.

Reporting structures and policies are under review and AOS JP’s reflect the standards.

**Recommendation 6:**

The Leadership Team provide teaching staff with appropriate collaborative planning opportunities.

**School’s Rating**

**2008**

**School’s Comment 2008**

Completed

The Leadership Team has implemented a number of strategies to allow teaching staff with appropriate collaborative planning opportunities. Firstly, the after school meeting structure has been amended to include teams to meet in their main teaching area and their secondary teaching area. Secondly, the focus of these meetings has now changed from essentially operational or school routine business to curriculum development and a focus on teaching and learning. The third strategy was to ensure that all area of study teams were allowed release time to meet in whole teams and small teams to develop various aspects of the curriculum. An indication of this success was when staff voted that they would like to continue this practice by providing a financial allocation in the 2008 budget.

**School’s Rating**

**2011**

**School’s Comment 2011**

Completed

Extended AOS meetings to meet the needs of PD and development

Extra meeting scheduled per term for school based focus eg comprehension

Release time has been provided across all teaching areas to support staff in New SACE such as Personal Learning Plan (PLP) & Research Project. Teams have been released to work on projects, eg, Advanced Technology Industry Pathway (ATIP), Research Project, PLP, AOS teams worked on new SACE performance standards, eLearning release time to work with outside experts on site.

Teachers are provided TRT release to work together on joint projects, this is negotiated with AOS Coordinators and Leadership Team.
Recommendation 1: The D and T staff develop more relevant and modern design tasks, particularly in Computer Aided Design, to further engage the students and enhance their learning.

School’s Rating 2008
In Progress

School’s Comment 2008
Current design tasks in Yrs 8-9 have been audited and units of work have been updated to feature greater student negotiation in the form products take and greater emphasis on the design process as a whole. The design process will be taught consistently by all Technology teachers across middle school, following the standard SSABSA format. Assessment marks schemes will include the design component which will be documented in the assessment plans and rubrics. A closer link between CAD and the construction areas has become a focus in the CAD course documentation.

School’s Rating 2011
In Progress

School’s Comment 2011
The newly appointed Electronics teacher has attended extensive training in Pro Engineer and will act as the trainer for the remaining staff. Further training is planned with Intellecta Technologies.

The Area of Study team has decided to use this software as a vehicle to teach CAD to all Year 8 and 9 technology students. The Year 10-12 students will continue in Pro Desktop as they finish off their courses.

The Technology AOS team have began the lengthy task of incorporating the Roland Mills into the Year 8-11 CAD courses and introducing product "theory, design, make" using the 3D printer and Roland Mills.

A number of mini projects using the newly purchased 3D printer have been trialled. These include assembling a range of project examples, and getting some students to make simple designs, send the cutting instructions through a computer and create a 3D print project.

Recommendation 2: The D and T staff introduce some design projects in Years 8 and 9 that have more open ended outcomes in a variety of materials, including the production of mock ups and models.

School’s Rating 2008
In Progress

School’s Comment 2008
Staff have began some work on upgrading the Yr 9 design tasks to include specific opportunities to negotiate the form of the final product and with a greater emphasis on the design process being documented and assessed. The Design tasks completed reflect student directed learning and meet SACSA outcomes. Trialling of new negotiated learning programs will begin in 2008.

Materials constraints will apply to keep project costs within budget.

School’s Rating 2011
In Progress
School's Comment 2011

The new Trade Training Centre funded by the Federal Governments Trade Training Centre Grant was completed in March, 2011. During the construction phase of the project the technical studies curriculum was delivered in three upgraded transportable buildings using essentially hand tools. During this time the team introduced Year 10 Outdoor Construction this allowed students opportunity to design and implement projects around the school.

With the new Trade Training Centre (TTC) and introduction of Electro-Technology discussions have been on-going with the Maths and Science team regarding cross-curricula courses eg. Concept 2 Creation (C2C) and the Industries Pathway’s Project (IPP) in advanced manufacturing. The teams plan to link Science, Maths and Technology and trial some units and projects of work. This is an on-going curriculum development which holds much interest for the staff and students across the three areas of study. Both the C2C and the IPP are based on the inquiry model of delivery thereby ensuring a more open ended approach to the production of projects.

The Technology team decided that Year 8 Technology Studies students will continue with five weeks rotations in each Technology area therefore embracing electro tech and CAD design project. In Year 9, 2012, the team plans to exam some composite projects or perhaps moving our students across the workshops between teachers to facilitate the Electro tech and CAD design components.

The Technology team is currently exploring the possibilities of flexible teaching/learning options of moving students between subjects instead of lock step rotations as they have traditionally run.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>The D and T staff investigates ways of relieving the congestion in the Wood workshop.</th>
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<tbody>
<tr>
<td>School's Rating 2008</td>
<td>Planned</td>
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<tr>
<td>School's Comment 2008</td>
<td>The timetabling process has included input from the Tech Coordinator. This consultation has ensured access to workshop areas is feasible and the original problem should not occur. The team will investigate design layout of the workshop and implement solutions in 2008.</td>
</tr>
</tbody>
</table>

School's Rating 2011

Completed

School's Comment 2011

The re-developed TTC building has had its northern wall moved 4 metres out to expand the wood/metal workshops work space significantly. This has allowed the Technology Area of Study Team to introduce more machinery in woodwork (linishall sander, bobbin sander, second bandsaw, second drill press, thermoformer, oven, compound mitre saw and compactus). The 4x Hercus metal lathes have been moved out wider and a fourth MIG welder has been installed to the bay of welders.

The TTC building also houses a new CAD/CAM room which has 20 computers and new 3x Roland Mills. These options will allow the school to expand the curriculum offerings and projects taught. The old Plastics workshop has gone, replaced by a new Electronics workshop larger than the old room size. We have also purchased a broad range of portable drills, compound saw, air tools and drop saw. These extra fixed and portable machines will allow us to expand our course offerings and the
depth of practical course work we offer.

Examine flexible timetabling/movement of class or individuals across IT(CAD)/Electro/Wood-Metal rooms for more individual project design.

Our workshops have expanded in size significantly, approx. 20%. We now have a third computer room (CAD/CAM room), and another workshop, the Electronics room (with a projected 15 computers). Together with the C30/C31 computer rooms, we now have access to four rooms with computers and three enlarged workshops.

<table>
<thead>
<tr>
<th>Recommendation 4:</th>
<th>The D and T staff investigate ways of accessing computer aided manufacturing equipment to augment and expand the current Computer Aided Design courses.</th>
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<tbody>
<tr>
<td>School’s Rating</td>
<td>Postponed</td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>School’s Comment</td>
<td>Feasibility has been assessed and finance availability remains a problem for acquiring CAM equipment at the school. The Coordinator has yet to investigate ways that students can access community or industry resources in this area.</td>
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<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>School’s Rating</td>
<td>In Progress</td>
</tr>
<tr>
<td>2011</td>
<td></td>
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<tr>
<td>School’s Comment</td>
<td>New ‘Pro Engineer’ CAD software has been installed across the computer network which allows the school to expand the CAD drawing course offerings in wood/metal. Students will be able to move from wood/metal workshops into the CAD/CAM room to use the computers to fine tune drawings ready for practical work in the workshops. The Technology Area Of Study are keen to introduce new curriculum initiatives such as C2C and CREST which will further utilise the new equipment. The team has begun their staged plan to introduce Electronics courses in 2011 with Year 8/9s in 2011, and Year 10s in 2012, Years 11/12s in 2013, this will open up some exciting course offerings in the future.</td>
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<tr>
<td>2011</td>
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These new drawing/milling CNC machines are expensive to buy (almost $80,000), and offer SEHS teachers and students a whole new range of 'drawing to making projects' and course work into the future, and replaces the old and outdated Plastics courses traditionally offered. CNC lathes and the Electronics room allow the school to move forward into Electronics which we will eventually offer at Certificate Two level in senior classes by 2013.

The Technology team are just beginning to explore the real educational opportunities the new CNC machines offer and are looking forward to more professional learning opportunities to implement this fundamental shift in curriculum delivery at SEHS.

The Technology Team, in particular the Coordinator and the electronics teacher have attended TAFE Professional development opportunities and visited other schools to further develop ideas in this area. The team has visited Parafield Gardens High School to discuss courses, project ideas and course options. The Coordinator is a member of the NASSSA (Northern Adelaide State Secondary School Alliance) Technology Curriculum Area Team consisting of the Technical Studies Coordinators from the 11 neighbouring secondary schools. This has provided an invaluable opportunity to discuss curriculum ideas, issues and opportunities.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>The D and T staff produces comprehensive and consistent documentation for their curriculum.</th>
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<tbody>
<tr>
<td><strong>School's Rating</strong></td>
<td><strong>School's Comment</strong></td>
</tr>
<tr>
<td>2008 Planned</td>
<td>Current program documentation has been collated and the extent of current programming established. Program overviews and unit plans have been rewritten using consistent site programming proforma. Unit plans and resource sheets have been scanned and hyperlinked to program overviews. Technology staff are currently reviewing and re-documenting assessment plans to feature assessment rubrics and greater balance across the product/process aspects of assessment.</td>
</tr>
<tr>
<td>2011 In Progress</td>
<td>Technology Moodle site operating - resources are continually being added.</td>
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</table>

Last year the Technology Area of Study Team modified all the 14 Machine Safety worksheets according to the new Reading Comprehension guidelines set out by the Northern Adelaide Reading Comprehension Group. We also reworded their theory tasks appropriately. They have added some Reading Comprehension Tasks for the schools’ Year 8/9 Technology students; and a Persuasive Writing task for the Year 9 Technology students. The Technology Team has previously decided to run a Persuasive Writing task in our Woodwork classes at Year 8, 9, and 10, to support literacy development.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>The D and T staff provides stimulus materials in all their teaching rooms to inspire students.</th>
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<tr>
<td><strong>School's Rating</strong></td>
<td><strong>School's Comment</strong></td>
</tr>
<tr>
<td>2008 Postponed</td>
<td>Planning for visual displays is currently in progress. Desired outcomes include stimulus materials that are updated regularly, both product and process are explicitly modelled in displays, display space is secure, and an electronic (digital) library (DL) is established.</td>
</tr>
<tr>
<td>2011 Planned for the Future</td>
<td>The AOS team has purchased a number of laminated Technology posters (x6). They will be placed around our wood/metal workshops. The staff are also producing a range of Vocabulary key words posters which we will laminate and place around our workshops to support and promote students’ vocabulary development.</td>
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<table>
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<tr>
<th>Recommendation</th>
<th>The D and T staff investigates ways to represent the cultural diversity of the community in their curriculum.</th>
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<tr>
<td><strong>School's Rating</strong></td>
<td><strong>School's Comment</strong></td>
</tr>
<tr>
<td>2008 Postponed</td>
<td>In 2008 the D and T staff plan to investigate ways to represent the cultural diversity of the community in their curriculum. Planned strategies include: accessing school data, community data to identify the different cultures represented at SEHS and</td>
</tr>
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then to identify cultural artefacts that may be suitably embedded in the curriculum to
present an international perspective. A member of the technology studies team will
travel to China on the school’s annual China trip to investigate possible links.

<table>
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<tr>
<th>School’s Rating 2011</th>
<th>Planned for the Future</th>
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<tr>
<td>School’s Comment 2011</td>
<td></td>
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</table>

Planning, organisation and redevelopment of the new TTC has meant that priority
has been given to organising courses and installing and up skilling of staff on
cutting edge equipment. Therefore this recommendation has had to be postponed
and is now planned for 2012.
SECTION B: CURRICULUM
ENGLISH

Recommendation 1: The English staff continues to build a team approach to the development and delivery of the subject.

School’s Rating 2008: In Progress

School’s Comment 2008:
English staff have established a culture of shared resources and good teaching practices – staff share at least one example of successful student-centred programming per semester during AOS meetings.

Staff collaboratively produced units of English using the NSW Quality Teacher Guidelines, Higher Order Thinking skills and multi-literacies per semester. Units developed, shared and published on the website to date include: Living in A Freezer, Whale Rider, and The Outsiders.


This will continue in 2008, with more units being developed and stored on the website and the team is exploring additional ways to deliver the subject.

School’s Rating 2011: Completed

School’s Comment 2011:
Over the last 5 years the English staff have worked hard to improve the supportive tone of the Area of Study team.

Collaboratively, they established a clearly defined overview and programme for the teaching if English at SEHS. Using their collective experience and knowledge they agreed to the methodologies and criteria for all year levels.

The staff have taken opportunities to develop new units of work together. They have now have units of work that have been shared and reviewed that incorporate HOTS, literacy and comprehension strategies. There is an agreed upon approach to developing and writing units. All reflect the SACSA, SACE and developing National Australian Curriculum requirements.

Staff report that they are supported, encouraged and feel confident to share ideas in meetings, both at an area of study and full staff level.

Recommendation 2: The English staff make every effort to participate in Professional development opportunities, particularly with regard to the use of ICT in English and the development of criterion based assessment.

School’s Rating 2008: In progress

School’s Comment 2008:
NSW Quality Teaching programs resources have been downloaded and posted on the SEHS English Area of Study website. Language variations between NSW and SACSA have been rationalised for a best fit and clarity of reading. There are at least 2 units that have been adapted to SACSA – ‘Living in A Freezer’ and ‘Whale Rider.’
Staff attend regularly scheduled sessions where the Coordinator leads them through the material posted on website and they discuss its potential application. A culture of inquiry is developing regarding ICT skills updates with a few teachers having accessed PD sessions on using multimedia to teach students about text production.

The Learning Area has purchased 2 laptops and data projectors to use in the classroom – staff training for use is ongoing.

A staff survey has established the range of software and ICT practices currently used confidently by staff and data evaluation will inform the direction of ICT Professional Development in 2008.

All units published on the website have clearly defined and SACSA related criteria assessment requirements. The English team use rubrics established by the LaN tests for Narrative and Recount Text production so that the criteria is adhering to National standards.

School's Rating  
2011  
In Progress  
School's Comment 2011  
The English staff are now considered to be some of the leaders in the use of ICTs in the classroom. They were the first to use digital projectors and interactive software, and some of the practices are now used by all Learning Areas.

They have incorporated a range of softwares into our classroom. The teaching and learning that takes place has a very strong ICT focus – students have easy access to laptops to produce work using a range of programmes.

Staff have taken opportunities to develop their skills and confidence in the use of ICTS. They have accessed Moodle, clay animation and Photostory courses and have used them to produce engaging units of work for students, but also to support the students’ own skill development.

The Area of Study team has also used AOS meetings to explore and tests out new trends and resources – using PowerPoint in the classroom, using avatars for oral presentations, getting students to blog their responses and developing websites for teaching.

All English Staff are expected to produce assessment criteria sheets for all assessment tasks for all year levels. These sheets are given to students, who then have a very clear understanding of how they will be assessed. These are also supported with the use of rubrics.

Recommendation 3: The English staff commence and/or progress the Plans and Proposals for Improvement as identified in the Self-Study.

School's Rating  
2008  
In Progress  
School's Comment 2008  
The self-review identified six main recommendations that would strengthen the quality of students’ learning in English. The first three recommendations concentrated on the review of the Year 10 English curriculum, interdisciplinary approaches and the use of ICT within English curriculum. The recent review of the
whole school Curriculum and the development of the curriculum overviews has helped to addressed the issue of overlap and inconsistencies in the English curriculum and identify possible cross curriculum links. The purchase of the range of software application and area of study lap top and data show has increased access to ICTs by English staff. The Coordinator plans to further develop all of these aspects to enhance the curriculum in 2008.

Allocation of roles for self-study have been divided amongst the team members to ensure a whole team approach to the implementation of the recommendations. Year 8 & 9 & 10 program overviews have been completed. Staff are now working on producing units that fit the overview. The overviews are clearly linked to SACSA and allow students to build the needed skills for SSABSA.

The English team agrees that the use of marking rubrics will help students gain a deeper insight into specific areas of their work that are working well or need improving and are working on this development in 2008.

School’s Rating
2011
Completed
School’s Comment 2011
Since the first CIS visit, the English faculty have addressed the curriculum changes that were both self and externally imposed.

They conducted a review of Year 10 English and from that introduced student choice of units in the 2nd semester. The review indicated they could improve student engagement by offering a choice of possible units. This new curriculum structure has been implemented for the last 3 years and has resulted in improvement in students’ results and an agreement to continue the programme. This year another unit was added to support students who were not meeting the minimum literacy expectations. This unit has been prepared for and is accessed by the eleven other NASSSA schools.

The English faculty have embraced the introduction of the new SACE. They have accessed the support and participated in the moderation process to achieve consistency across the school team and the state.

Recommendation 4:
The English staff continue to work towards comprehensive documentation of the curriculum from Year 8 to 12, including work programmes, assessment outlines and teaching/learning strategies for all year levels.

School’s Rating
2008
In Progress
School’s Comment 2008
Staff have been engaged in collaborating on unit plans to be shared. The majority of AOS team meeting times have been used to meet this aim. The time during AOS meetings is now split 20% to admin and 80% to Professional Development with the coordinator enabling sharing of good practice by ensuring team members present information connected to their own Professional Development (37 ½ hr requirement).

The strategy to use common and clear templates across all Areas of Study has allowed English staff to produce consistent unit plans, summative assignments and assessment plans.
A user friendly resource of English programs, units, assignments and assessment has been compiled and published on Intranet site, updates will continue in 2008. This website is regularly utilised by all English staff – updates of new programs, materials and resources will occur at the beginning of 2008 again.

The English Coordinator has been working with other leaders to develop intranet sites that are common with the English site, commencing with the Student Development site and initial planning with H&PE.

Resources are being established that are targeted to learning needs of local cohort rather than generically generated, new unit plans and a greater focus on Higher Order Thinking Skills are connecting more with the students of SEHS.

Staff ICT skills are employed to foster a stronger link between ICT and classroom practices with new technology purchased to allow staff greater access for use in the classroom. Staff skills are being passed on to students in the creative way students are presenting some assignments. Students are now using programs such as Photostory, Audacity and Media Player to create responses to texts that allow HOTS to be developed and shared. Additional Professional Development will continue in 2008.

School’s Rating 2011

Completed

School’s Comment 2011

Over the last 5 years the English AOS have developed an agreed upon 8 – 10 curriculum statement. This document articulates the main teaching and learning components of Text Response, Text Production and Critical Literacy. In a recent review of the curriculum, where staff were given the opportunity to make changes to all aspects, the agreement was only about the percentage for each of the assessment components. This indicates that the English team are happy with the working documents.

The team have spent time coming to some common understandings about the teaching and learning of English at SEHS. We share assessments tasks and therefore assessment expectations.

Due to the nature of this recommendation, it is in constant review with new curriculum needs and student’s interests.

Recommendation 5:

The English staff continue the work begun on building continuity vertically and horizontally within the English AOS and developing links with other Areas of Study.

School’s Rating 2008

Planned

School’s Comment 2008

The whole school 8-10 program overviews allow for cross curriculum experiences and these will be further investigated in 2008 as other faculty areas reach this stage of the process. Whole Staff T&D occurred in term 2 & 3 re: HOTS and Unit Plans and NSW best practices.

The English AOS have identified units “The Whale Rider’, “Living in a Freezer’, ‘Deadly Unna’ as opportunities to work with other Area of Study teams and plan to explore this further in 2008.
The English AOS have a very clearly defined program for each year level that focuses on 3 main areas of English teaching. These components; Text Response, Text Production and Critical Literacy, are evident at all levels and in each unit and programme. The English faculty have also established links with other Areas of Study.

To support the **Student Development** Round Table Assessment at Year 8 & 9, students compose 2 pieces of writing in their English class. As part of the **SACE Research Project**, students have to write a reflective piece about their learning. This style of writing has now become a focus of the Text Production assessment of each level in English.

Currently there is a Year 8 class that is studying a unit of work that combines the disciplines of English and **Science**. The *Murder Under the Microscope* unit has been a collaboration between the two faculty leaders and will in the future become a unit all Year 8 students will participate in.

One of the central focuses for the school has been the staff development for Literacy Across the Curriculum and Comprehension. The English faculty have supported other staff in the development of teaching and learning pedagogy – providing resources, references and activities for students.
SECTION B: CURRICULUM

ESL

Recommendation 1: The Leadership Team place greater priority on professional development in ESL strategies for all teachers in line with the Vision and Values.

School’s Rating 2008: Postponed

School’s Comment 2008: Facilitating greater staff awareness of the needs of ESL learners in their classes through development of information proformas and a more efficient monitoring process. In 2008 the ESL/LOTE Coordinator will provide appropriate documentation to subject teachers about ESL learners in their classes (similar to information provided for NEP students) and ensure that a greater collaboration between ESL & English Coordinators with regards to literacy across the curriculum and ensure that more staff engaged in professional development such as ESL in the Mainstream & Functional Grammar.

Liaising in an ongoing manner with the timetable manager to ensure appropriate subject selection by students with a view to more students selecting ESL, and less students changing to ESL after the course has started.

In 2008 the school will have an increased focus on literacy across the curriculum. The needs of ESL learners will be addressed through this whole school strategy.

School’s Rating 2011: In Progress

School’s Comment 2011: Whole school focus on Literacy Comprehension with professional development sessions including sharing of good practice delivered during staff meeting times. In 2010 Fifteen staff participated in the Teaching English to Students in the Mainstream Classroom course and in 2011 Sixteen staff continued with the How Language Works course.

Recommendation 2: The school consider means to ensure that the person responsible for the quality of the ESL programme has authority for the deployment and monitoring of staff.

School’s Rating 2008: In Progress

School’s Comment 2008: From 2008 the LOTE/ESL/Internationalism Coordinator will be responsible for deployment and the performance development and management of the ESL staff. The ESL Coordinator identified the preferred staff to teach ESL. His recommendations were followed and ESL staff appointed to teach classes as per his recommendations.

The LOTE/ESL Coordinator is responsible for the development of the ESL curriculum and for monitoring the quality of the content and the delivery of the ESL program. Essentially this will be through the revised Performance Development and Management Procedures whereby the coordinator is responsible for meeting with the ESL staff and individually negotiating their goals for professional development and strategies for improvement. Monitoring will occur through professional dialogue and by observation of classes.

School’s Rating 2011: In Progress
As Coordinator of LOTE as well as ESL it has been practical and more efficient to enlist the support of the LOTE team to assist with the collection, collation and scaling of student work samples. The ESL coordinator works in collaboration with the appropriate Year Level Manager to ensure that recent arrival enrolments are appropriately placed. All staff are made aware of ESL learners in their classes via the collection process of student work samples for scaling.
Recommendation 1: The Health and Physical Education staff continue to document the curriculum, including references to cross-disciplinary links.

School’s Rating 2008
In Progress

School’s Comment 2008
The HPE Coordinator has worked with both the Physical Education and Home Economics teams to review Yr 8-10 curriculum, align it with SACSA outcomes, document and resource an expanded health focus across the curriculum, consistently document the program outlines, unit and assessment plans and audit the programs for anomalies in scope and sequence. Delivery and weighting of the strands of the HPD SACSA framework have been revamped.

The team has established the needs of the health program and topics that need to be covered and have audited school resources to best support best practice delivery. Skeleton outline of topics and resources has been established that can be used as a planning tool.

SACSA outcomes and companion document learning tasks have been referenced in the development of more relevant and authentic curriculum and HOTS have been explicitly referenced. Exhaustive auditing of school resources has been undertaken and best practice resources hyperlinked against units of work.

Child Protection curriculum has been examined and compared it with the existing curriculum in Health and Personal Development. The team has mapped out inclusions into the curriculum to ensure that outcomes are covered in unit plans.

Faculty still in early planning stages with the next step to establish topics, allocate their length, and identify key personnel to develop, resource and document the detailed unit plans. In 2008 staff Professional Development will be identified and undertaken to support best practice.

School’s Rating 2011
In Progress

School’s Comment 2011
Since the first CIS visit the HPD staff has completed an overview of our curriculum and as a result has made many changes.

As an AOS team we have worked collaboratively to ensure all curriculum meets SACSA Standards and addresses higher order thinking skills. We have also worked together to develop our units and ensure that literacy and numeracy are addressed.

As a result of the overview we identified areas that needed addressing and in the last 3 years have developed a Year 9 Health program that exposes all students to units relating to Leadership and Teamwork, Mental Health Issues, Drug & Alcohol Education and Sex Education and Relationships.

In Year 9 Home Economics the team has also developed a Catering & Enterprise Unit which allows students to focus more on developing their food & hospitality skills and prepares them for senior classes.

For Stage 2 PE an Integrated Studies course which caters to the needs of our students has been developed. The course benefits our students because it has a
focus on practical work and assessment and is not based on an end of year exam. The last two years has seen the introduction of the New SACE which has been successfully implemented by HPD AOS members. All staff attended Professional Development offered by the SACE Board and developed new assessment pieces to allow students to meet performance standards.

Staff have also worked together to identify cross-disciplinary links, these links are documented and available for viewing on our school Moodle site.

**Recommendation 2:** The Health and Physical Education staff further investigate ways of incorporating an international focus into the curriculum to further align with the school’s Vision and Values.

**School’s Rating 2008**
Planned

A week of international sport / food festival is currently being planned and documented including learning outcomes.

Possible feature week/unit topics/themes have been identified and websites and online support materials identified. The unit will run in late 2008 and learning activities are currently being developed.

Current curriculum mapping will allow review of documented programs again next year with a view to embedding internationalism. This will be done in consultation with the LOTE/ESL coordinator.

**School’s Rating 2011**
In Progress

The HPD AOS has incorporated an international focus into our program consistently over the last 5 years.

In 2006 & 2007 the school combined Home Ec. & PE in an “International Week” where students participated in European Handball, Karate and Soccer Practicals while also cooking a variety of international foods.

In 2008 the school hosted an “Olympic Week” which coincided with the Beijing Olympics. Students cooked Chinese Foods, decorated food containers and participated in Olympic Sports such as Badminton, Volleyball and Karate.

In 2009, 2010 & 2011 an “International Excursion” was incorporated into the Year 9 Health Program. At the end of each semester students travel to the city and participate in an Amazing Race competition visiting Community Health Organisations and the Immigration Museum. In the afternoon students then visit the Central Markets and complete an assignment.

In 2012 the school will implement the Elite Physical Education Program which will focus on 5 sports – Soccer, Softball, Basketball, AFL and Flag Football. Students will be in this program from Year 9 - 11 and will participate in a cultural exchange to Hawaii where they will play these sports against an Hawaiian High School. Theory topics will also focus on sporting systems around the world and applying to U.S. Colleges.
Recommendation 3: The Health and Physical Education staff continue with their plans to place curriculum course outlines, assessment tasks and online units of work on the school’s website to ensure accessibility by parents, students and staff.

School’s Rating 2008
In Progress

School’s Comment 2008
HPD coordinator has worked collaboratively with the English coordinator to develop the HPD website. Program overviews, hyperlinked unit outlines and assessment plans are currently being uploaded.

School’s Rating 2011
In Progress

School’s Comment 2011
Since completing our curriculum overview 5 years ago our course outlines and units of work have been updated electronically. They have been available for staff on USB and are now placed on the SEHS Moodle Site. This can be accessed by both parents and students from home.

Recommendation 4: The Health and Physical Education staff ensure the Programme Rationales clearly identify the needs of individuals and groups of students for each class so that appropriate teaching and learning strategies can be implemented.

School’s Rating 2008
Postponed

School’s Comment 2008
The HPE team agrees that the programs need to be amended to specify different activities/strategies for different learners e.g. SHIP, mainstream and NEPs. The first task is to identify the range of learners one might expect in a class and design a range of teaching and learning strategies to address this. The team plans to undertake this task in 2008.

PE have established a HOTS unit for fitness, with Home Economics currently working to develop a similar unit. The current redevelopment of the health curriculum features higher order thinking, negotiated learning opportunities and a range of assessment modes to engage students.

School’s Rating 2011
Postponed

School’s Comment 2011
The HPE team has included program rationales in unit and assessment planning.
SECTION B: CURRICULUM

LOTE

Recommendation 1: The school investigate ways in which cultural exchange and awareness may be experienced by a broader sector of the school community.

School’s Rating 2008
In Progress

School’s Comment 2008
During 2007 the school increased numbers of SEHS students involved with cultural exchange and awareness opportunities through the Short Term Visit programs. For example, the Active 8 students (student leaders) participated in the short term visit from Koishikawa High School from Japan.

Previously the exposure to short term visit students was limited to the small number of SEHS families offering home stay accommodation for these students. However, for the first time, last year all homestay students stayed at the homes of SEHS families therefore extending the family involvement of this program.

Another strategy to engage a broader section of the community is via the establishment of Centra VC (video conferencing) available in the school’s Conference Centre with regular link ups scheduled for 2008. During 2008 the school plans for Centra VC to become an integrated part of the teaching & learning program for a number of Area Of Studies with link-ups to sister-schools in China & friendship schools in Japan, & possibly Indonesia.

The number of fee paying international students are holding stable with five international students studying during 2007 and an anticipated further three new students enrolments in 2008.

10 staff have registered to participate in 2008 in a trip to China ensures that the international study trip has become a regular event.

International student teachers regularly invited to classes by staff & students. Hosted 13 international student teachers November ’07 for UniSA hosted program to provide cultural awareness of Australian Education.

In addition, our Aboriginal Education Worker and a number of Indigenous students visited local schools to perform Aboriginal Dances for district primary schools therefore increasing community involvement in our cultural programs.

The Principal attended the Local Government meeting to extend sister City partnerships with the community.

School’s Rating 2011
In Progress

School’s Comment 2011
Since 2007 the school has implemented and expanded various programs to provide opportunities for the wider community to engage with inter-cultural experiences. Full school assemblies are held to welcome and introduce international visitors (e.g.: staff and student visits from sister school in China, international students). Other AOS outside of LOTE are encouraged to participate in hosting international student Short Term Visits (e.g.: Home Ec, PE, Art).

All students and their families as well as staff are encouraged to provide homestays for international visitors. Visiting exchange teachers are encouraged to visit and
provide guest lessons to a range of subject areas (e.g. teacher from Jiaonan No 1 Middle School spent 4 weeks at SEHS in 2007).

The school has also maintained regular excursions for students to China, these trips have been opened up to students who have studied any LOTE not just Chinese. As well as student trips to China, regular staff trips are now also on the calendar. The school’s expertise in cultural awareness are well recognised by UNI SA, this is demonstrated by the university’s regular requests for SEHS to provide half day training seminars focusing on cultural differences to their international student teachers.

SEHS also accepts and successfully provides training for 2 to 4 international student teachers each year. SEHS has also seen a steady increase in the number of recent arrivals and refugee students in recent years adding to the cultural diversity in the classroom.

Teachers of Indonesian have established links to schools in Indonesia. Principals and Teachers from Indonesia have visited and further visits are planned. A website is being developed to support ongoing exchange between both students and teachers from Indonesia and SEHS.

Recommendation 2: The school further encourage students to continue studying LOTE beyond Year 9.

School’s Rating 2008
Planned for the Future

School’s Comment 2008
The LOTE Area of Study team have progressively embedded LOTE programs with ‘Internationalisation’ education – have trailed ‘6 alternative worldviews’, with demonstrated success in junior Indonesian and senior Chinese.

The make up of Year 9 LOTE classes decided by LOTE faculty members. This has been successful in Chinese, with staff currently working through issues arising in Year 9 Indonesian classes.

Current strategies in Internationalisation of the curriculum will impact subject and course counsellors to talk up benefits to students of continuing with LOTE.

School’s Rating 2011
In Progress

School’s Comment 2011
LOTE became a choice subject for Year 9 in 2008 (previously compulsory until end of Year 9), this resulted in a more engaged student cohort in Year 9 leading to larger class sizes for Year 10 Chinese.

Indonesian is still problematic as we are having difficulty encouraging students to continue with language after Year 8. Issues surrounding Indonesian are generally bad press, no real connection with the country (no opportunities for student excursions), no student nor teacher exchanges and also number of disinclined learners (students not interested in LOTE studies will choose Indonesian in Year 8 due to the perception that it is easier than Chinese, therefore there is a disproportionate number of disinterested students in Indonesian).

In 2011 the school hosted a visit by a number of principals from Indonesia which resulted in the signing of friendship agreements with a few Indonesian schools. The
Indonesian teachers at SEHS are presently developing these school to school relationships and initially plan to provide SEHS students the opportunity to interact with their peers in Indonesia via ICTs. It is hoped that as students find real life use for their Indonesian language studies it will encourage their engagement. Students of NESB are encouraged to study and maintain their first language at the School of Languages, in senior years (Year 10 onwards) these students are provided with a free line at SEHS to work on their language studies homework.

The introduction of the New SACE has also impacted on student numbers continuing LOTE studies. Previously language programs for each year level to some extent were seen as a preparation for the next year level, however with the New SACE as students now study one less subject in Year 12, fewer are choosing to continue with languages in Year 11 and 12. Therefore the LOTE AOS has decided the curriculum focus for languages should be more of a closed program from Year 8 to 10 with less consideration for the learning requirements for Year 11 and 12, this in turn allows greater flexibility in choice of topics, vocabulary etc, catering more for students’ interests which in turn encourages greater engagement.

**Recommendation 3:** The school implement a whole school approach to embedding an international perspective.

**School’s Rating 2008**

Planned for the Future

**School’s Comment 2008**

SEHS has decided to implement a whole school approach to embedding an international perspective through the curriculum. The Curriculum Leadership Team has agreed that all Area of Study curriculum areas have an “international perspective embedded” in them. This will be identified in their programs. The LOTE and SOSE area of study have identified and embedded internationalism into their curriculum overviews in 2007.

**School’s Rating 2011**

In Progress

**School’s Comment 2011**

All AOS are expected to have international perspectives embedded in their curriculum, this should be reflected in programs and assessment tasks. In 2008, 10 staff participated in a professional development study tour of China, 12th April to 27th of April. Tour ed Beijing, Xian, Suzhou and Shanghai, visited Jiaonan No.1 Middle School and Nanjing No.9 Middle School. The School’s Principal also visited the Jiaonan and Nanjing schools.

This year in October another 12 staff are participating in a similar professional development tour. Presently approximately 1/3 of staff have had international educational experience.

**Recommendation 4:** The LOTE staff investigates ways to further raise the profile of student and AOS successes in the school community.

**School’s Rating 2008**

Postponed

**School’s Comment 2008**

The LOTE/ESL Coordinator is currently developing a process of raising the profile of LOTE by submitting articles highlighting the advantages of studying languages and successful practice by LOTE staff, students and old scholars. For example, student written articles in a language other than English.
Ex-students who have studied languages have been guest speakers to language classes in an attempt to motivate students to continue their study with languages and initial research and planning has begun to publish selected information on the school website in 3 languages.

**School’s Rating 2011**

In Progress

**School’s Comment 2011**

After each international excursion, presentations have been delivered to staff, Governing Council, and students. Students are encouraged to participate in relevant state, national and international competitions and programs (e.g.: finalists in Refugee Week 2011). The LOTE AOS organises a ‘Language Matters’ competition for students each year.
SECTION B: CURRICULUM
MATHS

Recommendation 1: The school investigate ways to enable the Mathematics staff to meet as a whole group to plan as a team.

School’s Rating 2008
Completed

School’s Comment 2008
The Leadership Team has amended the meeting schedule to ensure that all Maths teachers can meet as a team. This allows all Maths teachers to attend four meetings each team. The Maths Coordinator for 2007 reported that this model was highly successful. In addition, the team was provided with other opportunities to meet in an extended time format, for example on two professional development days and release time.

School’s Rating 2011
Completed

School’s Comment 2011
The Meeting Structure at SEHS has ensured that Mathematics staff are able to formally meet at least 12 times a year – with approximately half of those extended from 1hr to 2hr time slots. This has enabled staff to plan, share and discuss opportunities for curriculum development and addressing the dynamic, ongoing needs of the students.

In addition, Maths staff have been provided opportunities to meet outside of these structured times to develop resources, attend PD, discuss data and strategies to support students in the New SACE and other emerging pedagogies.

Recommendation 2: The Mathematics staffs develop a detailed scope and sequence statement for Years 8 to 12.

School’s Rating 2008
In Progress

School’s Comment 2008
All Year 8/9/10 Mathematics programs overviews (scope and sequence statement) are SACSA aligned and completed in November 2007 with the Year 8/9/10 unit outlines completed December, 2007.

The Year 10 Mathematics course has been differentiated into Advanced, Standard and Pre-Vocational. Plans are underway to complete the scope and sequence statement for years 11 and 12 this year.

Hyperlinks from the program overviews have been made to a number of task descriptors where possible. This will be continued in 2008 as many need to be scanned first.

School’s Rating 2011
Completed

School’s Comment 2011
The scope and sequence of the Mathematics Curriculum has changed significantly since 2008 in order to cater for the New SACE and the National Curriculum.

A detailed scope and sequence (Vertical and Horizontal) for Years 8-10 are SACSA aligned and include suggestions for HOT (Investigations), ICT and Cultural Inclusion tasks. The programs are easily accessible via the Mathematics Curriculum Moodle and have been developed and improved in consultation with the Maths AOS.
Years 8 and 9 cater for the Standard and Advanced students whilst in Year 10 more specialised classes are offered to students who either need increased support (Numeracy) or who are interested in pursuing a career in Mechanics, Transport, Engineering or the ‘Trades’ (Mechanical Mathematics).

The Scope and Sequence for Years 11 and 12 have been aligned with the New SACE Curriculum. Topics in Stage 1 have been determined to ensure that students are well prepared for Stage 2 subjects. Links between Years 8 – 12 are transparent and available to all staff.

**Recommendation 3:**

The Mathematics staff continues to utilise professional development offerings to review the curriculum in light of current educational thinking, and ensure a range of teaching and learning strategies is implemented.

**School’s Rating 2008**

In Progress

The Mathematics staff have widened the scope of the professional development offerings to review the curriculum in light of current educational thinking, and ensure a range of teaching and learning strategies is implemented.

In addition, to the traditional professional development sessions organised by SSABSA (Senior Secondary Assessment Board of South Australia) some mathematics staff have accessed sessions on Gifted and Talented Students.

The area of study also used time provided by the more regular area of study meetings and release time to explore the use of rubrics for assessment tasks including higher order thinking skills and transparent assessment criteria on all assessment items.

Results data for Yr 9 Literacy and Numeracy Test results were compared against the levels awarded half way through term 3 in AOS meeting held in Term 4. A number of strategies have been implemented in line with current educational thinking and curriculum development including documentation of HOTS/literacy/ICT’s have been identified and explicitly documented in Yr 8-10 program overviews and unit plans.

The team aims to increase the number of staff engaging in professional development offerings in Mathematics in 2008 and beyond and share what they have learnt with their colleagues.

**School’s Rating 2011**

In Progress

Over the past 5 years, the Maths AOS have attended a wide range of PD particular to current educational thinking and curriculum changes (New SACE). Quality PD has been accessed in and outside of meeting times and where possible worked upon and shared amongst other members of the team in order to encourage wide-spread practice. The emphasis of our PD has been primarily Assessment (Criterion-based rubrics), Moodle, the New SACE Curriculum and the integration of ICT’s.

Wherever possible tasks that were developed from Quality PD have been articulated on Year 8 – 12 Programs shared at AOS meetings. All Year 12 classes have a supporting Moodle Course.
Recommendation 4: The Mathematics staff explicitly state examples of cultural diversity in their curriculum documentation where appropriate.

School’s Rating 2008
Postponed

School’s Comment 2008
Potential explicit cultural references were identified by the CIS project officer and forwarded electronically to the Maths coordinator for consideration including:
• Number systems – Arabic, Greek, Egyptian
• Origins of accounting
• Historical famous mathematicians – Fibonacci, Euler, Archimedes, Pythagoras …
• Origins of mathematical terms
• Tangrams – online plus software
• Arabic artwork – repetitive patterns (search for god and meaning – cultural imperative)
• Origins of computers and computing – Lady Lovelace, WW2
• Abacus’
• Culturally inclusive teaching methodology indigenous geometry Aboriginal flag,
• SACSA Website – teaching Aboriginal students

These will be explored through AOS team meetings and implemented in 2008.

School’s Rating 2011
In Progress

School’s Comment 2011
Staff have developed Cultural Inclusion data on our current cohort and have investigated ways in which to enrich our tasks with culturally rich material.

Many staff have found it difficult to create tasks that are meaningful and not tokenistic. However, the tasks that have been developed are SACSA aligned and complement the current curriculum in a relevant way for teachers and students.

Over the past 5 years we have had the privilege of gaining access to Maths teachers from culturally rich backgrounds and so have accessed their expertise to develop resources – particularly in Year 8.

The Maths AOS needs to continue to explore other opportunities particularly in Years 10 and 11.

Tasks that have been developed have been placed on the Maths Curriculum Moodle site for teachers and are clearly articulated on the Years 8 – 12 Programs (Horizontal Curriculum).
SECTION B: CURRICULUM

SCIENCE

Recommendation 1:
The Science staff complete a detailed curriculum scope and sequence statement

School's Rating 2008
Completed

School's Comment 2008
The program overview (detailed curriculum scope and sequence statement was completed by December 2007. Current program collection and collation process started term 2 and was completed by end of term 4, 2007. Programming has now been published on the intranet using the proforma consistent with all other Area Of Study Teams.

All programs for all subjects feature the common elements – aims, outcomes, learning tasks, assessment modes and resources. Yrs 8-10 programs were also completed. This documentation will be published on the school intranet early in 2008.

School's Rating 2011
Completed

School's Comment 2011
The Science scope and sequence has been fully documented and aligned with the South Australian Curriculum Standards and Assessment Guidelines (SACSA). In 2011, the Science staff has worked collaboratively to review and change the Science curriculum in preparation for the introduction of the Australian National Curriculum in 2013. The current ‘interim’ curriculum is documented with a scope and sequence statement that can be found on the Science Moodle site. The Science staff has taken responsibility for curriculum changes and written new units, modified old units and posted on the Moodle site, along with relevant supporting material and assessment material.

Recommendation 2:
The Science staff explore and document links between Science and other Areas of Study.

School's Rating 2008
In Progress

School's Comment 2008
The process for examining whole school curriculum mapping documents for potential links between subject areas was commenced at end of 2007. This involved the Area of Study Coordinators meeting to identify possible links.

A number of possible links between Science and other areas of study have been identified including: Mathematics, Studies of Society and Environment, and Health and Physical Development.

Co-curricular programs to complement learning across curriculum areas will be documented by the end of 2008.

School's Rating 2011
In Progress

School's Comment 2011
The Science curriculum statements clearly identify links with other faculty areas such as Maths, Tech Studies, English, SOSE and PE. Within the current Science curriculum structure there has been many inroads developed by the Science staff that link the Sciences with other faculty areas. These in roads have included new
units of work such as Yr 9 Sport Science that links with HPD and Murder under the Microscope, a unit at yr 8, developed in conjunction with the English Faculty.

In addition, the Science faculty has incorporated a new course in the second semester of Year 10 called Concept 2 Creation, this unit sees students undertaking STEM (Science, Tech and Maths) centred around individual student projects with a theme of Sustainable Energy. The Science faculty has established links with the Maths and Tech Studies faculties via its involvement in the Industry Pathways Program – Defence, to develop units of work that allow students to engage in learning across the faculties, again, with a focus on Sustainable Energies. From this program, the Science faculty has developed two units of work, Year 8 Energy and Year 10 Sustainable Energy and Mining that encourages integration between Science, Tech and Maths.

During 2009 and 2010, the Science and Maths faculties worked closely within the ‘Future SACE School to Work – Science and Maths Innovation Project’. Work within this program saw units of work developed around Nanotechnology and the development of Science and Maths within the Stage 2 Research Project.

Recommendation 3: The Science staff review the Science curriculum to include learning activities and assessment tools that are designed to specifically focus on developing higher order thinking skills and meeting the needs of more able students.

School’s Rating 2008
School’s Comment 2008

In progress

Some work has been collaboratively undertaken in AOS meetings and Student Free Days to identify a selection of learning activities and assessment tools designed to develop higher order thinking skills in students. Embedding these strategies into programming has been started.

Newly published unit plans and outlines feature tasks that include practical tasks, research and tests. Practical and research tasks criteria are assessed using rubrics to specifically assess process and product. Explicit documentation of this in assessment plans to be completed by end of term 1, 2008. Suitable resources to complement this initiative will also be developed.

School’s Rating 2011
School’s Comment 2011

Completed

The Science curriculum statement highlights opportunities and provides support materials for teachers to actively engage in the development and implementation of HOTs within their teaching. Since 2009, the Science staff have regularly discussed pedagogy, in particular, Inquiry-Based Learning, that supports the implementation of HOTs within Science classes and have willingly worked together over the last two years to write units of work and share resources that incorporate HOTs. The Science faculty have attended a seminar/workshop about Higher Order Thinking run by the Science21 group from Flinders University.

2010 saw the introduction and embedding of the CREST program into the Science curriculum. Creativity in Science and Technology (CREST) students undertake real-life open-ended Science and Technology research projects. CREST enables students to develop an appreciation of Science and Technology research and can inspire students to take up further studies in Science and Engineering.
The projects are offered at different levels and provide challenges for all abilities, especially more able students.

Science also makes use of relevant ICT’s within the classroom to not only meet the needs of all learners but to extend and challenge the more able students. One such program used is ExploreLearning, a program that uses learning objects and interactive simulations to demonstrate and enable students to conduct inquiry-type investigations within a classroom. This has been particularly useful for high end students to design and test hypothesis and challenge their thinking of scientific concepts.

Recommendation 4: The Science staff continues with, and expands the involvement of its students in, co-curricular Science-based activities.

School’s Rating 2008
Planned for the Future

School’s Comment 2008
During 2007, co-curricular programs are planned to complement learning across curriculum areas namely in mathematics. In addition, students participated in a number of co-curricular activities including: Engineering Challenge, Science competitions, Chemistry Quiz. These activities are designed by universities and industry to promote mathematics and Science.

However, the Science team plans to work with the Mathematics team to explore and implement a variety of vocational pathways in Maths and Science. This role has been included in the Science Coordinator’s role statement to facilitate this strategy.

Support and resourcing for implementation are secured and included in the annual budget.

School’s Rating 2011
Completed

School’s Comment 2011
Since 2009, the Science faculty has been actively promoting Science awareness through co-curricular activities. This has been particularly evident through the increased number of excursions conducted by the Science faculty. Students have been exposed to Science involved at the Clipsal 500, Planetarium, University visits, Zoo and biodiversity walks just to name a few. Students from SEHS have also been involved in co-curricular activities such as The Chemical Murder Mystery, UAV (Unmanned Aerial Vehicle) project and Engineering Challenges. The Science staff is committed to developing material that underpins excursions and builds on the experience developed on excursions.

As a part of the Science and Maths Innovation Project in 2010, several students from SEHS Science participated in a pilot programme that linked Year 11 students with PhD students from the University of South Australia. The PhD students acted as mentors and guided students through the process of developing a research project, they also assisted in developing relevant research skills.

Science has used the school’s newsletter as a vehicle to promote Science to students and the school community, this has created a lot of interest in the school and local community about the importance of Science at SEHS. The Science faculty has implemented the Rio Tinto Science competition and results are published in the schools newsletter. The number of participants has steadily increased.
Recommendation 5:
The Science staff increase the opportunities for students to undertake practical work in laboratories.

School’s Rating 2008
Completed

School’s Comment 2008
Timetabling has been adjusted to maximise laboratory work opportunities for students by change to 5 lessons per week for Science (which includes a double lesson) and a rotation of topics that run for 5 weeks. Outcome is that students have access to laboratories when required in the program.

Recommended practicals for all classes to compulsorily complete have been set and scheduled in programs with unit plans documentation including practical activities and practical tasks.

School’s Rating 2011
Completed

School’s Comment 2011
The Science staff has made a commitment to continue to develop scientific skills within the Science curriculum. The Science staff has willingly participated in a series of professional development that has focused on the change of pedagogy from content centred to skill based. This is reflected in the change in assessment plans distributed to parents that see the weighting of practical work and skills to be approximately 30%. Through professional reading and studying relevant educational research, Science staff are now engaging students with open-ended investigations (CREST program, see rec 3) and project centred work.

Through the BER funding we have had the opportunity in 2011 to upgrade our Science laboratories in Wing 3 which has increased the accessibility of facilities and the opportunity to provide more practical activities using 21st Century technologies and equipment which are relevant and engaging for students.
SECTION B: CURRICULUM
STUDIES OF SOCIETY AND ENVIRONMENT

Recommendation 1:
The SOSE staff further develops their team work, particularly in the sharing of their expertise and good practices.

School’s Rating 2008
In Progress

School’s Comment 2008
A whole school expectation has been established that all staff attends curriculum meetings of the two main subject areas they teach and the meeting schedule has been amended to accommodate this.

The Area of Study Coordinator has commenced sharing of good practice at meetings and involves program sharing, discussion and exemplars. This has allowed more opportunity for the team to work together and share their expertise.

Selective team programming commenced and co-authored programs produced and staff have reviewed and rewritten program overviews for Yrs 8-10 against SACSA outcomes. Scope and sequence evaluation has taken place within and across curriculum and changes made to program overviews. Content changes to curriculum have improved relevance of curriculum to promote improved student engagement.

In 2008 area of study meetings will allow sufficient time to share good practice by maintaining this as a regular agenda item.

School’s Rating 2011
In Progress

School’s Comment 2011
As a group the SOSE AOS team has endeavoured to be collaborative and supportive of each other both professionally and personally. Even though the SOSE AOS has historically had a high turn over of teachers as contracts or as back fills from other subject areas the staff have been committed to delivering quality curriculum. This has been achieved through attendance at AOS meetings where some staff make the choice to attend SOSE as a priority if there is a clash with their other teaching areas. AOS meetings are one of the forums where sharing is initiated as teachers are buddied, year level teachers have time set aside to work together to plan and share their expertise, unit plans, successful lessons, resources and deconstruct issues where they are encountering difficulties. Good practice is discussed, modelled and supported with resources that can be shared. A strategy for engaging students and increasing productivity in Years 8-10 was presented with the resources shared over the school’s intranet.

Over the last 5 years the SOSE team worked collaboratively to review and then write a program of study to progress and link Years 8-10. Units tracked curriculum content from Local to Australian to Global where students were able to progressively build their understanding/knowledge and skills in an ever widening context. Release time was negotiated and units were written. Year 10, in particular, was aimed to use the expertise and interest of the diverse group of staff, and students were able to select units according to their interest. Units – Comparative Religions, Cultural Globalisation, Water Stress, Child Labour + Poverty, Impacts of Colonisation, Human Rights and Freedom, A World Affair (Tourism). There was strong agreement that ‘modernising’ SOSE would improve student engagement, and as a consequence plenary sessions pooled staff expertise where units, assessment tasks, extension learning activities and resources were documented.
and uploaded onto the school’s network. Materials and resources were sourced to support the courses.

This year SOSE is in the process of being significantly restructured and much of the effort has to be put aside as we need to be ready to deliver the new National Australian Curriculum (History) over the next 3 years. 2012 will see Year 8 as the first National Curriculum being taught over the whole year and decisions as to content, skills, standards, assessment and reporting are currently being worked on. The expertise is there and as a team being developed. The diversity of past good practice will be further built on and documented to share as the new National Curriculum is delivered.

Recommendation 2: The SOSE staff thoroughly document the Senior curriculum.

School’s Rating 2008: In Progress

School’s Comment 2008: The curriculum for all senior school subjects in South Australia is prescribed by the Senior School Assessment Board of South Australia. The Stage 2 or Year 12 documents provided by SSABSA are extensively documented. The SOSE staff have thoroughly documented the curriculum years 8, 9 and 10. However, the SOSE Area of Study Team plans to thoroughly document the Year 11 curriculum by the end of 2008.

School’s Rating 2011: In Progress

School’s Comment 2011: Since the CIS visit 5 years ago the Senior subject curriculum unfortunately has shrunk. This has been a result of our school numbers reducing significantly and more recently with senior students only needing 3 full year subjects (and Research Project as a half subject equivalent) at C or better to qualify for their SACE Certificate.

All teachers delivering senior curriculum are mandated to submit Assessment Plans to the SACE Board for approval and rarely do SOSE teachers have to amend their plans; most being an issue of clarification. Currently Business and Enterprise, Personal Financial Management, History and Community Studies are offered at Stage 1; History at Stage 2 and Work Place Practices at Stage 1 and 2. The latter is a new course for 2011.

All courses have a clearly defined and documented program that focuses on the learning requirements, outcomes and assessment standards. Each subject/teacher has a moderator and student work is moderated so the balances and checks are in place, therefore all senior curriculum has to be documented.

The SEHS Curriculum Handbook still includes Tourism and Society and Culture, Stage 2 Business Studies, and the first run of subject selection for 2012 senior school has seen a revival of SOSE offerings.

Recommendation 3: Non-specialist SOSE teachers be provided with relevant professional development.

School’s Rating 2008: Postponed

School’s Comment: The curriculum overview, unit plans and assessment plans provide a good
Comment 2008
beginning for non-specialist SOSE teachers to understand the content, skills and
assessment practices of the area of study. However, in 2008 the SOSE coordinator
will play a pivotal role in ensuring that the non-specialist SOSE teachers are
provided with relevant professional development including conferences, lesson
observation and mentoring.

In the new Performance Development and Management procedures, the SOSE
coordinator assumes the role as line manager for the majority of staff teaching in
the SOSE area and is therefore responsible for ensuring the quality of the
curriculum in this area.

School’s Rating
2011
In Progress

School’s
Comment 2011
Non-specialist SOSE teachers have made the effort and delivered the curriculum
competently and professionally. They have joined the AOS team and shared,
supported and further developed all SOSE initiatives. All new teachers are
introduced to teaching programs and shown how to navigate and access a range of
resources, semester plans, unit plans, course overviews, exemplars and
documentation required by the school, SACSA, SACE and National Curriculum.

These are located on the school intranet (I Drive, L Drive, Moodle), filed as hard
copy or shared on a personal basis with mentors and other teachers in the AOS.
The building of collaborative and sharing/caring relationships creates a comfortable
working environment. Stage 1 and 2 teachers are especially kept up to date with
external links to workshops, moderation, conferences, websites. They are further
facilitated with release time to plan, access others teachers and sites, work with
their moderators, SACE coordinator, AOS coordinator. Resources are constantly
updated, accessed for perusal and evaluation and shared both informally and
through AOS meetings. All SOSE teachers have access to and support with extra
curricular activities such as excursions, visiting programs (Electoral Commission,
Victoriana and Early Settlers)

Personal Learning Plan, as a new SACE unit in 2009, required considerable
professional development to implement. All those involved worked both
collaboratively and with a coordinator to develop clear understandings and bench
marks for the expectations, terminology, assessment standards and processes to
be able to support student success.

Recommendation
4:
The SOSE staff monitors and analyses the results of students to inform the
improvement of teaching and learning strategies.

School’s Rating
2008
Postponed

School’s
Comment 2008
Data is available to all staff at the end of each assessment period for students.
SEHS plans to utilise a whole school approach to the analysis of subject specific
data at the beginning of each term.

The SOSE team will be mentored by the AP Curriculum to interpret the
achievement and attendance data and develop strategies for improvement.

Staff are being exposed to the theory behind a range of current teaching
methodologies that promote improved student learning outcomes.
As a consequence of monitoring data together with an intrinsic awareness of the need to modify and create a more dynamic curriculum, the SOSE AOS reviewed and developed units of work. The AOS team was presented with semester achievement data of individual classes and that enabled us to track both engagement and pass/fail percentages. There were some disappointments with some of the trends at Year 10. We reviewed units of study and decided to introduce more current and topical units – Human Rights + Child Labour, Cultural Globalisation, Natural Disasters + the Human Impact and Comparative Religion - where students were offered choices. Over the last 3 years results improved, but in 2011 curriculum changes were implemented to pre-empt the National Curriculum. As a consequence tracking and data analysis will be used to further monitor and review both content and learning strategies.

Curriculum meetings include scheduled time for reviewing achievement and discussing ways to improve outcomes.

The Common Assessment Task (CATS) to achieve consistency across all classes is marked using the moderation process. As a result of the implementation the CATS have been modified according to data feedback. Likewise the feedback from the SACE board for Stage 1 and 2 subjects is used to improve and modify the delivery of learning.

The Personal Learning Plan (PLP) has been reviewed as a consequence of student achievement. Some of the Assessment Tasks have been rewritten and students who are disinclined or struggle with literacy have more opportunities to engage with a range ICT’s and Moodle to record and showcase their learning.

Recommendation 5: The relevant staff ensures that all SACE units challenge students to demonstrate higher order thinking skills.

School’s Rating 2008 Postponed
School’s Comment 2008 Staff PD has been designed to address knowledge gaps regarding HOTS. In 2008 the staff will review all SACE units and identify opportunities to demonstrate higher order thinking skills. Higher Order Thinking skills will be specifically identified in programs and assessment tasks.

School’s Rating 2011 In Progress
School’s Comment 2011 Year 10, as Pre SACE, has an emphasis on students engaging with HOTS or “thinking outside the box” in preparation for Stage 1 and 2 subjects.

All units of study have to be written according to the Subject Outline/Learning and Assessment programs mandated by SACE. Teachers work collaboratively to audit assessment tasks to identify strategies to incorporate HOTS, literacy and comprehension. There is a strong focus on Investigative and Research projects which ask students to be analytical, reflective, creative and be able to evaluate and select relevant sources and data.

Assessment reflects Performance Standards and students are ‘taught’ how to address the Standards or Assessment Criteria so they have a clear understanding.
of how and what is being assessed.

PLP is the first Stage 1 SACE unit to be completed by all Year 10 students. Assessment Tasks are written to give scope to individual learning styles, multiple and emotional intelligences, skills and knowledge assessment, negotiated assessment and peer assessment. The ability to showcase ICT skills also challenges students.
Recommendation 1: The Arts staff investigate ways to support large Visual Arts classes.

School's Rating 2008

School's Comment 2008

The Arts Staff have investigated ways to support large Visual Arts classes so that optimal use of physical space occurs. The team decided to focus on the development of visual arts classes that used information technology as a medium.

In 2007 a large exhibition space was revamped as multi media centre, it can house large Visual Arts classes and multi-media classes. Submissions for budgeting to resource the centre have been lodged with the school’s finance committee for consideration. The Certificate 2 Music Industry Foundation course has 10 enrolments across the three districts and utilises the room every Monday.

The Executive Team have supported ceilings on class sizes establishing an average art class size of 24 and photography 20 which is due to small rooms and lack of furniture.

The Photography lab reflects digital focus in layout, resourcing and use. A multimedia room has been established in addition to the photography lab.

Development of a Year 10 unit in multi-media called Claymation, offered for the first time in 2008.

2008 will review all subject offerings within the visual arts for adding a multi-media pathway with VET competencies and accreditation in Certificate 2 in Multi-Media. Further VET competencies to be in embedded in Arts courses in 2008 and beyond.

Craft subjects have been evaluated for practicality, relevance and sustainability. Staff have collaboratively rewritten program overviews and unit outlines to ensure that all SACSA outcomes are addressed, particularly cultural perspectives. Craft courses now feature greater negotiation of assessment tasks and modes of presentation.

Budget planning and submissions for 2008 reflect changing focus on multimedia and multi-literacies. Both short and long term goals have been identified.

Changes in the design and craft programs now allow for more negotiation, more explicit and accessible assessment, maximising NEP students’ opportunities for success and facilitating student negotiation in the learning process.

School's Rating 2011

School's Comment 2011

Numbers in the Arts have been increasing rapidly over the past 5 to 7 years. In 2007 numbers in the Stage 2 Craft subject were decreasing. With much discussion amongst Administration (Curriculum Coordinator) and AOS teams it was decided to replace the subject with a range of Multimedia type subjects in the Arts. Digital Photography at Year 10, 11 and 12 had already been introduced and was proving to be very popular. Consultation with the timetabling team has ensured that this subject be taught in a Computer room (C30/C31). Y01 formerly a pottery room (storage space) was renovated and converted into a Multimedia space. Subjects
such as Art Multimedia and Design Multimedia at Year 10 and 11 are taught in this room which has broadened the options and outcomes for students completing Visual Art- Art or Visual Art- Design, Communication Products- Digital Photography and/or Vet: Certificate II Media (Creative Industries). A door has since been put between the 2 rooms (Y01 and Y02) to allow students to work freely between the 2 rooms.

Visual Art staff negotiate between each other and swap between rooms depending on the class size e.g. Stage 2, Visual Art: Art and Design has a class size of 30 which is taught in the Y01/Y02 facility by a teacher who generally teaches in Y04; Stage 1 Visual Art - Art is then taught in Y04 with slightly smaller class sizes. Although there are 20 computers in Y01, 10 laptops have been allocated to this room which students access and can use freely between the rooms. It also has a data projector, speakers and colour printer. The Stage 2 Photography students also use this room which also has tables for students to organise their folios. Music staff have also utilised each room for teaching theory depending on the availability of the room.

Recommendation 2: The Arts staff investigate regular structured meeting times within subject strands to facilitate and discuss AOS and budgeting issues.

School’s Rating 2008
Completed

School’s Comment 2008
Arts meetings of all subject strands occurs 2-3 times per term. Further meetings have been held with specialist areas of music and visual arts. This has provided the various subject strands opportunity to discuss AOS and budgeting issues.

School’s Rating 2011
Completed

School’s Comment 2011
Since 2007, the Arts Coordinator has instigated regular Arts meeting that are scheduled on the School calendar. A typed agenda is given to each member of the Arts team prior to meeting with minutes always given at the meeting. The agenda is structured in a way to allow for open discussion about the topics, issues being raised at the time. With the addition of a newly appointed Dance teacher the meetings have been a great way for the team to get to know each other, work as a team and discuss good teaching practices, school initiatives, Arts Action Plan and subject specific items to do with budget and OHS & W. The Coordinator has developed a proforma that has structured agenda items; OHS & W, Curriculum/SACE/SACSA, CIS, Budget, Performances/Events, Arts Action Plan, Resources and other agenda items to facilitate this process.

Meetings are clearly documented in a book which are then typed up but are the original documents. The Arts Action Plan has been developed each year with all Arts team members crucial in its development and planning. All meeting minutes and agenda items have been stored on the J:/Drive and Staff:/Drive and personal USB in various locations on our school network and filed for future evidence and reference.
Once a term we gather at an Arts member’s house in what we call our “Arts Gathering”. This has given our team a sense of belonging and team spirit. The gatherings are very well attended and are also a way to celebrate the wonderful things that are happening in the Arts and generate ideas for the future so that we can only get better. Notes of “Thanks” are also given to members of the team and the regular “Performance Management” meetings to support all of the Arts team members as per school policy are conducted.

**Recommendation 3:**

The Arts staff seek further opportunities to participate in Professional development in the area of ICTs.

**School’s Rating 2008**

In Progress

The inclusion of ICTs in the Arts curriculum will enhance the learning opportunities for learners. In order to facilitate this for Arts staff need to be adequately trained in the area.

The Arts team completed individual questionnaires on skills in ICT with the data currently being used to identify PD needs for 2008. The Arts Coordinator has identified PD needs based on current levels of staff ICT competencies and has begun designing and delivering ICT workshops to Arts and wider school staff in a range of software applications and use of digital tools.

Other strategies implemented include:

- Resource development and updates plus continued support through DECS – Learning Technologies to provide up-to-date on line learning.
- Explicit student competencies in using identified software programs and digital tools supported by up-skilling staff in same competencies.
- Hardware and software shortcomings inhibiting successful outcomes for staff PD have been identified and strategies for redressing this relayed to executive. Budget submissions for 2008 have also targeted improving resources for successful staff PD in multi-media to support all Arts domains.
- Learning and teaching digital tools are now explicitly described in unit plans and feature in all 3 strands, not just ‘arts in practice’.
- Patterns/overlaps/gaps in scope and sequencing have been identified through the curriculum mapping process and addressed and reprogrammed.
- All Arts staff (Music, Art & Drama) have access to multi-media suite to provide ICT programs to students.

The Arts vision statement explicitly details ICT priorities and a multi-media focus. Multi-media student work generated in response to school publicity brief used to promote the school to a range of wider community members – including postcard generation for Year 6 transition students and Season’s Greetings postcard generated for Christmas publicity.

Current use of ICT in Arts is explicitly referenced in program overviews and unit outlines. (ICAP CD used)

Year 6 transition visits featured multiple opportunities for students to generate multi-media materials with a view to showcasing skills and encouraging staff participation in courses for teachers of feeder primary schools. Also hope to attract greater student enrolments based on school’s focus on multi-media and multi-modal literacies.
As an ICT coach, the Coordinator, Assistant Principal and NASSSA eLearning Coordinator have implemented a series of courses at SEHS which promote the use of ICTs in the Arts curriculum and other Curriculum Areas. The courses included Digital Storytelling, use of Adobe Photoshop, Clay Animation, Digital Photography, Digital Filmmaking and more recently Moodle.

Teachers have been introduced to teaching methodologies and processes and the use of digital tools, Computer Programs and ICT’s and all Arts members have participated in at least one of the courses and have used the ICT skills in their classes. We currently have 5 staff members who are Certified with the Certificate IV In Workplace Assessment and Training.

2007 saw Craft replaced with Multimedia. The multimedia subjects have proven to be very popular with students having a very broad selection of subject offering in the Arts. In Y01 a data projector with speakers was also installed, a range of Digital Cameras, Digital Movie Cameras, Colour Printer purchased as well as 10 rolling laptops allocated to the Y01 classroom. In 2010 the school purchased a site licence for the Master Collection of Adobe CS5. It is Industry Standard software with a lot of the programs used in the Arts curriculum to meet the needs of the students. Visual Art Staff have become responsible for updating their skills in using the Adobe software and teaching ICTs and digital tools with one of the newest Visual Arts staff seeking WEA courses in the use of the programs. Course notes and documents have been professionally printed in class sets to be used amongst our classes at any given time. Tutorials have also been put on the Lesson/: Drive for students to have easy access as well as courses implemented onto the Moodle Online learning program.

Since 2006, Certificate II Industry Foundation (Music) was offered as a stand-alone subject at SEHS through Northern Futures. Industry links were developed through Salisbury TAFE but due to lack of numbers the subject has not been offered since 2010. In 2011 our VET offerings will be reviewed and offered in the Northern Futures Handbook and Curriculum Handbook for 2012. With a new Music teacher, the Music teachers are consolidating their courses and offerings for 2012.

In 2009, Certificate II Media- Creative Industries (Formerly Cert. II Multimedia) was taught as a stand alone subject and offered to all schools in the Northern Adelaide Region due to the upgrade in Y01 and the Industry Standard Computers and Software and digital tools. Due to lack of numbers the subject did not go ahead in 2011 but will be offered again 2012. VET Scholarships and Industry Pathway Programs are currently under review.

Music Staff have engaged students with the use of Auralia and Sibelius with 5 computers put into the music room & 5 licences bought for those computers. Teachers organise students to photograph each of their events with video footage as well as allowing students to be able to analyse their productions in a collaborative way.

Due to small numbers in Drama and student feedback this subject has been taken out of the curriculum and replaced with Dance. This is a new subject with a budget/facilities submission in progress. A full-time permanent Dance teacher has
been appointed. This has been exciting and new for the Arts. A SEHS Aerobics’ team has been established recently performed at the State Championships. The teacher is exploring ICT professional development opportunities relevant to her area.

International competencies are incorporated into Arts subjects through a range of projects that we give our students. The use of ICT’s in our classrooms has supported our ESL, SHIP and International students to be successful. Some of the Arts teachers have completed the teaching English as Second Language learner’s course which has helped support the multicultural /ESL students in our classes.
SECTION C: GOVERNANCE AND MANAGEMENT

Recommendation 1: The Principal and Governing Council modify their Information Folder to include references to relevant DECS policies.

School’s Rating 2008: In Progress
School’s Comment 2008: The Principal and Governing Council decided to modify their Information Folder to include references to relevant DECS policies using the existing timeline for review and updating policies. For example, in 2007 a new Attendance and Enrolment policy was developed and approved by Governing Council. These policies include express references to relevant DECS policies and international students where relevant.

School’s Rating 2011: Completed
School’s Comment 2011: The most recent example is in 2011, the New Enrolment Policy linked specifically to the DECS policy.

Recommendation 2: The Governing Council continue to implement and refine the regular induction and training of its members.

School’s Rating 2008: In Progress
School’s Comment 2008: A number of strategies were implemented in 2007 to refine the regular induction and training of its members. Firstly the induction folder of Governing Council is reviewed at the first meeting of every year to ensure that it contains relevant and up-to-date information. The meeting structure was revised to feature ‘just in time’ learning pertinent to immediate agenda items and meeting context (workshop approach). For example, at every meeting the group is split into two working parties whereby training occurs on items at hand and the issues are workshopped. The feedback from the trial of this process was positive and we will look to continue this process in 2008.

School’s Rating 2011: Completed
School’s Comment 2011: At the first meeting of the year the Principal explains the Role of the Governing Council, The constitution and the Code of Practice for Governing Council members. The annually revised induction folder is distributed at the first meeting and referred to throughout the year.

Governing Council members attend voluntary training conducted by SASSO and DECS.


School’s Rating 2008: Planned for the Future
Initial research has been undertaken by the Principal to determine regular self-appraisal processes for Governing Council’s in DECS schools. No self-appraisal processes were undertaken in the high schools contacted. The Governing Council will therefore prepare a rubric to assess how well it is performing against its role statement and develop strategies for improvement in 2008.

The school discovered that there were no DECS resources available to complete this task. The Governing Council of 2011 decided to develop and implement its first self-review process by using a self-review tool based on the DECS Site Governance Guidelines.

The school and Governing Council continue to develop a long term financial plan.

The Governing Council although agreeing with the need for long term planning has rejected the recommendation to develop a long term financial plan as impracticable. This is due to the unpredictability of DECS funding and lack of funding for anything but routine expenses. The school does not have the ability to save funds and often finds itself (along with other schools) presented with new rules, funding and expenses on an annual basis.

Late in 2010 DECS implemented a new funding model called the student centred funding model. This together with the new Enterprise Bargaining Arrangements (industrial arrangements) has made the school’s funding arrangements more difficult to develop a long term financial plan.

The school and Governing Council seek additional funds from other bodies including grants and corporate sponsorship.

The school and Governing Council have applied for additional funds from other bodies mainly the Federal Government. The Governing Council applied for and was successful in grant applications for a new school Chaplain, Scholarships (Values Education) and security fencing (Investing in Schools). The Governing Council is awaiting the outcome of its application for $200,000 to fund a new fitness centre and programs. The Governing Council is planning to seek DECS approval for sponsorship from corporate sponsors in 2008.
The school and Governing Council have applied for and has been successful in obtaining funds from the state and Federal Government. Successful federal grants include:

- Solar School (Federal)
- Science Labs (Federal)
- DER, Digital Education Revolution (Federal)
- BER, Building Educational Revolution School Pride (Federal)
- Air conditioning Flexible Teaching Area (State)
- New staff car park and fencing (State)
- Capital Works (State – DECS) – feasibility study for new buildings approved.

At this stage the Council has not sought Corporate sponsorship due to DECS constraints.

**Recommendation 6:** The Governing Council investigate additional ways to encourage greater parent involvement.

**School’s Rating 2008**

In Progress

(See comment in Section A: PHILOSPHY AND OBJECTIVES: Recommendation 1.)

**School’s Rating 2011**

Completed

A priority for the Governing Council over the past five years has to be exploring a range of strategies to ensure greater involvement by parents in the life of the school. It is now common practice to:

- Conduct a face-to-face survey of parents attending interview night (at least once per year) to gauge parent view points. An example is the uniform survey conducted in September 2010.
- Parent interview night conducted in a structurally less formal basis with no appointment times to allow easier access to staff by parents.
- Interpreters are organised by the LOTE/ESL/International Coordinator for families for school events such as meet the teacher, parent interview night and course counselling.
- Annual perception surveys are conducted of parents.
- An annual Year 8 meet the teacher night.

In 2011, all positions for Governing Council were filled indicating an increased interest in participating on the Council.

Due to the nature of this recommendation this will be an on-going issue for the Governing Council at SEHS as its role is to provide Governance on whole school direction and policy. The Governing Council will always strive to gauge the opinions of its parent community.
SECTION D: STAFF

Recommendation 1: The school endeavour to increase the level of local input into staff recruitment to address the problem of high staff turnover.

School’s Rating 2008: Rejected
School’s Comment 2008: Salisbury East High School is a public school and is therefore bound to follow the policy and procedures of the Department of Education and Children’s Services. Although the school Executive and Governing Council would prefer to have an increased level of input into staff recruitment to address the problem of high staff turnover we are bound by the DECS policy in which schools have limited influence into staff recruitment.

School’s Rating 2011: In Progress
School’s Comment 2011: DECS is the employing body for all staff and there has been limited capacity for the school influence the recruitment and retention of staff to minimise staff turnover and the loss of quality staff that have been unable to secure permanent employment.

Since the first report, the Assistant Principal Human Resources has worked hard to develop a close relationship with the DECS Senior HR Consultant for our region. Personal meetings face-to-face have enhanced the opportunity to present the school’s case for retaining staff on short term contracts. Over recent years we have largely managed to avoid the undesirable situation experienced by many schools, where surplus permanent DECS staff have been placed in declared vacancies (against their will). We have generally been able to maximise our opportunity to have contract staff reappointed by waiting to submit vacancies till the appropriate moment. Familiarity with the staffing process and a cooperative relationship with the DECS HR consultant have resulted in the best staffing outcomes for students.

Local Selection processes have been used effectively to secure quality staff where the Ten Year Tenure Rule meant staff had to move to other locations. Recent changes to DECS HR policy (including the end of the Ten Year tenure) have meant that we will have more say in selecting staff for identified permanent vacancies. We will be able to accept applications from both permanent and new teachers and thus increase our input into staff recruitment. Declining student numbers will unfortunately limit our ability to benefit from this in the short term.

The Assistant Principal HR is a member of the South Australian Secondary Principals Association and on the Human Resources subcommittee and has been able to provide input to DECS on the shape of the new policy. He is also able to stay abreast of the big issues affecting both primary and secondary schools across the state. He is also exploring a short term work shadowing with DECS HR to improve knowledge in this area.

Recommendation 2: The school overhaul the Staff Handbook and improve its organisation and style.

School’s Rating 2008: In Progress
In 2008 the Staff Handbook is available in folder/plastic leaves format and on the school’s intranet. This will allow regular updating of information as it becomes available.

As policies and procedures are updated the handbook will be updated to improve its organisation and style. We anticipate that by the end of 2008 the handbook will be in its new and improved style.

Each year since the first report the Staff Handbook has become more extensive and user friendly for staff. Its organisation and style has been improved with new hardback folders with plastic sleeves and a more professional appearance. There is a mixture of policy and procedural information included to support both new and experienced teachers.

Each section has been colour coded to connect it with its author under the supervision of the Assistant Principal HR / School Operations. Considerable time is put in during the summer vacation to have a comprehensive and up to date Handbook available for all Staff (including non teaching staff) before students return to school for the new year. Consultation has occurred during 2009 – 2011 to ensure all leaders and staff have input into the contents of the handbook.

Included now are sections involving Performance Management with proformas appropriate for leaders and teaching staff.

The PD Needs Analysis for all staff is also included in the Staff Handbook. There are additional spare plastic sleeves and a writing pad included and staff are expected to bring their Handbooks to meetings.

The format of the Staff Handbook allows additional / updated pages to be added at any time authors of any section. Each Term new updated Staff lists, Contact Numbers and Calendars are automatically distributed to all staff.

The Staff Handbook has been available electronically via the SEHS Online, however this facility is now being phased out and a new SEHS Admin site available on Moodle is being created to allow electronic access.
SECTION E:  STUDENT SUPPORT SERVICES

Recommendation 1: The staff develop a process to allow the early and accurate identification of student learning needs and/or special strengths of students.

School’s Rating 2008
In Progress

School’s Comment 2008
In 2008 a new Assistant Principal for Student Well-being is appointed. The person will have the responsibility for ensuring that a process is articulated and followed to allow for the early and accurate identification of student learning needs/ and special strengths of students. This information will be included in the ‘on line’ system for easy staff access.

In 2007 the transition process of students from primary school into the high school included a proforma (completed by the primary school teacher) to identify special strengths of students and whether the student had any special learning needs. Enrolment interviews with parents, students and a key staff member were conducted to identify further strengths and issues. This information was communicated to the teacher of special needs and the home group teacher. Student files of all students were rearranged into alphabetical order (by surname) and relocated into the front office for easier access by staff members.

School’s Rating 2011
Completed

School’s Comment 2011
The Student Services Team use the students’ Grade Point Average (GPA) at the end of each term to identify the Students at Risk (STAR). These students are then assigned a Case Manager, who has the responsibility to work with the student to identify strategies for improvement and to monitor their progress. Each term, the progress of these students is carefully scrutinised and information about their progress is communicated to their parents.

Students who have a recognised learning disability have a Negotiated Education Plan (NEP). The NEP includes identification of strengths and areas for improvement for each student, as well as their learning needs and special accommodations. The NEP is developed in conjunction with the student and their family and input is sought from each of the subject teachers.

The Special Education teacher has developed a planned schedule to update NEPs every 2 years. Each year the Year 9 students have their NEPs reviewed during Term 2. The Year 11 students have their NEPs reviewed during Term 3, to coincide with their Course Counselling. During Term 4, the Special Education teacher visits each of our feeder primary schools and works with personnel in these locations to update the NEPs of the Year 7 students, in preparation for their transition to high school.

In order to monitor the progress of our Indigenous students, the Aboriginal Education Teacher (AET) is a part of Student Services Team and attends meetings. The AET has the responsibility to monitor the progress of the Indigenous students and to implement intervention programmes where necessary. Each year the AET develops an Individual Education Plan (IEP) for each student. The students and their families are involved in this process.

Students who are under the Guardianship of the Minister (GOM) are supported by
the School Support Coordinator (Counsellor). The Counsellor works in conjunction with the student and their Families SA Case Worker to develop an Individual Education Plan (IEP) for each student.

Each year the Student Services Team use the Engagement Matrix (published within our region) to identify students requiring alternate learning options. These students are the most disengaged students within the school and commonly feature as ‘negative’ or ‘reluctant’ in each of the sections of the matrix: Wellbeing, Relationships and Involvement in Learning. Once identified, these students, in consultation with their parents, are referred to the FLO (Flexible Learning Options) programme. These students then receive DECS funding which pays for Case Management by an external agency (such as Anglicare, SYC, etc.) Their Case Manager works with them to develop their FLO Learning Plan and to assist them in engaging with external community-based learning programmes.

Students with particular strengths are easily identified through the structure of many of our mainstream teaching programmes. They are provided with the opportunity to expand and develop their particular talents through many areas of the curriculum.

The Arts Team, for example, has implemented ways in which students in The Arts can showcase their talents. Students within our Music programme are provided with the opportunity to develop beyond the classroom.

Each year the Concert Band Tour is a highlight of the Music programme, giving students the chance to perform to a wide range of audiences across the country. Students in other aspects of the Music programme are given to opportunity to ‘flex’ their musical abilities by competing against other schools in the Balaklava Eisteddfod. This year our students achieved second place in both SENIOR BAND and SENIOR ENSEMBLE. Students who demonstrate outstanding abilities within the Visual Arts are provided with the opportunity to further explore their talents by entering statewide competitions. In 2009 and 2011 the RAA ‘Tell the World’ competition was won by one of our Year 11 Art students and, as a result, her winning entry was displayed on a billboard on Main North Road (the major arterial road into Adelaide) Entry into this competition has now been integrated into the Arts programme and its road safety message is now a standard feature of the Arts curriculum.

The Health and Personal Development (HPD) team has developed an Elite Physical Education Programme that will be implemented with Year 8 students in 2012. Access to this programme is via an assessment process administered by the HPD team, as it is intended that it will cater for students will exceptional sporting talents.

In addition, many other aspects of excellence are acknowledged and catered for through various opportunities within the school. Students with leadership potential are identified by staff and given the opportunity to participate in activities designed to enhance and develop these skills. For instance, leaders in Year 9 last year formed the SEAK group (Salisbury East Advisory Krew). These students worked with the Year Level Coordinator and the Youth Advisor from the Tea Tree Gully Council to identify and use a planning process. As a result, they presented their plan for a Picnic Day to the Principal and then successfully planned, implemented and managed the end-of-year picnic for all Year 8 and 9 students at Thorndon Park. This day was a resounding success and received much positive feedback from both staff and students.
Leadership skills are explored and developed through other varied opportunities. For instance, students from the current Year 9 cohort were provided with the opportunity to participate in ALTITUDE DAY run by Y-Lead for middle school leaders from schools in our region. Information was provided to all Year 9 students about this opportunity and students were able to self-nominate to attend. Home Group teachers then confirmed the nominations. These students have now formed the 2011 Year 9 Advisory Group and are organising a number of fundraising activities, including Activity Packs for the Women’s and Children’s Hospital and Backpacks for Aussie Kids.

In addition, the Year Level Coordinators frequently seek out opportunities for the students in their particular year levels to explore their potentials and to empower them with decisions for their future learning. As such, programmes that are offered by our various universities are regularly accessed. For example:

- In 2010, Year 10 students with high academic results were invited to participate in the UNIREADY programme at UniSA (Mawson Lakes).
- Selected Year 12 students, this year, were invited to attend a series of workshops at Adelaide University aimed at developing their study skills and exam preparation techniques.

**Recommendation 2:** The staff increases the range of opportunities for SHIP students.

**School’s Rating 2008**

Planned for the Future

The new Assistant Principal – student well-being includes a brief to increase the range of opportunities for SHIP students therefore providing leadership in this area. The AP and the team will explore ways to identify SHIP students and cater for their needs.

During 2007 each AOS was asked to provide opportunities within the curriculum to cater for SHIP students including the teaching and assessment of higher order thinking skills. The work in this area will continue over the next three years.

The Pathways Coordinator has researched opportunities available for gifted students offered at the universities and communicated this to relevant year level managers and the Assistant Principal for Student Services.

**School’s Rating 2011**

Completed

Opportunities are provided within various learning areas for students to extend and enrich their learning.

For instance, within the mainstream Science curriculum, students in Years 8 and 9 are provided the opportunity to use higher order thinking skills and to explore their potential through the implementation of the CREST project. This project is integrated into all junior classes and requires students to use their scientific skills and knowledge to explore open-ended investigations. The nature of this project allows for multiple entry and exit points and thus provides the perfect opportunity for staff to extend those students with high intellectual potential. At Year 10 level, a similar opportunity is provided to students through the invitation to join the C2C (Concept 2 Creation) class. This Science course takes students through a planning and investigation process, which allows them to see their ideas put into practice.
Within the English curriculum students with varying ability levels are catered for through differing questioning techniques. Teachers have established programmes so that all students engage with the same text, but can then be extended through the use of different response sheets. This means that students who have difficulty with literacy would be given simple recall questions to respond to, while students with high abilities are extended further through the use of open ended questions that require higher order thinking skills. These response questions engage students in analysing text and making inferences.

High achieving students are catered for in Mathematics by grouping them according to ability level. When students begin high school in Year 8 they are all placed in mixed ability level classes. The first topic they study is Number and at the end of Week 3 all students participate in a common test. Using the results of this test, the advanced Maths students are then all placed together in the same class. This allows the teacher the opportunity to be able to work at a faster pace with these students and to extend them into areas of Mathematics that enrich their learning. The Year 9 Advanced Maths class is formed, based on Year 9 teacher recommendations. The same process is used for Year 10 students, with the addition of a Numeracy class, designed for those students who struggle.

The new SACE unit Research Project is also being used by staff as a vehicle through which to encourage students to explore their academic potential. As such, some students have worked with Uni SA to undertake research into Nanotechnology and other advanced technologies.

Once students enter the Senior School, the subjects they study are a matter of choice. This means that students are able to choose the subjects from those on offer that suit their particular strengths and abilities.

Student outcomes are regularly reviewed and, as a result of this process, students who are excelling in specific learning areas are easily identified. In consultation with the students, their parents and subject teachers, these students are offered the opportunity to be accelerated within the subject. In recent years, a small number of students have been accelerated in this fashion within Mathematics and Science.
SECTION F: RESOURCES

Recommendation 1: The ICT staff develop a policy to control the number of computers to a sustainable level and document an overall maintenance and replacement strategy.

School's Rating 2008: Postponed
School's Comment 2008: A team called the ICT planning group has been established in 2008. This team is responsible to develop a policy and plan to control the number of computers to a sustainable level and to document an overall maintenance and replacement strategy.

School's Rating 2011: In Progress
School's Comment 2011: The school's older computers were replaced with DER computers. The Digital Education Revolution was a Federal Grant to all schools initiated by the Australian Labor Party as an election promise to reach a 1:1 ratio for all high school students in Years 9-12.

This upgraded the school's computer fleet to replace older computers which had been purchased from government auctions & and CRS (Computer Recycle Scheme), a branch of DECS to use government department computers in schools. In the first round we replaced 170 ageing desktop computers & deployed 150 laptops in 8 trolleys around the school.

In the second round grant of DER, we purchased 290 netbooks for student borrowing and 91 laptops for classroom trolley use.

We made a strategic decision to not develop any more computer suites but instead to move to a laptop solution with the eventual outcome for all students to be issued with individual laptops.

Technical support staff have been replaced as existing technicians moved on. Two new staff, both experienced in the Windows Server environment, has changed the network infrastructure from a Unix environment to a Windows based server system. They have set up systems for automatic updating of the software on all network computers.

The schools network has been upgraded to meet DECS Standard Infrastructure Architecture.

A grant to develop the network to meet the SIA standard for wireless connectivity has been successfully implemented. We now have 59 wireless points in all teaching areas, managed by Radius Server software.

The Technical team has built databases to support management of 600+ computers and begun documentation of network structures and procedures to provide sustainable management.

The Principal, Executive team & Technical team are investigating ways to sustain the school computer fleet by a replacement strategy. Currently options of a hire fee for laptops as well as annual financial budgeting are being considered. There is no definitive solution as yet.
<table>
<thead>
<tr>
<th>Recommendation 2:</th>
<th>The school implement strategies for improving consistency in naming, format, tracking, storage hierarchy and location of documents.</th>
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<tbody>
<tr>
<td><strong>School's Rating</strong> 2008</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>School's Comment 2008</strong></td>
<td>The Assistant Principal for Information and Communications has developed a new directory structure and processes are underway to review existing files and move to the new structure. He is developing documentation to assist staff in consistent naming of documents.</td>
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<td><strong>School's Rating</strong> 2011</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>School's Comment 2011</strong></td>
<td>The location of files on network drives has been problematic for the school. There are two networks as required by DECS, Admin &amp; Curriculum Most staff logon to the Curriculum network, same as the students and cannot access the Admin network and drives. However Office staff, Executive team and SSO staff can access the Admin as well as the Curriculum drives. We have started to sort out the files &amp; directories based on the nature of work of staff. Some training of staff has occurred re where to save and naming of their files but this has been incidental and based on self directed, perceived need. It is a school expectation that staff separate personal files from school and save their work appropriately. Periodic reminders are made for staff to insert file &amp; pathnames in the footers of their documents. A planned directory structure reorganisation has been started several times but not completed as the task became too large due to huge number of files and staff unfamiliarity with the nature of the directory contents. The guidelines were to</td>
</tr>
<tr>
<td>1</td>
<td>construct a directory structure and inform all staff to move files into new structure</td>
</tr>
<tr>
<td>2</td>
<td>delete obsolete files</td>
</tr>
<tr>
<td>3</td>
<td>store older files for archiving</td>
</tr>
<tr>
<td>4</td>
<td>consolidate and rename scattered files</td>
</tr>
<tr>
<td>5</td>
<td>inform staff where files are and where to save</td>
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<td></td>
<td>Currently the problem still exists although file retrieval is workable, it does pose a problem for new staff. A small working group with executive authority needs to decide on the structure, implement, document and advise staff. This would probably be the Business Manager, AP in charge of ICT, Network manager &amp; two other staff. The problem is ongoing but will be solved in the near future.</td>
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</tbody>
</table>
Recommendation 3: The school considers the protection, consolidation and use of consistent format of the posters displayed in each room, including the Vision, Values and Evacuation Routes.

School's Rating 2008
Postponed

School's Comment 2008
In 2008 the AP – Information and Communications will conduct an audit of current anomalies in consistency of classroom displays undertaken. He will then establish a consultation process that considers the protection, consultation and use of consistent format of the posters displayed in each room inc. the vision and values and evacuation routes.

In 2007 the Principal met with a private marketing consultant to establish common branding implemented for all PR materials. During 2008 and thereafter all promotion materials will use ‘common branding’.

School's Rating 2011
In Progress

School's Comment 2011
The Emergency Evacuation posters have been upgraded, printed in colour, laminated and deployed in all rooms in the school

Values, Vision, Site Strategic Plan and other posters are being produced as a standard set for each classroom. This common set is:
Emergency Evacuation; Workplace Expectations; Lesson Structure; Vision & Values.

Site Learning plan objectives expect teachers to make the classroom environment a welcoming place and conducive to student learning. They have been encouraged to display student work as well as inspirational and informative posters. As staff ICT skills have developed many staff are creating their own displays to add to the common set.

As part of a staff PD programme, the school has actively conducted a series of “walk through” activities. Small teams of teachers, leaders & teaching staff visit classrooms specifically to check for poster & educational displays relating to the school’s push to improve comprehension skills. Photos & videos of these were presented to all staff at a staff PD session and various teaching staff discussed how they use visual aids to effectively improve student comprehension skills.

This has increased staff awareness of how other teaching staff set up their classrooms and, as a result, many more staff have actively and strategically managed classroom displays.

Recommendation 4: The OHS&W Committee improve the effectiveness and efficiency of the internal auditing process in preparation for annual DECS audits.

School's Rating 2008
In Progress

School's Comment 2008
There is leadership time allocated to improving the effectiveness and efficiency of the school’s management of OSHW matters. This is part of the Technology Coordinator’s job description. The Administrative Services Officer also undertakes a key role in ensuring that all matters are recorded using Business Manager – the
departmental software application.

During 2007 a meeting was held with key players in OHSW to determine their roles. If everyone undertakes the roles as assigned the school should be in a better position in relation to the audit.

As a result of the audit the OHSW team decided to ensure that all minutes to be kept on J drive and to delegate responsibility to ensure preparedness for audit.

**School’s Rating 2011**

**School’s Comment 2011**

DECS requires us to “Conduct a safety inspection of the site” on an annual basis.

The OHSW committee has run several models to try to improve the effective preparation for the annual H&S audit.

- One involved a small team using DECS checklists for internal H&S audits
- This took a huge amount of time and required a paper manual collation; It never got finished due to the details the checks
- Another method was to involve all the staff and they assessed specific areas. Although the school was covered, the collation of data was still a problem and the consistency & accuracy of assessment was an issue.
- Another method was to produce a cut down version of the DECS forms and combine it with maintenance check. (Form in the resources container). This was slight more successful in that it was quicker and could be done by a few (or one person).

This year the school plans to trial the process of allocating staff to areas of the school and the staff recording any risk items using the ‘needs attention form’ which is used on a daily basis to record maintenance and OHSW issues. This will be recorded on the excel spreadsheet we use to record all maintenance issues and actioned accordingly. Major items are recorded on the DECS Business Manager data base for action. Flagged OHSW issues are dealt with and repaired or replaced via the usual school processes.

Even though these annual safety inspections have not been as successful as the school would have liked the ongoing maintenance process & procedures have been improved. A procedure has been implemented that uses an excel spreadsheet to record all maintenance and repair issues. This is updated regularly by ancillary staff and therefore the Business Manager is able to accurately determine the status of all jobs.

All staff monitor’s the site as a matter of course and SSO & GSE staff action remedial maintenance and improvements on a daily basis. The priority for action is determined by the level of risk to persons & property. This ongoing maintenance & improvements process has significantly reduced the number of items that are a safety issue. It has also improved the site appearance and atmosphere of the school.
These improvements should flow on to the next safety inspection of the site and this should result in the number of items found in this inspection being manageable rather than overwhelming.

Other inspections that the school undertakes are
- Identify, Assess and Prevent Slips, Trips and Falls
- Review Hazardous Substances Management
- Review hazardous substances stock control/disposal system
- Annual Electrical Safety Tests – Appliances
- Asbestos Register requirements are met
- Preventative maintenance tasks completed
- Review emergency procedures
- Check/clean air conditioner
- Check -fire extinguishers -fire/security detection system/s Test Residual Current Device/s (RCD/s)
- Display emergency procedures & emergency contacts/numbers

Review and Update Design & Tech Machine Guarding Action Plan

**Recommendation 5:** The school revise the evacuation procedures to align with commonly recognised practice

**School’s Rating 2008**
**School’s Comment 2008**
This recommendation came from the team visit to SEHS and was essentially regarding the issue of whether or not students should take their bags with them during emergency evacuations.

The Assistant Principal contacted the Metropolitan Fire Services who informed him that students should take their bags with them during evacuations.

**School’s Rating 2011**
**School’s Comment 2011**
The school has checked with local authorities and determined the question of students taking their bags from classrooms during evacuations. The Metropolitan Fire Service (MFS) has directed that they should do so. This is contrary to CIS normal expectation but meets the requirements of the evacuation process in South Australian schools

The school takes emergency procedures very seriously. We have conducted emergency drills every term and the OHSW committee reviews the effectiveness of the process. Where efficiency has lagged, staff have been reminded of their duties and the necessity for prompt action. Changes in procedures have been made where the committee determined confusion or “bottlenecks” in procedures have occurred.

New and existing staff are regularly updated and prepared for the event by the Fire Warden. Evacuation procedures get a place on the agenda of whole staff meetings.
Emergency evacuations are part of school procedures and are conducted smoothly. Two “non-drill” evacuations were initiated in the last 2 years (a lockdown and a fire evacuation) The procedures worked and students were managed safely and accounted for in under the 10 minute target.

Recommendation 6: The library staff consider ways of gathering data to formalise the evaluation of the effectiveness of the library and its services.

School's Rating 2008
Postponed

School's Comment 2008
During 2008 the Library staff plan to identify strengths and weaknesses of current library practice (SWAT) from their perspective and questionnaires, surveys and interviews. They will use this to data to identify targets for improvement (student numbers, borrowing levels, use of range of facilities, RBL usage…) and explore a range of data gathering strategies and select most appropriate for gaining perspectives from wider school community

School's Rating 2011
In Progress

School's Comment 2011
The school Library has been in a constant need of development and although much progress has been made, the major infrastructure and procedural changes have only recently been started. The various staff who have filled the position of Library Manager over the last 10 years have varied in their capacity to lead and develop Library Services. The recently appointed Library Manager has started to implement the action plan objectives, reviewing and developing the Library’s operating procedures.

The Library’s strategic plan has finally started with Stage 1 completed. Two eLearning rooms have been completed and a third area to relocate the computer area has been started

The Library manager has conducted a comprehensive review of the duties and tasks associated with the efficient functioning of the Library. She is preparing documentation to set out the management protocols so that continuity and development of quality of service occurs.

She has conducted a SWOT analysis identifying areas summarised below.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>• Variety Information access</td>
<td>• No Photocopier</td>
</tr>
<tr>
<td>OPAC, ORG &amp; WebLinks</td>
<td>• Security gate malfunction</td>
</tr>
<tr>
<td>• Good computer access</td>
<td>• SSO time &amp; training</td>
</tr>
<tr>
<td>(Desktop &amp; Laptops)</td>
<td>• Computer layout (not pods)</td>
</tr>
<tr>
<td>• Network Video to classroom</td>
<td>• Clickview &amp; eLibrary software</td>
</tr>
<tr>
<td>data projectors (Clickview software)</td>
<td>functionality needs improvement</td>
</tr>
<tr>
<td>• 5 Flexible areas for use</td>
<td></td>
</tr>
<tr>
<td>• eLearning rooms</td>
<td></td>
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</tbody>
</table>

The Library staff are still working on ways to collect and analyse data on the usage of its services. Computer software is used to loan books and Library resources,
eLibrary. Areas in the Library are booked by school administration software, DayMap, which has recently been introduced.

However no reports of usage can be generated and the only way is to manually collate data. As yet no function has been found in the eLibrary system to analyse borrowing patterns or lending profiles of resources.

The Library management will need to develop ways & regular procedures of collecting and analysing data. The management system will depend upon software development and routine data collection procedures and analysis.

It is planned that the Library Manager, SSO Library support and the Line Manager, (AP Information Systems) develop the procedures by

- Determining what data sets to collect and analyse
- Find electronic means or create manually databases to record and display data
- Produce an Online survey for client use of the Library
- Analyse and set targets to increase use and efficiency of Library services
Recommendation 1:
SPECIAL ISSUE FOUR
The school continue to strive to embed its Vision and Values into the school culture to address the level of student disengagement, inconsistencies in teachers’ expectations of students, and lack of respect for teachers shown by some students.

See Special Issue Section Page 11

Recommendation 2:
The school explore ways to measure improvements in student diligence as a result of initiatives such as the Roundtable Assessments.

School’s Rating
2008
Planned for the future

School’s Comment 2008
2008 at SEHS is the ‘Year of Diligence’. The Executive Team are currently exploring strategies to promote diligence between staff and students including reward systems. The team is considering using the indicators identified in the student code of conduct to measure the success of diligence through student reflections and staff feedback.

We plan to report on diligence as part of roundtable assessment

School’s Rating
2011
Completed

School’s Comment 2011
In 2007, Academic Awards were introduced and presented to students based on their GPA (Grade Point Average). Feedback from students indicated that they felt uncomfortable being presented with these awards at whole school assemblies, due to the teasing they subsequently received. Therefore, special Awards Ceremonies and Afternoon Teas were introduced at which award recipients could be presented with their certificates in front of only their peers and family members. These were very successful events and students reported they felt valued.

In 2008 we began using the students’ GPA as a means of summarising student achievement. It is now part of our standard practice to involve students in the calculation of their own GPA after each reporting period. During Student Development, students begin each term in this manner: reflecting on their achievements, determining whether they have improved and making plans for the coming term. This has resulted in students having a more heightened awareness about their own learning and how they can implement strategies to improve their GPA.

In 2009 we introduced a new award category: Significant Academic Improvement. This is awarded to students who have increased their GPA by 10% or more, and who have all passing grades. This has increased both number of award recipients, as well as the range of students receiving acknowledgement.

We have also increased the profile of the end-of-year Awards Ceremonies. We now hold a middle school ceremony during the day and a senior school ceremony in the evening. Guest speakers and presenters are invited, as well as parents and members of the Governing Council. Students are presented with a range of awards acknowledging excellence in many areas of endeavour:
• Home Group Awards for students who consistently model our school values
• Sports Person of the Year Award for a boy and girl in each year level
• DUX of each year level
• Dux of Subject for Year 12 students
• Diligence Awards for Year 12 students
• External awards from other organisations, such as Caltex, Long Tan, Rotary, etc.

The music teachers have traditionally held Rewards Concerts at the end of each term. These have now encompassed more of the Arts and have developed into a Music and Dance performance. The Student Services Team have also refined the selection process for attendance by ensuring Home Group teachers select students based on clearly articulated school values. Tickets to these concerts are highly valued by students and are actively pursued.

Through these various forms of acknowledging student achievement, we have developed a culture of achievement within the school. It is no longer "uncool" to receive academic awards. This is evidenced by the fact that we can now present these certificates at whole school assemblies, without fear of students receiving harassment. We initially trialled this in Term 3, 2010 and this year we expanded on this and also invited parents to attend. This assembly was very successful and student behaviour was exemplary, indicating that diligence is now a school value that is embedded in teaching programmes and highly regarded by students and their families.

Recommendation 3: The Principal and staff continue to investigate ways to enhance communication between parents and the school.

School’s Rating 2008
Planned for the future

School’s Comment 2008
The Principal and staff have considered the range of ways to enhance communication between parents and the school and plan to ensure that

• School signage is expanded (and some major signs include different languages)
• Regular website updating process established and key personnel identified
• Range of information included on website expanded to better meet perceived parent needs
• Information from parent surveys informs decisions
• Website access issues due to language barriers explored
• Promotion of facility to parents occurs on ongoing basis
• Regular use of interpreters for parent/student teacher nights.

In the Senior School, the Pathways Coordinator has enhanced communication to parents about student achievement of the SACE by organising and conducting meetings with students and parents of students who are at risk of not completing their SACE and to formalise outcomes via letters.

School’s Rating 2011
Completed

School’s Comment 2011
Each year, all students are issued with a student diary. The front of the diary contains information about:

• the school values
• behaviour expectations
• school uniform
• mobile phone usage
• harassment and grievance procedure
• lesson times
• report collection dates

We emphasise to students that their diary is to be used as a two-way means of communication between school and home:
• Students are expected to write their homework in their diary each lesson.
• Parents write notes to Home Group teachers about student absences and other issues.
• Teachers write notes to parents about behaviour concerns, overdue work, detentions, etc.

This year we have had an increased emphasis on the diary and its correct use. The Student Engagement Coordinator has devised a points-and-reward system to encourage improved diary usage. This system was used by all Home Groups during Term 2 and successful results.

Our school calendar is shared each term with families to help keep them appraised of key dates and important events. The calendar includes the dates on which the newsletter is to be published and what the key focus for each newsletter will be. We designed a schedule of topics for the newsletter so that parents received information about what is happening in all areas of the school, over the period of they year.

The school website provides additional information to all members of the school community. As well as detailed information about the school context, the website has news of upcoming events, school policies, newsletters and other publications sent home to parents. It also has photographs of key personnel, aimed at facilitating positive staff-parent interactions.

Over the last few years, staff have been undertaking professional development on Moodle and have begun experimenting with ways in which to use this to increase effective communication with students. Many teachers now have their assessment plans and specific tasks available for students to access on Moodle. The benefit of this is that students with internet access can download and use these documents at home.

When new students enrol at Salisbury East High School, families are presented with an enrolment pack that includes brochures outlining our key school policies/procedures. The enrolling Year Level Manager goes through these policies with the student and parent to ensure that they are understood. Parents and students are then asked to sign an ‘agreement’ form, stating that they will do their best to uphold the school values and fulfil school expectations.

An area that we are considering for future development is the implementation of a SEHS facebook page. Discussions about this possibility are embryonic at this stage and will require careful investigation before it becomes a reality.
Recommendation 4: The school community continue with its efforts to build an international perspective, and the staff responsible for curriculum development progress the work to embed an international perspective across the curriculum.

School's Rating 2008
In Progress

School's Comment 2008
The Mapping exercise undertaken in 2007 identified the need to embed an international perspective across all curriculum areas and possible topics. The LOTE/ESL International Coordinator to working with Curriculum Leaders to include an international perspective in all AOS.

During 2008 the annual trip to China (study tour for staff) includes staff from a wide range of study. These people will conduct research and provide leadership into introducing an international perspective across all curriculum areas.

School's Rating 2011
Completed

School's Comment 2011
Salisbury East High School uses a variety of practical means to engage students in cultural activities. Each year we celebrate Harmony Day. This includes participating in Harmony Day activities during Student Development and holding Harmony Day assemblies which include various intercultural performers. We also promote awareness of Indigenous culture through Reconciliation Week activities and performances by Monty Prior.

Our Australian ANZAC heritage is celebrated each year at the ANZAC Day Assembly. Members of the local RSL are invited to participate and to meet with student leaders for morning tea.

Students are able to interact with students from other cultures by hosting visiting international students, as homestay families and by acting as buddies for students transitioning from the Adelaide School of English.

All Areas of Learning make genuine efforts to include international perspectives within their curriculum. This is more successful in some instances than in others. Area of Learning Coordinators will continue to explore ways in which to do this in meaningful ways that develop students as international citizens. This is an area for future work to develop international mindedness, rather than (sometimes) tokenistic events. The school plans to include this on the new action plan for further development.

Recommendation 5: The staff explore ways to improve the induction of new students at all points and times of entry.

School's Rating 2008
In Progress

School's Comment 2008
Allocation to AP of role responsibility for student induction and enrolment. In 2007 a new enrolment policy and procedures were created. In 2008 the student well-being team will create a consistent induction policy process and ensure that a link to website with consistent online induction materials available for download by all staff.

School's Rating
Completed
The induction programme for students entering SEHS from primary school is quite comprehensive. Whilst still in Year 6, students from our main feeder primary schools are invited to participate in Headstart Visits. This involves them spending 2/3 of a day on site and participating in some typical 'high school' type lessons. The aim of this visit is to help de-mystify high school and help students prepare emotionally for the next stage of their schooling.

During early May each year we hold our annual Open Day and Information Evening. During Open Day, prospective students and their families are invited to take guided tours of the school and to see actual lessons in operation. The tours are guided by a member of the Exec Team and 2 -3 student leaders. In this way students and their families can gain different perspectives of school life. We are one of the few schools within our region that conducts tours whilst real lessons are actually occurring. The aim of this is to allow families to get a real 'feel' for our school and to improve their understanding of how a high school operates.

Once students are in Year 7 and they have been accepted as future enrolments for Year 8, we hold Year 7 Enrolment Interviews. Students and their families are invited to attend an interview with a member of either the Exec Team or the Student Services Team. The purpose of this meeting is the two-way exchange of information between families and the school. One of the aims of this is to better understand our students and, thus, cater for them more effectively.

During the final week of the school year all Year 7 students are invited to the 7/8 Transition Day, where they sample a range of lessons in various areas around the school. During this day students are placed into their Home Groups for the following year and, where possible, their Home Group teacher acts as their 'tour guide' to each of their scheduled lessons. In this way we aim to help students establish relationships before the new school year begins and to allay any fears they have about starting high school.

Students who begin at SEHS in year levels other than Year 8 do not, unfortunately, have this level of induction into school life. They do, however, participate in an interview (with their parents/caregivers) before beginning at the school, where information is exchanged. This includes providing them with a student diary and printed information about the school and our expectations. Students are always issued with a timetable before they begin lessons and their teachers are informed of their impending arrival in their classes. These new enrolments are also assigned a "buddy" within the class who helps them to adjust to the new school environment. Our Orientation Days at the beginning of each school year are also aimed at aiding in the induction process for new students.

Recommendation 6: The students fully embrace the Vision and Values of the school through their conduct, work ethic and relationships with others.

School's Rating 2008: In Process

School's Comment 2008: During 2007 the Leadership Team consistently promoted the vision and values of the school through naming behaviours that were consistent and sometimes inconsistent with the values. Newsletter articles, assemblies and certificates were used to promote conduct consistent with the school values and vision.
During 2008 common learning protocols will be developed that clearly articulate behavioural expectations. During January (in the school holidays) 28 teaching staff attended a professional development session on Restorative Practices which is an innovative way of looking at managing behaviour that concentrates on repairing the relationship and taking responsibility for behaviour.

The student well-being team and executive Leadership Team will consider how to apply these to our practices.

Procedures that identify our gifted students, students with learning needs, those at risk not completing their SACE and increasing the accountability requirements of students and the careful monitoring and follow up of these students will assist those students who have difficulty in fully embracing the school’s vision and values. We anticipate that this process will take approximately 3 years to implement and become part of our school culture.

School’s Rating
2011
School’s Comment 2011

Anecdotal evidence from staff that have been at the SEHS for a number of years has confirmed that the general atmosphere of the school has become more ‘settled’ in recent years. In particular staff have commented on the following:

- Students are in class and no longer roaming the school yard or corridors.
- Very few students are now sent to the Focus Room for misbehaviour.
- Students are quite cooperative when asked to pick up rubbish in the yard.
- Students greet staff as they walk around the school grounds.

Anecdotal evidence has also been supplied by members of the community about our students' positive behaviour exemplary conduct when interacting with them either in school or on excursions. This includes feedback from:

- First Aid instructors working with the Year 12 Health class
- the Sound Technician at the Golden Grove Arts Centre
- the visitors who run the lunchtime activities programme
- the community member who fell in the street and was assisted by one of our students
- the members of the University of the Third Age who join as community representatives on panels during our Roundtable Assessment
- the Apprenticeship Brokers who come into the school every fortnight to work with our students.

More tangible evidence that demonstrates the positive climate within the school and the respect shown by students towards teachers is provided by the number of teachers nominated by students for the Teaching Excellence Awards. These awards are a DECS initiative for which students are able to nominate their teachers. This year, 2011, there were an amazing 22 teachers nominated for the Teaching Excellence Awards by their students.
In addition, Focus Room data supports the anecdotal evidence that the school is “more settled”. Data gathered from the online system over the years 2006 to 2010 shows a marked decrease in the number of students sent to the Focus Room each term. While there are a number of factors that have contributed to this, the Student Services Team believes that the primary reason is the increased mutual respect that exists between teachers and students.

### SPECIAL ISSUES - ‘THE BIG FOUR’

**CIS RECOMMENDATIONS: SPECIAL ISSUE ONE B CURRICULUM (8-12) 2 & SPECIAL ISSUE TWO B CURRICULUM (8-12) 7**

The school should review its curriculum to ensure that an appropriate range of school experiences is available to all students, particularly those students currently disengaged from the learning process.

The school should review the curriculum to include learning activities and assessment tools specifically designed to develop higher order thinking skills to meet the needs of more able students.

**SEHS RECOMMENDATION SUMMARY:** We offer to provide a range of learning opportunities for all students to meet their needs.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (how)</th>
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<th>Who takes the lead?</th>
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</table>
| We offer a range of learning opportunities through an open, cohesive and structured curriculum | • Curriculum map is developed and reviewed in line with departmental requirements and student needs.  
• Curriculum documentation reflects internationalism, critical literacy, numeracy, ICT and links between AOS.  
• Student development programs provide tools to engage with learning & citizenship & explicitly addresses personal, social and emotional development.  
• Work in partnership with the community, industry & external agencies to maximise opportunities and outcomes. | Term 1, 2007 and ongoing work.  
Map 8-9, Dec 2007.  
Year 10,11,12 Dec 2008.  
SDP map Dec 2008. | APs Curriculum  
Arts Coordinator  
AP – Info Systems  
Teacher/librarian | • Production of curriculum document (8-12) that clearly articulates planned skills, knowledge, learning experiences.  
• Curriculum documentation (programs, unit plans, assessment plans), includes evidence of identified areas.  
• Curriculum documentation demonstrates planned, sequential skill and knowledge development.  
• Production of student development plan & documentation 8-12.  
• Number of community, industry and external agencies presence increases in school.  
• Improvement in achievement, attendance and retention data. | Each other.  
District Curriculum Advisor.  
Project Officers.  
Meeting structure.  
Release time (TRT)  
The Future SACE documentation and PD. |
| We use innovative and creative teaching to deliver our curriculum | • Practice open, interactive and inclusive learning.  
• Learning activities include opportunities for Higher Order Thinking Skills.  
• Community expertise is utilised as part of curriculum delivery.  
• Learning connects to real life experiences.  
• Emphasis on the 3 Dimensions from the NSW Quality Teaching Framework as a methodological guide. | Term 4, 2007 ongoing | APs Curriculum  
Curriculum Leaders  
YLM  
Care group teachers  
Teacher/librarian | • Development of facilities & resources.  
• Round table assessment 8-9 includes evidence of HOTS, community and connection to real life experiences.  
• Increase in the number of RBL units.  
• AOS develop action plans addressing innovative teaching.  
• All AOS meetings have a learning/sharing good practice item.  
• Sharing our good practice at conferences, site visits etc. | As above  
Grants  
Projects |
| We use authentic assessment tools that are reliable and valid that are used for learning. | • Strategies are developed to improve consistency within and between teams.  
• High Order Thinking Skills are assessed explicitly.  
• Students are made aware of explicit assessment criteria. | 2009 ongoing | As above | • Work samples.  
• Assessment Rubrics.  
• Explicit Assessment Criteria published.  
• Round table assessment extended to year 9 to use HOTS. | U3A  
Printing |

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**SEHS RECOMMENDATION SUMMARY:** We offer to provide a range of learning opportunities for all students to meet their needs.
We provide students with appropriate experiences to enable them to choose and prepare for a range of pathways (university, TAFE & work) & life experiences.

- Develop new partnerships with primary schools, industry, universities, and the broader community, particularly in creative fields & community service areas.
- Develop new programs in creative fields & community service areas.
- Develop agreed service outcomes for student pathways.

**Goal Strategy (how)**

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008 ongoing</td>
<td>AP – Student Services</td>
<td>• SEHS staff working with primary school staff on projects based on pedagogy and rigour.</td>
<td>NASSPN</td>
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<td>All members of the Leadership Team, VET/SACE Coordinator?</td>
<td>• Documentation of VET and other programs documented.</td>
<td>Industry</td>
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<td></td>
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<td>• Introduction of the FLO (Flexible learning options program)</td>
<td>School</td>
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<td>• Student community and other learning experiences ‘counted’ towards the achievement of their SACE</td>
<td>U3A</td>
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<td>• Students undertaking VET in creative arts and community services area.</td>
<td>TAFE</td>
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<td>• Agreed service outcomes for student pathways.</td>
<td>Private providers</td>
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<td></td>
<td></td>
<td>• Destination data indicates no student without a pathway.</td>
<td>Agencies</td>
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</tbody>
</table>

**2011 Comments:** The school should review its curriculum to ensure that an appropriate range of school experiences is available to all students, particularly those students currently disengaged from the learning process.

The school should review the curriculum to include learning activities and assessment tools specifically designed to develop higher order thinking.
The school should expand the provision of, and encourage increased participation of staff in, quality professional development.

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| Provide meaningful Professional Development. | • PD Needs analyses are conducted annually.  
• PD opportunities are provided.  
• PM processes will assist the professional development of individuals.  
• Encourage the use of student teachers and professional students. | 2007, term 1 ongoing | AP – Personnel/PD | • Staff attend PD.  
• PM identifies and facilitates personal PD.  
• Work shadowing opportunities for staff (industry).  
• Number of staff utilising PD into their practice | Financial Project Grants  
TRT days.  
District Personnel |
| Good practice is shared and accessible. | • “Go to people” are identified and supported.  
• Opportunities are provided for access.  
• Culture is developed that we share good practice. | 2007, term 1 ongoing | AP – Personnel/PD Executive Leadership Team All | • Staff seek assistance from “go to people”.  
• Minutes indicating sharing of good practice. | Budget  
TRT time |
| Promote and provide leadership opportunities | • Professional development opportunity for new ‘leaders’.  
• Developing leadership skills.  
• Performance management/development processes identifies leadership and professional development needs and opportunities. | 2007, term 2 ongoing | Principal Executive Leadership Team | • SACLE PD courses.  
• Budget established for Professional Development.  
• PD recorded on EDSAS | SACLE courses for leaders.  
Financial resources  
TRT days |
| All professional development will have a positive impact on students | • Action research projects are available for staff.  
• Staff will implement new learning into their practice.  
• Development of structures and resources to support implementation of PD. | 2008 and beyond | AP Human Resources APs Curriculum | • People are changing what they do and are getting better  
• Student achievement and perception data. | |

2011 Comments: We have not only met the strategies on this action plan but now believe that this is a strength of our school.
**CIS RECOMMENDATION: SPECIAL ISSUE FOUR G Student & Community Life**

The school should continue to strive to embed its Vision and Values into the school culture to address the level of student disengagement, inconsistencies in teachers’ expectations of students and lack of respect for teachers shown by some students.

**SEHS SUMMARY RECOMMENDATION:** We use our vision and values to guide our practices.

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<tr>
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</table>
| All forms of communication are guided by our vision and values. | • Start of year & induction procedures include activities designed to develop ownership of vision and values.  
• Newsletters & assemblies celebrate all successes in the school.  
• Acknowledge behaviour and practices consistent with our values by reward systems.  
• Customer services procedures are based on models of best practice. | End of Term 1, 2007, ongoing. | AP – Info Systems Executive Team Leadership Team Governing Council AOS Teams Student Services Team Ancillary Team Student Leaders Team Individuals Admin Officer Operation Leadership Group. | • ‘Good news’ stories reflecting school values are published.  
• School enrolment & induction procedures include vision & values.  
• Reward & acknowledgement systems established & communicated (eg. achievement, perfect attendance).  
• Perception data indicates high levels of satisfaction by staff, students and parents.  
• Increase in number of excursions, camps etc.  
• Agreed protocols for best practice customer service published and followed.  
| We work together to inspire each other to realise our full potential | • Creating opportunities for people to work together on school projects.  
• Meeting/class protocols are developed using vision and values.  
• Celebrating and rewarding positive attendance, excellence and effort. | Beginning Term 3, 2007, ongoing | Principal Principal’s Personal Assistant. Staff and students. Governing Council. | • Protocols established for staff & leadership meetings.  
• Published and used.  
• Celebration/award ceremonies included in school calendar and recipients published in the newsletter (terms 2, 3, 4).  
• Number of successful grants, completed projects and evaluation of projects increases.  
• Staff are asked to present at conferences and number of visitors to school increases.  
• Staff & students work together on common areas of interest.  
CIS RECOMMENDATION: SPECIAL ISSUE FOUR G Student & Community Life 1 (CONTINUED)

<table>
<thead>
<tr>
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<tbody>
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<td></td>
<td>• Ownership &amp; accountability of learning &amp; working environments are shared.</td>
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<td>• Common learning protocols.</td>
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<td>• Civic responsibilities occur through learning are promoted and acknowledged.</td>
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<td>• Number of SBM incidents decreases.</td>
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<td>• Mentor staff member reports that SBM issues are dealt with consistently.</td>
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<td>• Staff and student surveys report increased levels of mutual respect.</td>
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<td>• Staff &amp; students have documented areas of responsibility of facilities.</td>
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<td>• Professional development occurs for staff in relation to establishing consistency of expectations.</td>
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<tr>
<td>We work together to support student wellbeing, behaviour and learning</td>
<td>• Early identification, monitoring &amp; support of students at risk (including gifted, INP, Aboriginal, gifted).</td>
<td>Term 1, 2008 beginning. End of Term 2 2008, IEPs completed.</td>
<td>Student Services AP</td>
<td>Development of leadership position for student wellbeing and oversight of personal development.</td>
<td>Meeting structure. SSO time.</td>
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<td></td>
<td>• Develop a culture/practice of 'belonging' generosity &amp; celebrating diversity.</td>
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<td>Student services team documentation on identification of STARS and planning.</td>
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<td>• Further development &amp; implementation of student mentoring programs.</td>
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<td>Communication of significant cultural event days (eg calendar, assembly, newsletters).</td>
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<td>Individual Education Plan's developed for Aboriginal students.</td>
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<td>Anecdotal evidence from district and external agency personnel is positive.</td>
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<td>Case management notes collaborative work across agencies, school and home.</td>
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</table>

2011 Comments: Strategies and outcomes of this action plan have been completed. We have including this as an ongoing focus for our new action plan.
<table>
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| Explore means to ensure greater involvement by parents in the life of the school. | • Complete a face to face parent survey of parents attending interview night  
  • Meet with aboriginal parents to gauge information required and interest in school participation  
  • Governance information evening held to look at potential recruiting  
  • Schedule a range of forums across and outside of school hours to elicit parent/community feedback regarding targeted aspects of school life ie student wellbeing  
  • Regular newsletter from GC instigated  
  • Use of interpreters for significant school events like PT interviews to widen access for parents | 2007-2009  | Sue George-Duff   | • Parent response rates exceed previous levels  
  • Attendance levels at forums increase  
  • Attendance by NESB/Aboriginal parents at significant school events increases  
  • Increased parent contributions at GC meetings via letters, phone calls, submissions, survey | Governing Council Executive                                                                ources                                                                 |
| Further develop procedures to determine the degree of success in putting the Vision, Priorities and Values into practice. | See THE BIG FOUR PLAN                                                                                                                                                                                      |            |                   |                                                                                                             |                                                                                                      |
| Develop an ongoing process of promoting and explaining the Vision, Priorities and Values throughout the community, to include the new students and staff orientation. | See THE BIG FOUR PLAN                                                                                                                                                                                      |            |                   |                                                                                                             |                                                                                                      |
| Expand the range of opportunities for school community engagement in intercultural and international experiences. | • International cultural days included in school diary  
  • Promotion of intercultural events within the community (e.g. Harmony Day)  
  • IES coordinator/school rep at Salisbury council sister school meeting  
  • Invitation to community at international events | 2008       | International Coordinator | • Number of community representatives at intercultural and international events increases | International Coordinator  
  Student Services Team                                                                                                                                     |
| Explicitly state examples of cultural diversity in curriculum documentation where appropriate. | • Establish common programming frameworks across the school in 8-10 curriculum  
  • Identify and address deficiencies in cultural diversity via ACS program evaluation  
  • Specify opportunities for multicultural awareness explicitly in program overviews or unit plans  
  • Publish programs on intranet and share ideas | 2009       | Curriculum AP & International Coordinator | • Plan for establishing common programming frameworks across the school in 8-10 curriculum generated and key personnel identified  
  • Deficiencies in cultural diversity identified and strategies for addressing determined  
  • Opportunities for multicultural awareness explicitly specified in all 8-10 program overviews or unit plans  
  • Programs published on intranet and good practice shared | Curriculum Leadership Meetings  
  Access to ICT  
  PD  
  Time/budget                                                                                                                                      |

2011 Comments: The Executive Team & Governing Council have implemented the strategies outlined in the action plan for Section A: Philosophy & Objectives. The move to make school events more personalised has been met with an overwhelming positive response by parents & is well attended by them. We are still exploring ways to enhance the involvement of the parents from differing cultures in our school. However, mechanisms to seek feedback on major school discussions attract significant positive results. We would like to further explore the concept of International Mindedness.
<table>
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| Complete detailed school curriculum scope and sequence statement for Years 8 to 10. | • Develop a timeline for submission of all assessment plans for all subjects 8-10  
• Brief coordinators on managing the process of generating and collecting documentation  
• Compile curriculum documents generated by class teachers/subject coordinators  
• Assistant Principal's and Area of Study Coordinators develop a (scaffold) Proforma for mapping Scope and Sequence that is practical and not too detailed  
• AP maps curriculum areas working from submitted programs against S & S scaffold | Term 1 2008    | Curriculum Leadership Team.     | • Timeline published and distributed  
• Deadlines met for submission  
• Collated documents published in bound form  
• Scope and Sequence scaffold generated (curriculum overview)  
• Scope and Sequence (curriculum overview) scaffold filled in and published on intranet | Meeting time  
Info Technology services  
SSO time  
Leadership release time when required.  
Project Office appointed for 2007 (terms 2-4) to assist in documentation. |
| Review curriculum to ensure appropriate range of learning experiences for all students. | See 'the big four' plan – SPECIAL ISSUE TWO                                                                                                                                                               |                |                                 |                                                                                     |                                                 |
| Carefully plan inclusion of improvement strategies in all AOS units, as appropriate. | • AP to generate range of inclusive practices desirable in all classrooms  
• Collated assessment plans/learning programs audited by AP against identified range of inclusive practices  
• Areas for improvement identified  
• Relevant Coordinator’s and AP’s briefed  
• Coordinator’s work with teachers to generate Action Plans for incorporating more inclusive teaching practices  
• Action Plans collated and implemented  
• PD identified to support implementation                                                                                   | AP Curriculum  |                                 | • Inclusive practices desirable in all classrooms published  
• Audit identifies key improvements by AOS  
• Coordinator’s work with teachers to generate Action Plans for incorporating more inclusive teaching practices  
• Action Plans collated and implemented  
• PD undertaken to inform changes                                                                                               |                                                 |
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| Consider the systematic, school-wide use of criterion-based assessments | • Leadership examines examples of good practice in Criterion-based assessment (PO to generate)  
• Coord’s share good practice in AOS mtgs and flag idea of trialling in some way  
• Coord’s feedback to leadership  
• L’ship consider PD activities to empower staff to develop CBA tasks and identify possible ‘go to’ or mentor people to help support staff  
• SEHS Staff already implementing successful CRA are recognised and examples shared  
• Coords ensure feedback strategies are implemented to measure student response to CBA (mini- Action Research model) | 2008-2009 | AP Curriculum | • Good practice in Criterion-based assessment published and shared  
• Strategies to achieve GP trialled  
• Coord’s feedback to leadership  
• PD and ‘go to’ people created  
• SEHS Staff using good practice are recognised and examples shared  
• Student feedback collected and evaluated to measure success | Personnel  
Release time  
Budget line for improving achievement  
Printing  
Budget for ICT PD  
Grant money. |
| Apply student management practices more consistently | • Student Services Team review school’s Discipline Policy  
• AP Student Well-being evaluate current practices and data to date for consistency  
• Inconsistencies identified  
• L’ship examines strategies to address inconsistencies in application of Discipline Policy at all levels (within classrooms, by Coord’s etc) | 2008 | AP Student Services | • Discipline Policy updated  
• Inconsistencies in application removed  
• Perception data reflects improved consistency | ||
<table>
<thead>
<tr>
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</table>
| Actively encourage the use of ICT by staff and students. | • PO identify range of desired competencies in ICT (programs and use of)  
• PO generates questionnaire for staff/students  
• All staff complete questionnaire* (could be the online DECS version or devolved school version) to map ICT use on weekly basis  
• Students complete questionnaire in home class  
• PA collates and identifies most prevalent ICT use, and where improved knowledge and utilisation is required  
• Info and Comm AP develop strategies for supporting staff and students to develop enhanced skills  
• Where appropriate, strategies are incorporated into assessment plans/programming & staff PD  
• Strategic plan developed for ICT across the school.  
• Application for grants. | 2006-2009 AP Info and Comms. | • Desired competencies in ICT (programs and use of) published  
• All staff and Student questionnaires evaluated and Areas For Improvement identified  
• Staff and students develop enhanced skills  
• Programming in all AOS specifically details ICT skills taught and assessment plans state how assessment is undertaken | Personnel Release time  
Budget line for improving achievement  
Printing Budget for ICT PD  
Grant money. |

Review of the Curriculum to include activities and assessment tools designed to develop higher order thinking skills to meet the needs of more able students. | See "the big four plan" SPECIAL ISSUE TWO. | - | - | - |

2011 Comments: The scope and sequence of curriculum has been reviewed several times since the last visit, due to the New SACE and the Australian Curriculum. Innovation is evident across all areas and a renewed focus by students to engage in the use of ICT and challenging curriculum. Strategic reviews and AOS plans have given teachers the insight into the importance and significance of planning, and can see the benefits. The use of Moodle has seen a significant change to pedagogy.
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</table>
| The school continue to develop comprehensive curriculum documentation which is articulated vertically and horizontally to ensure a consistent approach to teaching, learning and assessment within and across Year Levels and Areas of Study | Decide on common programming frameworks  
Professional Development for curriculum leaders on completing frameworks/outlines  
Program outlines for courses in all learning areas of the curriculum in Years 8-10 generated  
Common programming and assessment scaffolds have been generated and generation of detailed curriculum materials is being consistently documented using master documents and are hyperlinked to subsidiary materials.  
Curriculum areas further expand program scaffolding to include hyperlinking to unit and assessment plans and resource materials to facilitate consistency in teaching and assessment practices.  
Coordinators work with learning teams to assess scope sequencing and modify programs accordingly.  
Coordinators schedule release time to cross-reference progress and identify scope and sequencing from a cross-curricular perspective.  
Executive evaluate completed programs to ensure scope and sequence and SACSA outcomes are satisfactorily addressed. | 2007 ongoing - 2009 | AP Curriculum | • Semester Program outlines for courses in all learning areas of the curriculum in Years 8-10 have been completed and posted to the school intranet.  
• Coordinators complete assessment of scope sequencing and modify programs accordingly.  
• Coordinators cross-reference programs and identify scope and sequencing from a cross-curricular perspective.  
• Scope and sequence and SACSA outcomes are clearly addressed.  
• Common programming and assessment scaffolds have been generated and generation of detailed consistent curriculum materials is documented  
• Master documents are hyperlinked to subsidiary materials and resources  
• Consistency in teaching and assessment practices is evident. | PD time  
Time Release  
Access to ICTs  
Personnel  
USB drives for all leaders. |
| The school encourage staff to become involved in innovative curriculum projects designed to meet students’ individual learning needs | Coordinators access a range of support materials and avenues  
NSW Quality Teaching website is used to identify, download, promote and circulate best practice ideas and units of work.  
Area Of Study staff review, evaluate and update school’s resource materials and new online resources are specifically referenced and hyperlinked in curriculum documentation process.  
ICT emergent technologies workshops run for staff to update their skills and embed more software applications into teaching and learning to enhance student engagement.  
Explore multi-media good practice for ideas to enhance our site delivery  
Teachers review content of units and feature more opportunities for students to engage in authentic, relevant learning.  
Updating of teaching practices on an ongoing basis to include greater student negotiation, more explicit and transparent assessment criteria that focus on both product and process and greater and more expansive use of HOTS.  
Staff network with other district sites to share best practice and innovation in project design. | 2007 ongoing | AP Curriculum | • Range of support materials generated across all AOS  
• School’s curriculum resource materials are specifically referenced and hyperlinked in curriculum documentation  
• Staff skills in ICT emergent technologies improve (see Staff ICT questionnaire)  
• More software applications are taught and student engagement improves.  
• Units of work in AOS tasks to meet the needs of the range of learners, eg Aboriginal, NEP, gifted.  
• Greater student negotiation of tasks across the middle school curriculum in all AOS  
• More explicit and transparent assessment criteria evident through use of rubrics  
• HOTS feature in units of work content  
• An increased number of staff are networking with other district sites to share best practice and innovation in project design. |
### SECTION B: CURRICULUM

#### HORIZONTAL

**The school expand the provision of, and encourage increased participation of staff in, quality professional development.**

**SEE THE 'BIG FOUR' PLAN**

**The school continue to document the curriculum**

- Each AOS develops curriculum, overviews, units of works and assessment plans.

**The school clearly define and regularly communicate all reporting structures, staff roles and responsibilities**

- Each CIS standard has a standard leader allocated with responsibility for planning, monitoring and documenting and reporting back against that standard.
- Each AOS curriculum leader has responsibility for the ongoing curriculum documentation and review of their AOS.
- Monitoring of progress in this curriculum imperative is through the new line management structure.
- Whole school horizontal and general curriculum development is the responsibility of the Curriculum Assistant Principal.
- Each standard is now explicitly written into the relevant Job and Person specification of the appropriate leadership member.
- A staff list is published and included in the staff handbook and is regularly updated.
- Leadership roles and responsibilities are published and regularly updated.
- Reporting structures documentation is prepared and published.

**The Leadership Team provide teaching staff with appropriate collaborative planning opportunities**

- AOS meetings regularly schedule times allocated for collaboration and sharing on unit and program development.
- All AOS staff able to access meetings and professional discussions.
- AOS staff share best practice and good teaching experiences.
- Program publication and sharing occurs (programs, units, assignments...).
- Release time scheduled to support of collaborative planning.
- PD opportunities are identified and exploited for each AOS team.
- AOS staff collaborate on, produce and share programs and assignments that utilise Quality Teaching and HOT strategies.
- Team teaching opportunities identified and implemented within AOS where it is appropriate.
- Curriculum leaders receive PD in team building skills.
- AOS leaders implement team building strategies appropriate to their individual contexts.

**2011 Comments:** A focus on using and developing rubrics has been embraced by many teachers and a continued focus will see substantial improvements in the quality of assessment tasks. A culture of embracing PD and questioning teaching practice has given teachers the language and confidence to seek advice and openly share good practice. The development of curriculum Moodle sites has provided AOS leaders the means to further develop the documentation of curriculum and engage teachers in the review process. This has also given teachers an opportunity to truly share resources and assessment strategies.
**SECTION B: CURRICULUM**

**DESIGN AND TECHNOLOGY**

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| D&T develop more relevant and modern design tasks, particularly in CAD. | • Establish what resources exist.  
• Audit current design tasks for upgrade or discard  
• Generate new/modified tasks in Yrs 8-10  
• New tasks written up and submitted to Tech Coord for collation  
• Programming complies with proformas as identified  
• T&D identified and accessed  
• Stronger relationship developed between CAD and construction modules (concept drawings and working drawings introductory to construction)  
• Structured emphasis on design process in selected units at Year 9  
• Staff consistent in teaching the design process within year levels and across curriculum (ie Art/Design)  
• Consider visits to other schools and industry. | End 2007 | Tech/OHSW Coordinator | • Current design tasks audited  
• Update/replacement design tasks written up and published, starting with Yr 9 in 2007  
• The design process is taught consistently by all TECH teachers across middle school  
• Design process is consistent with that taught in Arts Design  
• CAD and Construction modules both feature the design process explicitly  
• Assessment weighting given to the design process, not just product and students given published assessment plans that reflect this  
• Improved grades for students who traditionally have engagement issues | Tech Coord and team Curriculum Advisor – DECS Rod Yon Meeting times Budget Line |

**D&T staff introduce design projects in Years 8/9 with more open ended outcomes in a variety of materials, including the production of mock ups and models.**

4 x 5 weeks rotation in Sem 1 Yr 8 need to remain as is  
Dedicated workshops in separated spaces mean student supervision if working on disparate projects is an issue  

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| D&T staff introduce design projects in Years 8/9 with more open ended outcomes in a variety of materials, including the production of mock ups and models. | • Establish what currently exists at Yr 8 and 9  
• Copies of all design tasks submitted to Roger and collated  
• Identify what can be upgraded at Yr 9 to provide opportunities to negotiate the form of the final product  
• Identify what resources need to be accessed  
• Utilise Naomi to help locate online resources  
• Cost the materials resourcing  
• Yr 8 rotations remain skills based  
• Yr 9 courses feature design process more explicitly(as outlined in previous goal)  
• Trial negotiated learning with one Yr 9 class to assess feasibility  
• Reward good engagement with greater negotiation of learning at Yr 9-10  
• TD staff in successfully negotiating learning with students to ensure outcomes are still achieved | 2008 | Tech/OHSW Coordinator | • Collated copies of all existing design tasks filed.  
• Upgraded Yr 9 design tasks generated with specific opportunities to negotiate the form of the final product.  
• Necessary resources specified/utilised.  
• Online resources are listed and provided to all team members.  
• Materials costing completed and added to budget  
• Yr 9 courses feature design process more explicitly(as outlined in previous goal)  
• Trial of negotiated learning with one Yr 9 class is evaluated for success and recommendations made for 2008  
• Monitoring of negotiation of learning at Yr 9-10 occurs through student feedback sheets and data analysis  
• Staff successfully negotiate learning with students to ensure outcomes are still achieved and continue to nominate suitable PD to enhance their capacity | Tech Coord and team Curriculum Advisor – DECS Rod Yon Meeting times Budget Line |
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| D&T staff investigate ways of relieving congestion in Woodwork. | • Timetabling process needs to include Tech Coord consultation in early stages to ensure access to workshop areas is feasible  
• Look at effectiveness of the design of the area  
• Can methodology offset – ie student driven learning to stagger equipment use, off set projects with half class working on practical project other half with 2D only outcome. | 2008 | Tech/OHSW Coordinator | • TT process includes Tech Coord consultation to ensure access to workshop areas is feasible  
• Exploration of practicality of modifying methodology undertaken and trialling scheduled as appropriate  
• Change of work shop design to allow effective use. | Tech Coord and team  
Curriculum Advisor – DECS  
Rod Yon  
Meeting times  
Budget Line |
| D&T staff investigate accessing computer aided manufacturing equipment to augment and expand the current CAD courses. | • Identify where closest manufacturing equipment located  
• Determine accessibility  
• Determine costs involved  
• Determine form work required in to produce mock-up etc and school capacity to generate it  
• Determine feasibility and forward to leadership | T4 2007 | Tech/OHSW Coordinator | • Feasibility study conducted and forwarded to finance committee | |
| D&T staff produce consistent, comprehensive curriculum documentation. | • Determine nature & extent of existing programming  
• Establish and use a proforma consistent across all year levels for programming  
• Comply with whole school proforma requirements once established  
• Possibly include checkboxes for required elements in programming- Essential Learnings/SACSA | 2007 ongoing | Tech/OHSW Coordinator  
AOS Teaching Staff | • Current program documentation is collated  
• Extent of current programming established  
• Consistent programming proforma used  
• Checkboxes for required elements in programming evident on proformas  
• All programs are published on school intranet site  
• All staff teach to programs | |
| D&T staff provide stimulus materials in all their teaching rooms. | • Identify issues with maintaining/updating materials regularly  
• Identify what we are stimulating – product, process, thinking, imagining…  
• Determine how best to secure display space?  
• Consider photographic evidence instead of 3D?  
• Build an electronic (digital) library (DL) of images for use as stimulus material  
• Publish new visual displays each semester/year of student work from DL | Term 3-4 2007 | Tech/OHSW Coordinator  
AOS Teaching Staff | • Stimulus materials are updated regularly  
• Both product and process are explicitly modelled in displays  
• Display space is secure  
• Electronic (digital) library (DL) established  
• Visual displays updated annually in all teaching and workshop spaces | |
| D&T staff investigate ways to represent community cultural diversity in their curriculum. | • What is the diversity – check student lists, access school data, community data  
• Identify range of cultural perspectives to be included  
• Research and identify cultural artefacts that may be suitably embedded in curriculum | 2008-2009 | Tech/OHSW Coordinator  
Teaching Staff | • Extent of diversity is established and able to be articulated by team  
• Curriculum features references to all identified cultures  
• Ongoing resourcing seeks to maximise authenticity of these references for enhancing student cultural awareness and understanding | |

2011 Comments: The introduction of the Trade Training Centre and the CAD/CAM equipment has provided a fresh, new approach to the curriculum design in D&T. The introduction of electro tech and associated VET programs will provide students with a strong pathway to further employment, trade training or tertiary studies. Taking a composite approach to the teaching of skills will see students get a better understanding of manufacturing processes and get involved in more design work.
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<tbody>
<tr>
<td>English staff continue a team approach to subject development and delivery.</td>
<td>• Regularly scheduled meeting times allocated for collaboration and sharing on unit and program development&lt;br&gt;• Allow English staff able to access meetings and professional discussions by publishing meeting schedule, agenda and minutes ahead of time.&lt;br&gt;• Staff share best practice and good teaching experiences at different times.&lt;br&gt;• Program publication and sharing occurs (programs, units, assignments...)&lt;br&gt;• Release time scheduled in support&lt;br&gt;• PD opportunities identified and exploited&lt;br&gt;• Collaborate on, produce and share programs and assignments that utilise Quality Teaching and HOT strategies&lt;br&gt;• Support each other with programming, assignment development and SBM&lt;br&gt;• Team teaching opportunities identified and implemented</td>
<td>Ongoing from Term 1 2007-08-24&lt;br&gt; Ongoing process and support structures in place by Term 4 2007 to continue into next year.</td>
<td>Coord Eng/Lit</td>
<td>• Share resources and good teaching practices – staff share at least one example of successful student-centred programming per semester&lt;br&gt;• Staff collaboratively produce at least one unit of English using the NSW QT Guidelines, Higher Order Thinking skills and multi-literacies per semester&lt;br&gt;• (both of the above outcomes could potentially be met in the one document)&lt;br&gt;• An increase in the number of units being team taught</td>
<td>J Drive Website NSW QT Units Support from AP Curriculum</td>
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<tr>
<td>Staff participate in PD opportunities, particularly in use of ICT in English and the development of criterion based assessment.</td>
<td>• ICT resourcing possibilities identified and explored&lt;br&gt;• ICT scope for application in English generated&lt;br&gt;• Current use of ICT in English explicitly programmed&lt;br&gt;• ICT enhancement goals generated and timelines set&lt;br&gt;• Programs identified that students should be developing competencies with&lt;br&gt;• May include: Word, Publisher, Power Point, Photostory 3, Movie Maker, Excel, Stop Motion Animation, Audacity, File format conversion software&lt;br&gt;• Current levels of staff ICT competencies identified&lt;br&gt;• Areas for PD and ‘go to’ personnel identified – inc. online tutorials&lt;br&gt;• Range of current assessment practices mapped against: - expositional, experiential, interactive, student driven.</td>
<td>Questionnaires by end Term 12008 PD and Booklets from Term 1 2008</td>
<td>Coord Eng/Lit</td>
<td>• NSW Quality Teaching programs resources accessed and downloaded for posting on the SEHS LA website&lt;br&gt;• Language variations between NSW and SACSA expectations rationalised for a best fit and clarity of reading&lt;br&gt;• Staff attend regularly scheduled sessions where coordinator (VJ) leads them through the material posted on website&lt;br&gt;• A culture of inquiry is developed regarding skills updates&lt;br&gt;• Staff develop a risk-taking approach to improving their ICT skills&lt;br&gt;• Student survey establishes the range of software and ICT practices currently used by students within and outside of school – devices, software, hardware etc&lt;br&gt;• Staff able to articulate the key higher order thinking elements analysis synthesis evaluation&lt;br&gt;• Explicit teaching of higher order thinking skills embedded in at least one unit of work per term using learning tools such as rubrics, taxonomies etc&lt;br&gt;• Assessment modes reflect inclusivity of a range of student learning styles&lt;br&gt;• All assessment plans for units of work must feature at least two forms of assessment&lt;br&gt;• Integration</td>
<td>VJ WWAY BCLA GOHR Existing support documentation (eg Banksia, Clare, TSoF) UK websites (co.uk)</td>
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<tr>
<td>Section B: Curriculum</td>
<td>English (Continued)</td>
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<tr>
<td><strong>Staff progress the Plans and Proposals for Improvement as identified in the Self-Study.</strong></td>
<td><strong>Processes in place, documents submitted by end term 3 2007</strong></td>
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<tr>
<td><em>Develop a needs analysis of Year 10 English curriculum and a timeline for change</em></td>
<td><em>Coord Engl/Lit</em></td>
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<tr>
<td><em>Research the impact of New SACE on future curriculum offerings</em></td>
<td><em>Review of the Year 10 Curriculum completed</em></td>
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<tr>
<td><em>Complete and submit Semester 1 Year 8 programs for Whole School Curriculum Program Overview</em></td>
<td><em>Needs analysis results in recommendations being made</em></td>
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<tr>
<td><em>AOS meeting have a focus on understanding, creating, using, writing assessment rubrics that develop student skill development</em></td>
<td><em>Timeline for change generated and deadlines met</em></td>
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<tr>
<td><em>Develop understanding of the construction and use of Assessment Rubrics and the impact these have on student learning</em></td>
<td><em>Overview of Year 8 curriculum generated – What happens in Year 8 English? (scope and sequence)</em></td>
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<tr>
<td><em>Allocation of roles for self-study</em></td>
<td><em>Assessment rubrics are developed and documented for all units of work within a specified sector</em></td>
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<td><em>An expectation of publishing programs is clearly understood and compliance rates are improved</em></td>
<td><em>There is an increase in the number of AOS staff progressing the improvements identified in the self-study</em></td>
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<td><em>Collate programs, units, assignments, etc and store and update electronically</em></td>
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<td><em>Scope &amp; Sequence outline completed as a potential audit/self audit tool</em></td>
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<td><em>Consistent school wide framework developed</em></td>
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<td><em>Checklist developed to audit programs against current educational thinking</em></td>
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<tr>
<td><em>Programs audited against same</em></td>
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<tr>
<td><em>Create and maintain an intranet site for teaching resources</em></td>
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<tr>
<td><em>ICT T&amp;D sessions designed that will support skill development and classroom practices</em></td>
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<td><em>T&amp;D re: multiliteracies and methodologies identified/designed and accessed</em></td>
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<tr>
<td><em>Develop, write and share units and assignments that include ICT, HOT and multiliteracies (PowerPoint, Photostory, podcasting)</em></td>
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<tr>
<td><strong>Year 8 folio of teaching programs etc by end of Term 3 2007 (electronically by T1 2009)</strong></td>
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<td><strong>Year 9, 10 in 2009</strong></td>
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<td><strong>Coord Engl/Lit</strong></td>
<td><strong>Website established and regularly utilised by all LA staff</strong></td>
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<td><strong>Website</strong></td>
<td><strong>Scaffold exists to post programs and share practice in a consistent format</strong></td>
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<td><strong>NSW QT SACSA Online Rubrics etc Student Questionnaires Data scaffolds Curriculum AP and curriculum leaders</strong></td>
<td><strong>Staff develop familiarity with navigating websites and extracting data/resources</strong></td>
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<td><strong>Website</strong></td>
<td><strong>Consistency is achieved in generating documentation of and submitting</strong></td>
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<td><strong>AOS meeting have a focus on understanding, creating, using, writing assessment rubrics that develop student skill development</strong></td>
<td><strong>Work programs</strong></td>
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<tr>
<td><strong>Allocation of roles for self-study</strong></td>
<td><strong>Assessment tasks</strong></td>
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<td><strong>An expectation of publishing programs is clearly understood and compliance rates are improved</strong></td>
<td><strong>Teaching strategies</strong></td>
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<tr>
<td><strong>Collate programs, units, assignments, etc and store and update electronically</strong></td>
<td><strong>Documentation is an ongoing process subject to regular review</strong></td>
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<tr>
<td><strong>Scope &amp; Sequence outline completed as a potential audit/self audit tool</strong></td>
<td><strong>Coordinator leadership is progressively enhanced by staff ownership and engagement in the process of curriculum review</strong></td>
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<tr>
<td><strong>Consistent school wide framework developed</strong></td>
<td><strong>Scheduled PD is accessed and utilised by AOS team members</strong></td>
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<td><strong>Checklist developed to audit programs against current educational thinking</strong></td>
<td><strong>Staff actively identify and access at least one PD activity per semester related to curriculum development</strong></td>
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<tr>
<td><strong>Programs audited against same</strong></td>
<td><strong>Working on same format for student development</strong></td>
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<tr>
<td><strong>Create and maintain an intranet site for teaching resources</strong></td>
<td><strong>English Coord working with other leaders to develop intranet sites that are common with the English site</strong></td>
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<tr>
<td><strong>ICT T&amp;D sessions designed that will support skill development and classroom practices</strong></td>
<td><strong>Navigation and extraction of resource materials is facilitated by common scaffolds that make it easy for staff to use</strong></td>
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<tr>
<td><strong>T&amp;D re: multiliteracies and methodologies identified/designed and accessed</strong></td>
<td><strong>Resources are established that are targeted to learning needs of local cohort rather than generically generated</strong></td>
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<tr>
<td><strong>Develop, write and share units and assignments that include ICT, HOT and multiliteracies (PowerPoint, Photostory, podcasting)</strong></td>
<td><strong>Staff engage in critical reflection by collecting student feedback via survey/questionnaire</strong></td>
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<tr>
<td><strong>Year 8 folio of teaching programs etc by end of Term 3 2007 (electronically by T1 2009)</strong></td>
<td><strong>A user friendly resource of English programs, units, assignments and assessment is compiled and published on Intranet site</strong></td>
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<tr>
<td><strong>Year 9, 10 in 2009</strong></td>
<td><strong>Staff ICT skills are employed to foster a stronger link between ICT and classroom practices</strong></td>
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<td><strong>Coord Engl/Lit</strong></td>
<td><strong>Staff can articulate/demonstrate an increased and improved</strong></td>
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</tbody>
</table>
understanding of multiliteracies and the link with teaching and learning strategies

- SBM data indicates a fall in SBM incidents in English
- An increased number of classes trialling student driven learning

Staff continue building continuity vertically and horizontally within the English AOS and developing links with other Areas of Study.

- As above
- Completed whole school scope and sequence statements are examined to identify potential for cross-curricular links
- Clare and VJ delivering cross curricula unit from NSW best practice
- Trialling occurs followed by evaluation and expansion
- Continuity and scaffolding between year levels not currently in place
- Strategies to identify gaps in student learning are examined

Scope n Sequence done Term 3 2007 Ongoing TD for staff in 2008 (inc theme/process support documents)

Coord Eng/Lit

- As above
- Cross-curricular links identified
- Clare and VJ trial cross curricula unit from NSW best practice and publish evaluation for consideration
- Continuity and scaffolding between year levels put in place
- Student development links on AOS websites (VJ)
- Working with other Coords to familiarise them with and refine, their websites
- Consistent teaching of skills (ie expositional writing)
- Students understand the different requirements within the same forms (eg essays) for different subjects and will make inquiries to staff
- Teachers aware of the need to teach specific aspects of common forms of reporting (ie essays)

Other AOS Coords

2011 Comments: English has progressed extensively over the past 4 years, a strong focus on working together and having consistent programs which cater for all needs has seen an improvement in student outcomes.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Leadership Team place priority on professional development in ESL strategies for all teachers in line with the Vision & Values. | • Provide appropriate documentation to subject teachers about ESL learners in their classes (similar to information provided for NEP students).  
• Internationalising the curriculum, ESL covered by respect, responsibility & excellent communication.  
• Greater collaboration between ESL & English coordinators with regards to literacy across the curriculum, suggest a ‘Literacy Audit’ of students perhaps beginning in middle school.  
• Professional development regarding ESL Scope & Scales and literacy.  
• Professional development regarding functional grammar, especially nominalisation.  
• Improved counseling for students making future subject choices (greater awareness of merits for students selecting ESL).  
• Appropriate ESL/literacy support for middle school students, consider middle school ESL classes through whole school literacy strategy.  
• Staff encouraged to take on courses such as ESL in the Mainstream & Functional Grammar promoting the benefits of the course to staff. | 2009 provide information to teachers re ESL learners.  
Curriculum Initiatives 2008 PD 2009 | International Ed Coordinator | • All staff aware of ESL learners in their classes (via on line system) & implementing appropriate teaching strategies.  
• All subjects have international perspectives integrated in their programs.  
• Improved literacy across year levels, improved academic achievement.  
• All staff have basic understanding of ESL Scope & Scales,  
PD for new staff re: S&S  
S&S part of induction.  
• All staff have basic understanding of functional grammar & use basic terminology when giving feedback to students re: written work.  
• More students select ESL, less students change to ESL after the course has started.  
• Support staff are ESL trained  
• ESL/literacy classes are running for those identified as needing literacy intervention.  
• Increase in number of staff taking ESL in Mainstream course | TIME allocation  
PD Costs  
EnglishLit Coordinator  
SHER Meeting Time  
PD budget |
| The school consider means to ensure that the person responsible for the quality of the ESL programme has authority for the deployment & monitoring of staff. | • Identify how many ESL SSO's are ESL/literacy trained?  
• Identify the scope and nature of support given  
• Explore ways LOTE Coordinator has means to provide input into decisions & selection of SSO's for ESL allocation  
• Examine how PD for SSO's can be procured to ensure adequate basic ESL knowledge to be able to genuinely support those students to improved learning  
• Decide how budget and resources for the PD required may be secured  
• LOTE/International coordinator line manages ESL staff | 2008-2009 | International/ESL Coord | ESL trained SSO's are identified  
Scope and nature of support given documented  
LOTE Coord has means to provide input into decisions & selection of SSO's for ESL allocation  
All ESL deployed SSO's have adequate basic ESL knowledge  
Budget and resources secured  
Performance management system includes International coordinator as line manager to ESL staff | |

2011 Comments: This Action Plan has been successfully carried out. The whole school comprehension focus is designed to explicitly teach comprehension skills to all students. The school has defined all SSO in class support roles to have a specific focus on literacy and required all personnel in this role to undertake and implement literacy strategies. The school has supported 15 staff members over a two year period to undertake intensive ESL courses (after school). The school would like to further explore strategies to support ESL learners.
## **Section B: Curriculum**  
**Health and Physical Education**  
**Standard Leader: BMEL**

<table>
<thead>
<tr>
<th>Goal</th>
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<th>Who Takes Lead?</th>
<th>Indicators of success</th>
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</tr>
</thead>
</table>
| HPE staff document curriculum, inc. references to cross-disciplinary links. | • Identify what currently exists  
• Complete Scope and sequence (Curriculum mapping)  
• Collect and collate Program outlines / Assessment plans  
• Map against SACSA requirements | Ongoing from Term 2 2007  
S&S T3 Plans  
Sem 2 2007  
Sem 1 2008 | HPE Coordinator | • Current cross-disciplinary links identified from scope and sequence documentation  
• Current Health, Home Ec and PE programs and assessment plans collected and gaps/inconsistencies identified  
• Programs cross-referenced to SACSA requirements and gaps identified | SACSA Frameworks  
Website  
JVER (Eng Coordinator) |
| Staff incorporate an international focus into curriculum to further align with the school’s Vision and Values. | • Vision - International citizenship  
• -identify nature of international focus  
• identify strand to embed it in  
• cover H Ec and PE  
• Value – Respect  
• look at tolerance and diversity and multiculturalism  
• - seek online resourcing from DECS sites plus others | Fest Planning  
Sem 2 07  
Implement T3 08 | HPE Coordinator | • Week of international sport / food festival planned and documented inc. learning outcomes  
• Possible feature week/unit topics/themes identified  
• Resources identified and downloaded  
• Potential guest speakers identified  
• Learning activities designed | Online resources  
Herbert NB |
| Staff continues placing course outlines, assessment tasks and online units of work on the school’s website to ensure accessibility. | • Specify who is responsible for posting programs  
• Specify how often programs must be published  
• Develop a consistent format  
• Identify Audience/s | Mel T&D T3 07  
Start T4 07 - 08 | HPE Coordinator | • Role responsibilities published  
• Programs updated on regular basis  
• Programs published in common framework  
• Programs feature audience appropriate language and structure  
• Possibility of posting on line assignments etc explored and timeline set | VJ  
NB  
Staff  
Online resources  
Website |
| Staff ensure Program rationales clearly identify the needs of individuals and groups of students for each class so that appropriate teaching and learning strategies can be implemented. | • Learner-centred approach taken to identifying student needs before programming is completed  
• SDP/NLP students are identified in rationale  
• Grade (Data) Analysis us built into end of unit procedures to provide data to inform future programming  
• Subject history for each student established through questionnaire to identify potential knowledge/skills gaps  
• Prior range of learning activities identified through questionnaires/professional discussions, mapped against following:  
  • expository  
  • experiential  
  • interactive  
  • - student driven | Ongoing  
Progressively examine year level classes from Yr 8 in Term 1 08 | HPE Coordinator | • Student questionnaires developed to document subject history/achievement for ongoing reference and to inform planning  
• Checklists developed to ensure programming incorporates range of learning activities, that NLP/SDP’s are noted and that HOT activities are included  
• Student feedback proformas developed and disseminated at the end of term/units of work  
• Results collated and recommendations made | BNAO  
BCLA |
**SECTION B: CURRICULUM**

### HEALTH AND PHYSICAL EDUCATION (CONTINUED)

<table>
<thead>
<tr>
<th><strong>Curriculum inclusion of learning activities/assessment tools designed to develop higher order thinking skills.</strong></th>
<th><strong>Ongoing Progressively examine year level classes from Yr 8 in Term 1 08</strong></th>
<th><strong>HPE Coordinator</strong></th>
<th><strong>2011 Comments:</strong> The HPD team have worked hard to review and document curriculum they have developed a range of assessment tasks and challenge students with HOTS. An elite PE program has emerged as a result of an increased interest and participation in sport.</th>
</tr>
</thead>
</table>
| • Faculty team reviews how many of the following are currently implemented | • Curriculum meeting has regularly scheduled PD time allocated and topic published in advance | **Library materials** | **Online materials**
**SACSA**
**NSW QT**
**BCLA**
**BNAO** |
| • Team identifies a number of strategies listed below to implement in short/long term | • Staff contribute regularly to discussion of methodological practices in their classrooms | | **Library materials**
**Online materials**
**SACSA**
**NSW QT**
**BCLA**
**BNAO** |
<p>| • PD | • Staff are able to articulate an understanding of what constitutes Higher Order Thinking Skills | | |
| • Teacher learning communities established through curriculum mtgs | • Staff share good practice/success stories | | |
| • Methodology/pedagogy discussion regularly scheduled | • Staff questionnaire developed, circulated and completed (in discussion with Coord.) to map current classroom practices that foster HOT skills | | |
| • Sharing good practice occurs regularly | • Programs are reviewed to feature tasks designed to foster higher order thinking skills | | |
| • Data collection and analysis of some form commences | • Programs reflect a balance of assessment modes | | |
| <strong>TEACHING PRACTICE</strong> | • Staff design (in consultation) distribute and collate student feedback sheets for the end of unit/term/semester (as appropriate) | | |
| • A selection of the following feature in ALL learning programs- | • Staff receive required in servicing in how to successfully implement the above | | |
| • Taxonomies | • Staff receive resources to support the implementation of the above | | |
| • Learner-directed learning | | | |
| • Layered curriculum | | | |
| • Lifelong learning – learning to learn (learning styles) | | | |
| • Communities of practice (VET etc) | | | |
| • Multiple intelligences | | | |
| • Emotional intelligence | | | |
| • Constructivism (inc negotiated learning &amp; problem based learning) | | | |
| • Brain based learning | | | |
| <strong>ASSESSMENT</strong> | | | |
| • A balance between the following assessment types occurs- | | | |
| • <strong>Empirical</strong> | | | |
| • Tests | | | |
| • <strong>Criterion referenced</strong> | | | |
| • Product/project assessment | | | |
| • Performance assessment | | | |
| • Process skills assessment | | | |</p>
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
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<th>Indicators of success</th>
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</table>
| Investigate ways cultural exchange & awareness may be experienced by broader school community sector. | - International cultural days included in school diary.  
- Promotion of intercultural events within the community (e.g. Harmony Day)  
- IES coordinator/school rep at Salisbury council sister school meeting  
- Invitation to community at international events.  
- Encourage involvement by all AOS (staff & students) in short term visits by requesting different areas to contribute activities for students and staff  
- Develop and utilise a Centra Video Conferencing facility to enable all AOS have their students communicate internationally.  
- Increase the number of international students by examining the quality of services offered to our international students and making improvements to them.  
- Examine ways to encourage to increase the numbers of families interested in providing homestays for visiting international students.  
- Conduct a Study trip for staff to China  
- Utilise the skills of international student teachers as a resource for cultural exchange & awareness. | 2007-2009 | International Coord | - Number of community representatives at intercultural and international events increases  
- Increased numbers of SEHS interact with students on Short Term Visits.  
- Use of Centra VC becomes an integrated part of the teaching & learning program for a number of AOS with link-ups to sister-schools in China & friendship schools in Japan, & possibly Indonesia.  
- Numbers of international students increase yearly.  
- Numbers of homestay families increase.  
- Viable number of staff participate in 2008 study trip.  
- International student teachers visit classrooms to contribute to programs. | Budget ICT used to develop Centra Video Conferencing.  
IES support  
PD budget  
Community resources  
Info and Comm AP  
Course counselling team  
Publicity material |
| Further encourage student LOTE study beyond Year 9. | - Embed 'Internationalisation' into LOTE programs.  
- Investigation of Computing facility set up & running as an interactive multi-media room (hi-tech language laboratory) so students can work at their own pace.  
- Subject counselling for students selecting year 10-12 subjects promotes languages including the use of the School of Languages.  
- Promotion of LOTE through regular newsletter articles and public forums. | Trial programs Sem 2 2007 all programs 2008.  
Investigation of possible computing facility  
9-10 subject selections for 2009. | International Coord | All LOTE programs have 'Internationalisation' embedded.  
An increased access of LOTE students to computing facilities.  
PD and materials provided to Counsellors so that able to talk up benefits of continuing with LOTE, more students choose to continue.  
Benefits of studying LOTE promoted in newsletters and other public forums. |
<table>
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</table>
| Implement whole school approach to embedding an international perspective. | • LOTE to work collaboratively with SOSE & develop example programs then share & provide PD for other AOS.  
• PD for staff, call in experts.  
• LOTE & SOSE trial & share programs Sem 2 2008.  
• PD 2007-2008. | 2007-2009 | International Coord | • All AOS have 'International perspectives embedded in programs in 2008. | Time & support from Uni SA |
| LOTE staff further raise the profile of student & AOS successes in the school community. | • Regular contributions to school newsletters.  
• Contribute to school signage in different languages.  
  - costings completed  
  - budget submission made  
• Contribute to school website in Chinese, Indonesian & Greek.  
• Establish a LOTE website linked to school website.  
• Track students after graduating from SEHS & report on success. | 2007-2009 | International Coord | • At least one article per term per language in newsletter.  
• All major school signs in Chinese, Indonesian & Greek.  
• Selected information on school website in 3 languages.  
• Students actively maintain websites in 3 languages.  
• Regular articles appear in schools newsletter from ex students. | 2. Funding  
3 & 4 Appropriate software |

2011 Comments: This Action Plan has been successfully carried out.
<table>
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</table>
| Investigate ways to enable Maths staff to meet as group to team plan. | • Identify all current maths staff  
• Identify what requires team planning  
• Identify desired outcomes from team planning  
• Are outcomes achievable any other way?  
• Smaller group meetings?  
• Map individual timetables for common release time  
• Identify possible times for release to cause minimum impact to Time Table  
• Evaluate practicality of release  
• Explore-  
  Before school meetings  
  Lunch meetings  
  After-school meetings  
  Online meetings  
  Release time  
  Phone link ups | Term 1 2007 | Maths Coord | • Changed meeting plan recommended to leadership  
• Area of study meetings involve all maths teaching staff  
• Discussions regarding future directions involve all staff  
• Brainstorming sessions  
• Annual ‘maths’ improvement plans published and endorsed by team. | Meeting  
Time  
Release time  
IT support  
Time  
RYVE  
PD time  
AOS budget  
District and DECS  
Curriculum Personnel |
| Develop detailed scope and sequence statement for Yrs 8 to 12. | • Collect and collate learning programs/assessment plans for all maths subjects  
• SACSA alignment  
• Negotiate time for staff to regularly complete programs  
• Utilise SCASA - Scope and sequence used as default  
• Ensure consistent framework to facilitate scope and sequence documentation  
• Determine extent of information to be included in S&S documentation | Term 4 2007 | Maths Coord | All programs SACSA aligned  
all programs posted on net | |
| Continue to utilise PD offerings to review curriculum in light of current educational thinking, and ensure a range of teaching and learning strategies is implemented. | • AOS team reviews how many of the following are currently implemented  
• Team identifies a number of the strategies listed below to implement in short/long term  
  Professional Development  
• Actively circulate all PD offerings and encourage staff to attend  
• Teacher learning communities established through curriculum meetings  
• Methodology/pedagogy discussion regularly scheduled  
• Sharing good practice occurs regularly  
• Data collection and analysis of some form commences | Term 1 2008 then ongoing | Maths Coord | Good practice and tasks are shared  
• Rubrics for assessment tasks include higher order thinking skills and catering for all learner’s needs are utilised  
• Transparent assessment criteria on all assessment items  
• Team to access external PD opportunities  
• Exploring the options for embedding ICT into Maths units  
• Reviewing current offerings to identify potential resourcing  
• Examine results data for anomalies and areas for improvement – grade distribution  
• Maths staff presence at school, district and state conferences (new SACE, Numeracy) | |
### SECTION B: CURRICULUM

#### MATHS (CONTINUED)

**Teaching Practice**
A selection of the following feature in ALL learning programs-
- Taxonomies
- Learner-directed learning
- Layered curriculum
- Lifelong learning – learning to learn (learning styles)
- Communities of practice (VET etc)
- Multiple intelligences
- Emotional intelligence
- Constructivism (inc negotiated learning & problem based learning)
- Brain based learning

**ASSESSMENT**
A balance between the following assessment types occurs-

**Empirical**
- Tests

**Criterion referenced**
- Product/project assessment
- Performance assessment
- Process skills assessment

Explicitly state examples of cultural diversity in curriculum documentation where appropriate.

- Identify and access nominated resource personnel (LOTE, ESL Herbert…)
- Explore support materials available on the Internet
- Review programs to identify current cultural diversity
- Identify potential areas for improvement
- Collect support materials/resources
- Work as team with resource personnel to adapt/modify units of work to reflect cultural diversity
- Develop units of work that make specific reference to the origins of a range of mathematical processes and terminologies

**EXPLICIT CULTURAL REFERENCES** incorporated into teaching possibilities include:
- Number systems – Arabic, Greek, Egyptian
- Origins of accounting
- Historical mathematicians – Fibonacci, Euler, Archimedes…
- Origins of mathematical terms
- Tangrams – online plus software
- Arabic artwork – repetitive patterns (search for god and meaning – cultural imperative)
- Origins of computers and computing – Ada Lovelace WW2
- Abacus
- Culturally inclusive teaching methodology indigenous geometry aboriginal flag,
- Cultural relevance to your learner cohort
- SACSA Website – teaching aboriginal students
- Learning to learn / Dare to Lead / ESL

**2008 Comments:** Maths has developed a very comprehensive curriculum 8-10 which caters for all needs, and especially encourages high achievers and students with an interest. Streamed classes and the use of dynamic and engaging resources Year 11 & 12 have seen the number of students choosing to do Maths to Year 12 continue to grow. The use of on-line content and well structured curriculum has supported this.

<table>
<thead>
<tr>
<th>2011 Comments</th>
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</thead>
<tbody>
<tr>
<td>Maths Coord</td>
<td>Unit programs feature specific reference to cultural contexts</td>
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</tr>
<tr>
<td></td>
<td>Resources supporting effective delivery of cultural sections of curriculum collated, hyperlinked, referenced in documentation and utilised.</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Strategy (HOW)</td>
<td>Timeline</td>
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</tr>
</tbody>
</table>
| Science staff complete detailed curriculum scope and sequence statement. | • Identify what currently exists in terms of Science programming documentation  
• Collect and collate  
• Forward to team undertaking Scope & Sequence mapping  
• Scope and sequence potentially describes:  
  - unit titles  
  - key skills & understandings  
  - key activities | Term 3 2007 | Science Coord | • Current programs are collected and collated  
• A proforma is developed to ensure sufficient dept of information is represented in the program documentation  
• All programs for all subjects feature the common elements decided above  
• All programs are published for revision and ongoing update | SACSA documents and website  
Existing materials  
R-10 Science supplementary document |
| Explore and document links between Science and other Areas of Study. | • Examine whole school S&S documents as a team  
• Identify potential links  
• Document potential avenues for links in consultation with identified learning areas-  
  - Maths?  
  - SOSE?  
  - Health /Sports Science? | Term 4 2007-2008 | Science Coord | • Whole school curriculum mapping documents are examined and potential links between subject areas identified  
• Where link potential exists unit plans are developed to enhance links  
• Meetings between staff in linked areas are undertaken and minuted  
• Co-curricula programs are developed to complement learning across curriculum areas | SACSA Website  
Scope n Sequence statements  
Curriculum Leadership team |
| Expand involvement of students in co-curricular Science-based activities. | • Co-curricula programs are developed to complement learning across curriculum areas  
• Support and resourcing for implementation are secured  
• More opportunities to expand are identified in 8-10 year levels  
• Explore mathematical and Science vocational pathways opportunities | Ongoing 2008 | Science Coord | • Scope & Sequence statements are highlighted to identify co-curricular opportunities  
• Meetings are held with identified learning area leaders to confirm co-curricula potential  
• Units of work are planned collaboratively for joint learning outcomes/transferable skills development  
• Units of work are scheduled to be undertaken simultaneously across faculties  
• Online resources are explored and added to favourites | Other relevant staff  
Teacher Programs Planning  
VET coordinator |
**SECTION B: CURRICULUM**

**SCIENCE (CONTINUED)**

<table>
<thead>
<tr>
<th>Review curriculum to include learning activities/assessment tools designed to focus on developing higher order thinking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>Teacher learning communities established</td>
</tr>
<tr>
<td>Methodology/pedagogy scheduled discussion examination</td>
</tr>
<tr>
<td>Sharing good practice</td>
</tr>
<tr>
<td>Data collection and analysis</td>
</tr>
<tr>
<td><strong>TEACHING PRACTICE</strong></td>
</tr>
<tr>
<td>Taxonomies</td>
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<tr>
<td>Learner-directed learning</td>
</tr>
<tr>
<td>Layered curriculum</td>
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<tr>
<td>Lifelong learning – learning to learn (learning styles)</td>
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<td>Brain based learning</td>
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<tr>
<td><strong>ASSESSMENT</strong></td>
</tr>
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<td>Empirical</td>
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<tr>
<td>Tests</td>
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<tr>
<td>Criterion referenced</td>
</tr>
<tr>
<td>Product/project assessment</td>
</tr>
<tr>
<td>Performance assessment</td>
</tr>
<tr>
<td>Process skills assessment</td>
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</tbody>
</table>

| Current - Programs 2008 ongoing |
| **Science Coord** |
| PD |
| Teacher learning communities form part of regular mtgs where methodology currently/potentially used is discussed and documented |
| Staff share good practice on a regular basis which is published on Science section of intranet site |
| Data collection and analysis is undertaken in selected classes to gauge student engagement |

**TEACHING PRACTICE**

- Teachers employ a collaboratively identified selection of strategies designed to develop higher order thinking skills in students in a selected unit of work and evaluate its success

**ASSESSMENT**

- Teachers program a balance of assessment tasks that include both empirical and criterion referenced
- Tasks and these are explicitly stated in assessment plans.

<table>
<thead>
<tr>
<th>Increase student opportunities to undertake practical lab work.</th>
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<tbody>
<tr>
<td>Ensure timetabling is conducive to effective rotational use of labs</td>
</tr>
<tr>
<td>Program Development – Learn Plan</td>
</tr>
<tr>
<td>Identifying recommended practicals for all classes to compulsorily complete</td>
</tr>
<tr>
<td>Establish consistency within year levels</td>
</tr>
<tr>
<td>Ensure SBM practices support staff in undertaking safe lab work</td>
</tr>
<tr>
<td>Lab assistant able to store identified practicals permanently for easy access and set up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1 2008 EPET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EPET</strong></td>
</tr>
<tr>
<td>Timetabling has been adjusted to maximise lab work opportunities for students</td>
</tr>
<tr>
<td>Recommended practicals for all classes to compulsorily complete have been set and scheduled in programs</td>
</tr>
<tr>
<td>These are implemented consistently within year levels as monitored by coordinator</td>
</tr>
<tr>
<td>SBM practices support staff in undertaking safe lab work and a reduction in SBM incidents is recorded</td>
</tr>
<tr>
<td>Lab assistant stores identified practicals permanently for easy access and set up</td>
</tr>
</tbody>
</table>

| 2011 Comments: Science has seen a huge shift towards the inquiry based approach resulting in more engaging practical work and student centred investigations supported by CREST. A complete review of the curriculum in line with the Australian Curriculum has resulted in a well structured program which builds from Year 8 to 10, preparing students for all Year 11 options. |

<table>
<thead>
<tr>
<th>Published materials Websites SACSA Documents NSW Quality Teaching Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timetabler SBM Coordinator School generated data – SBM etc Leadership</td>
</tr>
<tr>
<td>Goal</td>
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</tbody>
</table>
| SOSE staff further develop team work, particularly in sharing expertise and good practices. | • Curriculum meetings scheduled to allow all SOSE staff to attend  
• Time allocated to share practice  
• Expectation of documentation of programs established to easily post and share resource materials, programs etc  
• Establish a scaffold on the intranet for staff  
• Put in place monitoring strategies to ensure that programs are published on the intranet  
• Programming undertaken in appropriate team settings – ie by theme, year level, common class where possible  
• Produce documentation to develop semester plans, unit plans, task assessments, extension learning activities (HOTS/formative/student directed learning) for publication to students/staff | 2007 -2008 ongoing | SOSE Coord | • All staff attend minimum expectation of curriculum meetings.  
• Sharing of good practice occurs regularly at meetings and involves program sharing, discussion and exemplars  
• Programs for all subjects are posted on intranet  
• SOSE intranet scaffold familiar to and used by, all SOSE staff  
• SOSE intranet regularly updated  
• Selective team programming undertaken and co-authored programs posted on intranet  
• Staff publish semester plans, unit plans, task assessments, extension learning activities (HOTS/formative/student directed learning) for all subjects using proformas | Curriculum AP  
JVER (Eng Coordinator)  
SACSA Documents  
AOS staff  
NSW QT’s |
| Thoroughly document Senior curriculum. | • Copies of programs for all SOSE senior (11-12) school offerings are collected and collated by coordinator/SACE coordinator  
• Learning programs, assessment plans and other more detailed documentation for individual subjects is also collected and collated by coordinator and posted on intranet  
• Collated materials published and a copy given to senior school curriculum AP | 2008 | SOSE Coord | • Collated copies of all SACE programs held by SOSE/SACE coordinators  
• Learning programs, assessment plans and other more detailed documentation for individual subjects posted on intranet SOSE section  
• Collated materials published and a copy given to curriculum AP | SSABSA  
On SEHS Intranet J Drive  
SACE Coordinator  
Executive Team support |
### SECTION B: CURRICULUM

#### STUDIES OF SOCIETY AND ENVIRONMENT (CONTINUED)

<table>
<thead>
<tr>
<th>Non-specialist SOSE teachers provided with relevant PD.</th>
<th>Ongoing</th>
<th>SOSE Coord</th>
<th>Non-specialist SOSE teachers provided with relevant PD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copies of programs and sample program downloads are disseminated to non-specialist SOSE staff</td>
<td></td>
<td>Copies of existing programs and sample program downloads are disseminated to non-SOSE staff</td>
<td></td>
</tr>
<tr>
<td>Non-SOSE staff are paired up with a SOSE buddy for ongoing programming support</td>
<td></td>
<td>Non-SOSE staff work with an allocated SOSE buddy for ongoing programming support</td>
<td></td>
</tr>
<tr>
<td>Appropriate PD opportunities are noted by coordinator, highlighted to targeted staff and staff are encouraged to attend</td>
<td></td>
<td>Targeted staff attend appropriate PD opportunities and share learning resources</td>
<td></td>
</tr>
<tr>
<td>Current SOSE resources are updated where they may be inadequate</td>
<td></td>
<td>Current SOSE resources are updated</td>
<td></td>
</tr>
<tr>
<td>Coordinator displays and evaluates incoming resources at regular AOS meetings</td>
<td></td>
<td>Coordinator regularly informs non-SOSE staff of new resource opportunities</td>
<td></td>
</tr>
<tr>
<td><strong>a system to ensure non-SOSE staff are aware of new resource opportunities</strong></td>
<td></td>
<td>Programs, unit plans and resources filed on server</td>
<td></td>
</tr>
</tbody>
</table>

**Staff monitor and analyse student results to inform teaching and learning strategies.**

- Data analysis is undertaken by staff
- Student questionnaires are used to inform practice (formalised)
- All year 10 students complete a benchmarking CAT's at the end of each semester
- Marked through moderating system and student processing gaps identified (skills and knowledge)
- Individual units of work are examined for patterns in achievement data and review and modification of programs occurs
- Staff are TD on the use of data analysis to date
- Curriculum meetings include scheduled time for reviewing achievement and discussing ways to improve outcomes
- Student feedback informs the further development of inclusive practice
- Staff gain familiarity with a range of current teaching methodologies that promote improved student learning outcomes

**SOSE Coordinator**

- Staff undertake sample data analysis for a specific class (Wayne)
- Student questionnaire results used to inform curriculum development/teaching practice
- Year 10 students' completed CAT's evaluated in curriculum mtgs each semester and student processing gaps addressed
- Individual units of work are examined for patterns in achievement data and review and modification of programs occurs
- Curriculum meetings include scheduled time for reviewing achievement and discussing ways to improve outcomes
- Student feedback regularly collected
- Staff employ a range of current teaching methodologies that promote improved student learning outcomes

**NB Questionnaire is circle a number for ease of graphing**

**WWAY to be approached to provide PD for AOS staff on data access and analysisi CATS Data programs**
### SECTION B: CURRICULUM

**STUDIES OF SOCIETY AND ENVIRONMENT (CONTINUED)**

**STANDARD LEADER:** MMAR

Ensure that all SACE units challenge students to demonstrate higher order thinking skills.

Middle school methodology employed to facilitate improved MS student learning outcomes also (site generated extension)

- Senior school programs are collaboratively examined to audit their inclusion of –
  - HOT taxonomies/ rubrics
  - Learner-directed learning
  - Layered curriculum
  - Lifelong learning – learning to learn (learning styles)
  - Communities of practice (VET etc)
  - Multiple intelligences
  - Emotional intelligence
  - Constructivism (inc negotiated learning & problem based learning)
  - Brain based learning

**ASSESSMENT**

- A balance between the following assessment types occurs:
  - Empirical
    - Tests
  - Criterion referenced
    - Product/project assessment
    - Performance assessment
    - Process skills assessment (CAT)

<table>
<thead>
<tr>
<th>T1 2008 following program submission</th>
<th>SOSE Coordinator &amp; AOS staff Show and tell of units</th>
</tr>
</thead>
</table>

- Senior school curriculum audited to identify current strategies used for promoting HOTS – in negotiated learning, taxonomies, assessment modes, learner-centred focus, Constructivist practices…
- List compiled of current HOTS and shared and discussed with all AOL staff
- Courses that require attention identified and worked on collaboratively as appropriate (other staff, AOL Coord, SACE Coord, SSABSA personnel)
- Identified knowledge levels of staff in regard to teaching for HOTS
- Identified areas for improvement
- Syaf TD designed and implemented to address knowledge gaps
- Suitable resources identified and purchased to provide support for implementing improved practices
- Action plan developed to repeat curriculum HOTS audit in middle school classes

**2011 Comments:** This SOSE action plan is significantly underway however the introduction of the New SACE and the Australian curriculum has meant that the staff have spent considerable time planning and implementing the new curriculum. The nature of the SOSE curriculum has changed to include a focus on research skills and goal setting. Aspects of this plan is included in the Quality Teaching and Learning priority of the new plan.
### SECTION B: CURRICULUM  
#### THE ARTS

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Leads?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Investigate ways to support large Visual Arts classes. | - Physical space availability evaluated  
- Specialist areas access and space - Photography lab issue investigated  
- Practical applications material availability – budgeting issues examined  
- SBM issues in large classes addressed  
- Methodology approaches – SDL etc  
- Student cohort analysis – SBM, NEP, etc  
- (Current sizes av.: Yr 8/9 22  Yr 10 22-24)  
- Investigate current class sizes with teachers to identify issues related to above  
- Consider potential maximums based on the resourcing aspects outlined above  
- Interview staff to identify ways to support large classes and share good practice  
- Embed HOTS opportunities into unit plans | Term 4 2007 | Arts Coordinator | - Optimal use of physical space occurs  
- Photography lab reflects digital focus in layout, resourcing and use  
- Craft subjects evaluated for practicality and sustainability – recommendations made  
- Budget planning for 2008 reflects changing focus  
- Consistent SBM policy implementation and data collection of stats  
- NEP students supported as entitled (risk assessment undertaken)  
- Negotiated programming maximises NEP students opportunities for success and facilitates student negotiation in learning process  
- Interviews conducted with individual staff, classrooms observations undertaken and recommendations generated for improvement  
- HOTS opportunities embedded into unit plans | Assorted texts/websites  
Meeting times  
Financial budget |
| Investigate regular structured meeting times within subject strands to facilitate and discuss AOS and budgeting issues. | - Identify shortcomings of current meeting structure – attendance/access  
- Keep J drive updated to ensure good communication and resource sharing  
- Examine options/potential blocks  
- Review current budgeting structure and identify issues – how do we manage our limited funds, prioritising  
- Explore current student weighting/processes for budget allocation  
- Managing paper wastage and student costs options for printing  
- Implement team building strategies to bring arts team together with shared identity | 2007-08 | Arts Coordinator | - Meeting attendance and participation improves  
- J drive kept updated and regular resource sharing occurs  
- Staff meet regularly as strands  
- Budgeting issues identified and prioritising occurs  
- Student weighting/processes reviewed  
- Current budget allocations increased and used more efficiently  
- Other funding sources identified (ie grants)  
- Management of paper wastage improved – consistent process and expectations implemented | Meeting minutes –  
L’ship School Strategic Plan  
Governing Council minutes  
AOS budget |
### SECTION B: CURRICULUM

#### THE ARTS (CONTINUED)

| Seek further opportunities to participate in PD in the area of ICT. |
|---|---|
| - Current use of ICT in Arts identified in programs (ICAP CD used) |
| - Learning and teaching digital tools (Coord is LTI coach) |
| - Patterns/overlaps/gaps identified |
| - Programs identified that Arts students should be developing competencies with |
| - May include: Word, Digital Learning Bank, Publisher, Power Point, Photostory3, Movie Maker, Excel, CAD, Photoshop, Stop Motion Animation, Audacity, Garage Band |
| - Current levels of staff ICT competencies with above programs identified |
| - Areas for PD and 'go to' personnel (inc. students) identified – inc. online tutorials determined |
| - Targets for improvements set |
| - Curriculum review undertaken to ensure explicit programming and assessment of identified ICT skills |
| - Identify hardware shortcomings inhibiting successful outcomes for staff PD |
| - Establish consistency in software program teaching by generating common support materials/booklets for each program |

<table>
<thead>
<tr>
<th>From Term 1 2007 until end 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Coordinator</td>
</tr>
</tbody>
</table>

| - Current use of ICT in Arts identified in programs (ICAP CD used) |
| - Learning and teaching digital tools is explicit and features in all strands |
| - Patterns/overlaps/gaps addressed and reprogrammed |
| - Arts students developing competencies in identified programs based on data collection and analysis |
| - PD to address current levels of staff ICT competencies completed |
| - Targets for improvements achieved |
| - Explicit programming and assessment of identified ICT skills documented |
| - Hardware and software shortcomings inhibiting successful outcomes for staff PD addressed |

2011 Comments: This Action Plan has been successfully carried out.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Modify GC Information Folder to reference relevant DECS policies. | • Collect all policies and ensure that make reference to appropriate DECS policies  
• Explore how policies can cater for international and multi-cultural perspectives | Ongoing Dec 2007-2010 | Principal & Executive Team | • Updated folder contains all policies with references to DECS policies clearly articulated  
• That policies cater for multi-cultural and international perspectives | Personnel  
Governing Council  
Student Leadership Forum |
| Implement/refine regular induction and training of GC members. | • Induction folder updated and reviewed regularly  
• Induction process is reviewed  
• SASO training encouraged  
• Investigate feasibility of combining induction with other network schools  
• Meeting structure revised to feature ‘just in time’ learning pertinent to immediate agenda items and meeting context (workshop approach) | Annual basis by Dec every year | Principal Chair GC | • Induction folder remains current in content  
• Induction process implemented when new members elected  
• SASO training is undertaken by increased number of GC members  
• Feasibility and consultation process completed exploring district-wide networked induction  
• Workshop approach implemented and feedback sought from GC members  
• Increased understanding and improved skills and application of same evident in GC members | Governing Council  
Budget |
| Develop a formal process for regular self-appraisal. | • Team role statement generated (matrix)  
• Annual review and rating of role statement against outcomes (rubric) | March 2008 | Principal Chair GC | • Team role statement generated (matrix)  
• Annual review and rating of role statement against outcomes (rubric) undertaken | Governing Council  
Time allocation  
SSO support |
| Long term financial plan. | • N/A | Ongoing | Principal Executive Team Leaders | • Appropriate grant opportunities in relation to school priorities identified and applications submitted  
• Coordinators regularly check for potential grant opportunities  
• Increased number of grant applications submitted and successful | Principal & Leadership time  
SSO support |
| Seek additional funds from other bodies inc. grants and corporate sponsorship. | • Identify appropriate grant opportunities in relation to school priorities  
• Regularly monitor grant information sites  
• Work with coordinators to ensure ongoing communication about potential grant opportunities  
• Submit an range of grants | Ongoing | Principal Executive Team Leaders | • Appropriate grant opportunities in relation to school priorities identified and applications submitted  
• Coordinators regularly check for potential grant opportunities  
• Increased number of grant applications submitted and successful | Principal & Leadership time  
SSO support |
| Find additional ways to encourage greater parent involvement. | • Complete a face to face parent survey of parents attending interview night  
• Meet with aboriginal parents to gauge information required and interest in school participation  
• Governance information evening held to look at potential recruiting  
• Schedule a range of forums across and outside of school hours to elicit parent/community feedback regarding targeted aspects of school life ie student wellbeing  
• Regular newsletter from GC instigated  
• Use of interpreters for significant school events like PT interviews to widen access for parents | Sept 2008 | Principal Chair GC | • Parent survey completed and interview night protocols adjusted as relevant  
• Increase in participation of aboriginal parents  
• GC recruiting attracts increased interest and inquiry  
• Parent/community feedback regarding targeted aspects of school life completed, examined and recommendations made  
• Regular newsletter from GC published  
• Use of interpreters becomes a standard procedure and key interpreters identified and utilised regularly | Printing |

2011 Comments: This action plan has been completed successfully.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Increase level of local input into staff recruitment | N/A | 2009 | Human Resources AP | • Handbook reviewed and procedural information improved  
• Contents published on the intranet  
• Staff inservice results in increased access to intranet | Human Resources AP SSO time |
| Overhaul the Staff Handbook and improve its organisation and style. | • Review the handbook for improved inclusion of procedural information  
• Publish contents on the intranet  
• Inservice staff on use of intranet | | | |

**2011 Comments:** This Action Plan has been successfully carried out. The online system has been gradually removed and the school is now moving to a DECS compliant and supported system. The school handbook is currently in hard copy form but suits the needs of staff.
### Develop a process to allow early, accurate identification of student learning needs and/or special strengths of students.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 2008 ongoing | Student Well-Being AP | • Student wellbeing focus allocated to an Assistant Principal and desired outcomes and key role requirements specified  
• Improved identification students with specific learning needs (NEP SHIP) and improved achievement by targeted students  
• Protocols for regular communication with staff re student needs established  
• Staff receive regular updates on student achievement as part of staff meetings  
• Generation of NEPs etc and student folders/portfolios facilitates improved student learning outcomes  
• Baseline data collected, collated and filed for future reference | Office space allocation  
Student well-being budget line  
PD for staff  
Printing  
SSO time |

- Restructure leadership team to include student wellbeing focus in an AP role
- AP develops procedures to identify students with specific learning needs (NEP SHIP)
- More regular communication with staff re student needs
- Schedule regular updates as part of staff meetings
- Generation of NEPs etc and student folders/portfolios
- Baseline data collected to measure improved learning outcomes in students as a result of strategy implementation
- Inclusion of student support services meeting schedule
- Student strengths and needs proforma as part of enrolment process

### Increase the range of opportunities for SHIP students.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 2008 ongoing | Student Support AP  
Student Support Services Team | • Improving achievement and resourcing for SHIP students specified in a curriculum leadership role  
• Each AOS teaches HOTS (see AOS Action Plans + Big 4)  
• Improvements in achievement by identified SHIP students  
• Greater number of students able to be extended through methodology used in all AOS classrooms  
• Implementation of SHIP programs | Student Support Services Team |

- Include as part of a specific curriculum leadership role (ie Maths)
- Each AOS provides opportunities for teaching of HOTS (see AOS Action Plans + Big 4)
- SHIP programs established

### 2011 Comments:
This action plan has been successfully completed. However, the school wishes to further develop processes for identification and support of the range of students. Data for specific teams needs to become an integral part of every teams work in the school (e.g., data on Aboriginal students, ESL students).
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOF)</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| The ICT staff develop a policy to control the number of computers to a sustainable level and document an overall maintenance and replacement strategy | • IT planning group established  
• ICT coordinator manages the process of auditing existing computing facilities and developing a long term renewal and replacement plan and maintenance policy  
• Timelines and budgets detailed and forwarded to resources/Gov Council committees  
• School GC commits to funding | 2008 | Info & Comm AP | • Audit is completed  
• Policy is completed and published and circulated to leadership and school administration for ratification  
• Funding protocols are established and documented | IT planning group |
| The school implement strategies for improving consistency in naming, format, tracking storage hierarchy and location of old documents | • School develops an electronic storage system (J drive)  
• Storage and retrieval of information is organised on an A-Z system  
• All relevant staff are in serviced in the effective use of new systems | 2008 | Info & Comm AP | • Electronic storage system (J drive) successfully installed  
• Storage and retrieval of information is organised on an A-Z system  
• All relevant staff able to effectively use new systems  
• Instruction sheet provided | IT planning group  
SSO time |
| The school considers the protection, consultation and use of consistent format of the posters displayed in each room inc. the vision and values and evacuation routes | • Audit of current anomalies in consistency of classroom displays undertaken  
• Consultation group manages process of considering the protection, consultation and use of consistent format of the posters displayed in each room inc. the vision and values and evacuation routes  
• Required financing to achieve outcomes identified  
• Feasibility of completion evaluated and recommendations made  
• Common branding implemented for all PR materials | 2009 | Info & Comm AP | • Audit completed  
• Consistent format agreed upon  
• Feasibility of plan evaluated and recommendations made  
• Common branding implemented for all PR materials | Executive Leadership Team |
| The OHS committee improve the effectiveness and efficiency of the internal auditing process in preparation for annual DECS audits | • Minutes to be kept on J drive  
• OHSW team to delegate responsibility to ensure preparedness for audit | 2008 | OHSW/Tech Coordinator | • OHSW tasks identified and completed by OHSW team | OHSW team |
| The school revise the evacuation process to align with commonly recognised practice | N/A | | | | |
### SECTION F: RESOURCES (continued)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| The library staff consider ways of gathering data to formalise the evaluation of the effectiveness of the library and its services. | - Library staff identify strengths and weaknesses of current library practice (SWAT) from their perspective  
- Library staff identifies targets for improvement (student numbers, borrowing levels, use of range of facilities, RBL usage...)  
- Library staff explore a range of data gathering strategies and select most appropriate for gaining perspectives from wider school community  
- Library staff identify best practice sites for potential information gathering  
- Staff prepare materials for collecting data (questionnaires, surveys, interviews...)  
- Data collected and evaluated  
- Systemic use of ongoing data collection strategies facilitated | 2008 | Teacher Librarian | - Library staff complete (SWAT)  
- Library staff identify and implement data gathering strategies for wider school community  
- Data collected and evaluated and systemic use of ongoing data collection occurs  
- Improvements in identified targets occurs | Library Team |

### 2011 Comments:

The schools ICT facilities & services have been well developed and are still in the process with the rollout of our eLearning initiative. Systems for the maintenance & servicing our computer fleet have been developed and implemented by the IT technical staff. Procedures have been set for maintenance & logging service requests. Strategic directions for the integration & use of technology by staff & students have been set and processed by the ICT planning group. The executive team are considering Laptop pay schemes to assist the budget allocations to replace computer resources. Both the IT technical team & ICT planning group are committed to developing our IT infrastructure & services to be reliable, efficient & sustainable.

We are partly along the way to provide a more functional & efficient data storage hierarchy & protocols. It has yet to be implemented properly and will require executive leadership priority.

We have made some progress in our visual communication strategies. Laminated standard sets of displays are required and placed in all classrooms. Evacuation posters are in all rooms in the school. We as yet have no common branding of posters although some involve the school & CIS logos. Official letterheads & brochures do have a common look and most are outsourced to a design company.

The OHS committee has put in place systems to improve the efficiency of internal audits. Auditing is being done as an ongoing process as maintenance occurs and a whole school internal audit involving all staff is conducted at the end of each year.

The schools evacuation process complies with State required practice. It is practiced regularly and each drill is reviewed. Our processes centre around the Duty of Care mandate for all staff in the DECS system. This is well ingrained in the culture & implementation of our emergency systems.

The school has completed some of this action plan. The current library manager is setting up procedures and files that document library policies, procedures and processes. She and the SSO staff member are developing useful services & efficient policy that reflects the role of the ELearning and the Internet in Library services. The structures and processes for gathering & analysing data is not formalised yet. Undocumented and informal evaluation has occurred and informed decisions re retention and acquisition of Library resources. The Library manager in consultation, is planning to define a data set for collection and develop analysis via a spreadsheet.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
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<th>Resources</th>
</tr>
</thead>
</table>
| Embed school Vision and Values into school culture to address level of student disengagement, inconsistencies in teachers’ expectations of students, and lack of respect for teachers shown by some students. | See THE BIG FOUR PLAN                                                              |          | Curriculum AP         | • Team established to evaluate data collection strategies for whole school implementation  
• Team considers what existing strategies are employed by staff inc HOTS, reviewed curriculum, negotiated curriculum, student questionnaires, SBM data, student achievement data, parent feedback  
• Report on diligence as part of roundtable assessment               | Executive Leadership Team Leadership Team |
| Explore ways to measure improvements in student diligence as a result of initiatives such as the Roundtable Assessments. | • Team established to evaluate data collection strategies for whole school implementation  
• Team considers what existing strategies are employed by staff inc HOTS, reviewed curriculum, negotiated curriculum, student questionnaires, SBM data, student achievement data, parent feedback  
• Report on diligence as part of roundtable assessment               | 2009     | Curriculum AP         | • Team established  
• Data collection strategies for whole school implementation identified and resources generated  
• Team completes map of existing strategies employed by staff inc HOTS, reviewed curriculum, negotiated curriculum, student questionnaires, SBM data, student achievement data, parent feedback  
• student achievement data collection implemented                   | Budget line for achievement/curriculum development |
| Continue to investigate ways to enhance communication between parents and the school. | • See previous section strategies  
• School signage expanded  
• Regular website updating process established and key personnel identified  
• Range of information included on website expanded to better meet perceived parent needs  
• Information from parent surveys informs decisions  
• Website access issues due to language barriers explored  
• Promotion of facility to parents occurs on ongoing basis         | 2009     | AP Information Systems | • See previous section outcomes  
• School signage expanded  
• School website regularly updated  
• Expanded range of information included on website  
• Website access issues due to language barriers addressed  
• Promotion of facility to parents occurs on ongoing basis           | Budget line for achievement/curriculum development |
| The school community builds an international perspective, and the staff responsible for curriculum development progress the work to embed an international perspective across the curriculum. | • Mapping exercise/curriculum overviews completed to include a international perspective in the curriculum  
• Professional development opportunities for leadership team and all teaching staff regarding internationalising the curriculum.  
• Develop unit plans and assessment tasks to include an international perspective. | 2007-2008 | AP Curriculum & International Curriculum | • Completed overviews, unit plans and assessment tasks include an international perspective.  
• Professional development occurs with leadership team and the teaching staff to internationalise the curriculum. | Curriculum leadership meeting time  
Time release  
Budget line for achievement/curriculum development |
<table>
<thead>
<tr>
<th>Goal</th>
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<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve induction of new students at all points and times of entry.</td>
<td>2008</td>
<td>AP Student Services</td>
<td>• enrolment and induction Policy developed and implemented&lt;br&gt;• Online induction materials available for download by all staff&lt;br&gt;• Information pack produced and disseminated to all new enrolments&lt;br&gt;• Induction experiences for all new students are consistent&lt;br&gt;• YLM provided with PD for consistent approach to student induction</td>
<td>Printing SSO time</td>
</tr>
<tr>
<td></td>
<td>• Allocation to AP of role responsibility for student induction and enrolment&lt;br&gt;• Creation of enrolment policy&lt;br&gt;• Creation of consistent induction policy process&lt;br&gt;• Link to website with consistent online induction materials available for download by all staff&lt;br&gt;• Information pack and consistent process established</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>The students fully embrace Vision and Values of the school through their conduct, work ethic and relationships with others.</td>
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<tr>
<td></td>
<td>See THE BIG FOUR PLAN</td>
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<td></td>
<td>2011 Comments:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>This action plan is completed.</td>
<td></td>
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</tr>
</tbody>
</table>
# CIS Statistical Data Sheet

**School Name:** Salisbury East High School  
**Address:** Smith Road  
Salisbury East  
SA 5109  
**Date of last Team Visit:** October 2007  
**Date of the First Report:** Feb/ Mar 2008  
**Date of this Five Year Report:** September 2011  
**Name of Head of School:** Sue George-Duif

| At the time of the last Team Visit. (October 2007) | Total student enrolment was: 909  
| | Age range was: 13-19 Years  

| At the time of this Five Year Report. (September 2011) | Total student enrolment is: 728  
| | Age range is: 13-19 Years  

## Summary of School’s Ratings  
**At the First Report & Five Year Stages**

<table>
<thead>
<tr>
<th>Completed</th>
<th>In progress</th>
<th>Planned for the Future</th>
<th>Postponed</th>
<th>Rejected</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number at the First Report stage</td>
<td>Number at the Five Year stage</td>
<td>Percentage at the First Report stage</td>
<td>Percentage at the Five Year stage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>11%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>40</td>
<td>52%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>17%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>18%</td>
<td>1%</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>78</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**COMPLETED:** Any items completed by the school at the last report visit.

**IN PROGRESS:** Any planned items that have not yet been completed.

**PLANNED FOR THE FUTURE:** Any initial drafts that are not yet complete.

**POSTPONED:** Any items not in the initial plan that are not yet in progress.

**REJECTED:** Any items that were initially included but will not be developed.
## COMPONENT TWO – Looking from Now into the Future

### List of Positive Standards Ratings

<table>
<thead>
<tr>
<th><strong>A – Philosophy and Objectives</strong></th>
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</thead>
<tbody>
<tr>
<td>A3</td>
<td>There shall be procedures that enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.</td>
</tr>
<tr>
<td>A5</td>
<td>The Philosophy and Objectives shall commit the school to promoting international and inter-cultural experiences for its students.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>B - Curriculum</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>B1-English, The Arts, D&amp;T, Maths</td>
<td>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s philosophy, objectives and policies.</td>
</tr>
<tr>
<td>B2-English, The Arts</td>
<td>The curriculum shall be comprehensively documented.</td>
</tr>
<tr>
<td>B3 – Horizontal, Vertical, The Arts, D&amp;T</td>
<td>Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.</td>
</tr>
<tr>
<td>B6- Horizontal, Vertical, English, HPD, The Arts, D&amp;T</td>
<td>The curriculum shall develop those skills and abilities which will prepare students for lifelong learning.</td>
</tr>
<tr>
<td>B7 – Horizontal, Vertical, Science, English, Maths, The Arts, HPD, D&amp;T, ESL, LOTE</td>
<td>The school shall provide ongoing professional development to improve implementation of the curriculum.</td>
</tr>
<tr>
<td>B8-English, D&amp;T, SOSE</td>
<td>The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognise diverse learning styles.</td>
</tr>
<tr>
<td>B9- Horizontal, Vertical, Science, The Arts, D&amp;T</td>
<td>The school shall provide appropriate support and resources to implement the curriculum.</td>
</tr>
<tr>
<td>B10- Horizontal, Vertical, Science, English, The Arts, D&amp;T</td>
<td>Teachers shall establish and communicate clear expectations to students and parents.</td>
</tr>
<tr>
<td>B12- Horizontal, Vertical, Science, English, The Arts, D&amp;T, Maths</td>
<td>Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.</td>
</tr>
<tr>
<td>B13-Science, The Arts</td>
<td>Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.</td>
</tr>
<tr>
<td>B14- Horizontal, Vertical, HPD, Science, The Arts, D&amp;T, SOSE</td>
<td>The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.</td>
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<thead>
<tr>
<th><strong>C – Governance &amp; Management</strong></th>
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<tbody>
<tr>
<td>C1</td>
<td>The governing body shall be so constituted, with regard to membership and organisation, as to provide the school with sound direction, continuity and effective support.</td>
</tr>
<tr>
<td>C2</td>
<td>There shall be a co-operative and effective working relationship between</td>
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<tr>
<td><strong>the governing body and the Head of School.</strong></td>
<td>C3  The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.</td>
</tr>
<tr>
<td><strong>C5</strong></td>
<td>The school shall observe legal and ethical principles in all its dealings with the school community.</td>
</tr>
<tr>
<td><strong>C6</strong></td>
<td>The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.</td>
</tr>
<tr>
<td><strong>C8</strong></td>
<td>The management of the school’s finances shall be, at all times, in accordance with the standards which operate in the host country and shall be consistent with best practice in international schools.</td>
</tr>
<tr>
<td><strong>C9</strong></td>
<td>Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.</td>
</tr>
<tr>
<td><strong>D – Staff</strong></td>
<td>D1  The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school’s programmes, services and activities.</td>
</tr>
<tr>
<td><strong>D3</strong></td>
<td>Staff shall act professionally in carrying out all their duties and responsibilities.</td>
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<tr>
<td><strong>D6</strong></td>
<td>There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.</td>
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<tr>
<td><strong>D7</strong></td>
<td>The school shall have a programme of professional development for staff related to appraisal procedures and other priorities identified by the school.</td>
</tr>
<tr>
<td><strong>E – Student Support Services</strong></td>
<td>E1  There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.</td>
</tr>
<tr>
<td><strong>E2</strong></td>
<td>If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programmes to meet those needs.</td>
</tr>
<tr>
<td><strong>E3</strong></td>
<td>The number of special needs personnel is appropriate to the number of identified special needs students.</td>
</tr>
<tr>
<td><strong>E6</strong></td>
<td>The school shall provide appropriate guidance services, including academic and personal counselling as well as career/tertiary education advice for secondary students.</td>
</tr>
<tr>
<td><strong>E7</strong></td>
<td>The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.</td>
</tr>
<tr>
<td><strong>E8</strong></td>
<td>The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.</td>
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<td></td>
<td>The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions, which take place away from the school premises.</td>
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<tr>
<td>E10</td>
<td>The school shall have health policies, which include collection of medical information for all staff and students, immunisation against common diseases and the maintenance of comprehensive records.</td>
</tr>
<tr>
<td><strong>F – Resources</strong></td>
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<tr>
<td>F3</td>
<td>The school shall meet safety requirements of the local authorities and of the accrediting association(s).</td>
</tr>
<tr>
<td>F5</td>
<td>The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school programme.</td>
</tr>
<tr>
<td>F6</td>
<td>The school’s Information and Communication Technology (ICT) shall appropriately support the school’s operations.</td>
</tr>
<tr>
<td><strong>G – Student and Community Life</strong></td>
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<tr>
<td>G1</td>
<td>Relationships among the school management, staff and students shall be ethical and shall be characterised by fairness and mutual respect among individuals and between groups.</td>
</tr>
<tr>
<td>G2</td>
<td>The school shall have processes and forums to enable students and parents to remain well informed on all appropriate issues of school life.</td>
</tr>
<tr>
<td>G3</td>
<td>The school shall have effective processes which enable students and parents to offer appropriate input before important decisions are made.</td>
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<tr>
<td>G4</td>
<td>The curricular and/or co-curricular programme shall serve the broad needs and interests of the student body.</td>
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</tbody>
</table>
List of Major School Strengths

Staff and Leadership have positively adopted the CIS recommendations for developing Quality Improvement

Positive culture by staff to professional development accompanied by a range of quality Professional Development opportunities

A focus on comprehension and explicit strategies to both enhance and share high quality instruction.

The school actively encourage the use of ICT by staff and students (eg. Laptops to all teaching staff and Senior Students and Data Projectors in all classrooms.)

A strong Student Services team that developed structures and practices using the school values which are consistently applied (eg. Student Behaviour Management, Recognising High Achievement)

Considerable development of school facilities including new buildings, upgrades and outdoor shelter.

Considerable improvements in meeting the needs of the wide range of learners including high achievers and those students at risk.

School has developed many partnerships throughout the Region, State, Nationally and Internationally.

Sharing practices demonstrate commitment of staff to develop a consistent approach to teaching, learning and assessment across all Year Levels and Area of Study (eg. Comprehension, eLearning)

School encourages staff to become involved in innovative curriculum projects designed to meet students' individual learning needs.

List of Negative Standards Ratings

<table>
<thead>
<tr>
<th>B – Curriculum</th>
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<td>B5-Sci</td>
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</table>

The curriculum shall utilise the cultural diversity of the host country and the school community to enhance the educational experiences of students.

List of Major Features Needing Improvement

See Action Plan for the focus areas of the school we believe warrant further refinement.
## ACTION PLANS/SITE IMPROVEMENT PLAN, 2012-2017

### QUALITY TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>Reference</th>
<th>Actions Planned</th>
<th>People Responsible &amp; Timeline</th>
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<th>Completion Criteria</th>
<th>Structures and Mechanisms</th>
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<tbody>
<tr>
<td><strong>NAPLAN</strong></td>
<td>School Percentage above the NMS Proficiency Band.</td>
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<tr>
<td><strong>SACE</strong></td>
<td>SACE completion Stage one results by learning area Stage 2 Percentage of grades for the school in comparison to school and the state. Achievement scores by learning area Achievement score over three years. Aboriginal outcomes</td>
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<tr>
<td><strong>Self Review Rubric</strong></td>
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<tr>
<td><strong>CIS Standards - Curriculum</strong></td>
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<p>| Literacy/ Comprehension Standards Section B Curriculum Recommendation | Professional Development &amp; PLC (comprehension) Embedding HOTs | Literacy coordinator AOS teams | PD Use of Blooms Digital taxonomy to support new technology | Evidence of assessment tasks that include HOTs. These need to be documented across all AOS teams and subjects and shared via curriculum Moodle sites | PD at the AOS level to examine what are HOTs and how they support specific subject outcomes. |
| Needs of all learners Standards Recommendation | Cross Curriculum Links Using data to inform practice | AP Curriculum AOS teams and key teachers identified in teams. Term 1 2012 | Advanced Tech programs. CREST, C2C, which provide a frame work for curriculum links built on student centred projects. TRT Release | Projects and learning outcomes identified which have tangible cross curricular links built on common themes. Embed learning outcomes and resources across various subjects so student success is explicitly linked to successfully transferring knowledge and practices across subjects. Eg, SOSE and Science, Maths and Electronics, PE and Science, | Provide release time through ATISPP for teachers to meet and work together. |
| Cultural Diversity/ Inclusivity Standards Recommendation | Investigate ways to represent the cultural diversity in the community in the curriculum Broaden cultural sand awareness for all members of the school community | AP Curriculum AOS teams | Link with international schools (China and Indonesia) and other cultures based on staff and student cultural backgrounds. | International focus embedded in the curriculum | Sharing of resources and ideas via our curriculum Moodle. Identified PD |
| High Quality Instruction supported by eLearning resources Standards Curriculum 8-12 Curriculum Recommendation 6 | PD of Teaching and Learning (Moodle, ADOBE, CLICK View, DayMap, Microsoft Office, iPod Touch, interactive boards, and other devices ) Link to Comprehension initiative and Blooms digital taxonomy to make use of HOT strategies provide by Web2 technologies. PLC on eLearning and INTEL Teach program | NASSA eLearning Coordinator to provide support. Key teachers identified to provide teacher PD and champion change by example. | Web 2 resources and Moodle. Use of DayMap features for class notes and assessments. INTEL program. ADOBE PD | Increased use of technology in the classroom, specifically targeting productive pedagogies and improved learning outcomes. | Moodle Interactive Whiteboard Conferencing PLC formed and working through AOS teams, supported by AOS led PD at AOS meetings. |</p>
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<tr>
<td>Measuring the Effectiveness of Teaching and Learning</td>
<td>Walkthroughs TEFL Performance Development &amp; Review Curriculum Documentation</td>
<td>AP Curriculum AOS coordinators leading teams, teachers to conduct walkthroughs and support the documentation process and review. On going throughout 2012 and beyond.</td>
<td>AOS plans and programmed reviews built into the AOS meeting structure.</td>
<td>Improved dialogue around the sharing of good practice and resources built on an open door policy and transparency with teachers work. Performance development and Review is occurring both formally and informally and documented, detailing explicit reference to effective teaching performance and student learning.</td>
<td>Programmed PD meetings between AOS coordinators and teachers early in the year (By end of term 1) and with all contract teachers. Supported and open walkthroughs conducted at identified points in the year, to allow teachers to share practice.</td>
</tr>
<tr>
<td>Recommendations</td>
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<tr>
<td>Assessment Standards Recommendation</td>
<td>Rubrics/ Performance Standards Policy Modify Assessment Plans Embed into curriculum Assessment plans &amp; rubrics on Moodle</td>
<td>AP Curriculum AOS coordinators and teams Individual teachers Development throughout 2012 and beyond to continue the improvement cycle.</td>
<td>On-Line rubric generators. Resources eg RUBISTAR. Sharing of these rubrics via Moodle Assessment plan templates are available on Moodle sites and used to document assessments. Team meetings undertake a review of these as a structured part of AOS meeting time.</td>
<td>School wide use of criterion based assessments. Evidence of examples across all subjects documented on Moodle. Rubrics are provided to all students for every assessment task.</td>
<td>PD provided at the AOS team level supported by AOS leaders. PD undertaken at curriculum group to continue. Sharing of rubrics and assessment tasks via Moodle to be supported by AOS team leaders.</td>
</tr>
<tr>
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<tr>
<td>Embedding values Standards Curriculum 8-12 Recommendation 5</td>
<td>Pride - new uniform introduced in 2012 and consistently enforced. • Development of policy and procedure • Consistent application and monitoring of procedure. • Conversion of existing uniform shop to borrowing uniform facility. • PE Uniform Responsibility – further development and care of facilities and resources. Diligence – develop procedures for lesson attendance and follow up for the range of students. Pride/Respect - Establishing high expectations for students’ academic and behaviour. • (see vision and values) • Refinement of procedures Develop protocols for best practice customer service.</td>
<td>Assistant Principal, Well-Being and leadership team to meet refine current policies and procedures by Dec 2011. New uniform sold via new supplier Jan 2012. Principal to update asset plan after consultation with GC, staff and students by Dec 2012. Exec Team to develop procedures to reinforce behaviour consistent with school values. Assistant Principal, Well-Being to develop a deeper understanding of staff regarding high expectations for all students and anticipated behaviours by 2013. Business Manager and the team of ancillary staff by 2013.</td>
<td>Meeting times Budget – release time.</td>
<td>• Governing Council – contract with new suppliers &amp; policy. • Student Services Team – procedures Uniform. • Completion of tasks on asset management plan. • Moral purpose developed. • Perception survey data is reflective of high expectations of staff. • Attendance - lesson procedure • Agreed protocols for best practice customer service published and followed.</td>
<td>• Governing Council • Meeting and decision making structure • Uniform Supplier • Contractual arrangements</td>
</tr>
<tr>
<td>Identifying, supporting all students (Aboriginal, Gifted, ESL, International, STAR, NEP) Standards E 1-5</td>
<td>Processes and structures established to identify students. Aboriginal education team to identify students and further develop support structures for students. Literacy levels of students identified recorded and</td>
<td>Australian students – Assistant Principal, Student Well-Being procedures 2012-2014. Literacy – English/ESL/Literacy Coordinator. Pathways and communication of information 2013</td>
<td>Meeting times Access to DECS personnel &amp; community organisations. Time release to visit other sites.</td>
<td>• Documented processes for identification and support of all groups of students. • Literacy pathway documentation (Moodle) • Relevant PD for staff. • Increase access to Regional Personnel.</td>
<td>Meeting and decision making structures. DECS Personnel Daymap Software Moodle</td>
</tr>
</tbody>
</table>
communicated with staff. Literacy pathway 8-12 is developed and documented.

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<tr>
<td></td>
<td>Professional development opportunities for all staff. Strengthen links with regional office personnel and other organisations to support high achievement of these students. Increased use of data to inform decision making and assessment of successes. Enrolment information and assessment of international students and new arrivals to be refined.</td>
<td>Student Services Team to develop International procedures.</td>
<td>Budget</td>
<td>Enrolment and induction procedure for new arrival and international students.</td>
<td></td>
</tr>
<tr>
<td><strong>Empowering students</strong> Standards Recommendation</td>
<td>• Student forums (on a 'big ticket item'). • Governing Council representation &amp; input. • Communication of student input into decision making. • Raise the profile of student voice and leadership (including blazers). • Exploration of school ‘facebook’ page.</td>
<td>Student Support Coordinator to further develop strategies by Dec 2014.</td>
<td>Meeting time Budget Website</td>
<td>• Regular schedule of student voice activities. • Perception surveys show increased profile. • Communication to the school community. • facebook page.</td>
<td>Decision making</td>
</tr>
<tr>
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</table>
| **Building Leadership Capacity** | • Professional development opportunities to develop leadership skills.  
  • Mentoring  
  • Facilitation of staff accessing 'external’ projects.  
  • Enhancing performance development and review. | Principal & Assistant Principal, HR ongoing 2015 | DECS – Workforce Development. Northern Adelaide Regional Aspiring Leaders program. | Leadership professional learning opportunities are scheduled and facilitated. | Exec Leadership Team PD program  
Ongoing consultation with the Northern Adelaide Team. |
| **International Mindedness Standard B, E G** | • Embed international perspective across curriculum where applicable  
  • Increase international and intercultural experiences  
  • Utilise the cultural diversity of the host country  
  • Ensure that the Aboriginal perspective is included where applicable throughout the curriculum  
  • Promotion of international and intercultural awareness  
  • International perspective further developed across the curriculum  
  • Sister school agreements with Review of existing China and Indonesian sister school agreements so that activities planned impact on the whole school community.  
  • Invite members of the community to international events  
  • support mechanisms for these students | Assistant Principal, Student Well-Being 2013/4 international mindedness through the services offered by the student support team.  
Assistant Principal, Curriculum 2013/14 through the services offered by curriculum teams. | Moodle  
Community links  
DECS International Services NASSSA | Moodle sites and other curriculum documentation include resources and references to the Aboriginal perspective.  
Activities of International mindedness include a wider range of opportunities for all (eg more than flags, festivals and food).  
New Arrival strategy |
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<thead>
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<tbody>
<tr>
<td><strong>Performance Development &amp; Review</strong> to gauge effectiveness of teaching and learning</td>
<td>• PLCs – comprehension&lt;br&gt;• Walkthroughs&lt;br&gt;• TEFL (observation and feedback sheets)</td>
<td>Assistant Principal and Executive Team to refine and develop processes – steady</td>
<td>DECS policies and procedures&lt;br&gt;Budget&lt;br&gt;Release Time</td>
<td>Broaden the range of mechanisms used to gauge the effectiveness of teaching and learning. Explore the use of TEFL feedback mechanisms from staff and students.</td>
<td>PD Committee Curriculum Committee</td>
</tr>
<tr>
<td><strong>Strengthening External links</strong> Standard Recommendation (DECS, Universities, Industry, NASSSA, community)</td>
<td>• Expectation all school teams have established sustainable external links.&lt;br&gt;• Documentation of links/partnerships.&lt;br&gt;• Links established with cultural groups.</td>
<td>Assistant Principal, Curriculum &amp; Assistant Principal, Student Services as appropriate by 2015.</td>
<td></td>
<td>All school teams have documented external partnerships and links. Increased number of staff involvement in projects. Increased number of cultural groups accessed by school personnel</td>
<td>Decision making process.</td>
</tr>
<tr>
<td><strong>Student Destinations</strong></td>
<td>• Explore mentoring Year 9/10 students for apprenticeships (interview Apprentice Brokers and research structures in other schools)&lt;br&gt;• Explore concept of mentoring Aboriginal students.&lt;br&gt;• Review programs and initiatives with universities &amp; TAFE and measure their effectiveness&lt;br&gt;• Review &amp; refine support structures for high achievers.</td>
<td>Pathways Coordinator and Principal (2013)&lt;br&gt;Year Level Coordinators</td>
<td>Pathways Coordinator Apprenticeships Brokers</td>
<td>Employment of SSO to complement existing practices with DECs Transition Brokers.&lt;br&gt;% of students at University and TAFE&lt;br&gt;Increased number of school based apprenticeships</td>
<td>Transition Brokers DECS</td>
</tr>
<tr>
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<tr>
<td>Review of school values and vision Statements Standard A</td>
<td>Survey &amp;/or focus groups to review &amp; refine the school values and vision. Development of a moral purpose. Ensure statements are consistent with standards.</td>
<td>Principal to raise at Governing Council 2013 and develop consultation process and to oversee consultation of with parents. Assistant Principal, CIA to consult with staff. Student Support Coordinator to consult with students.</td>
<td>Time during meetings of various school sections to discuss outcomes of survey/focus groups and decide on possible steps to be taken. Webpage consultation.</td>
<td>Creation and administration of survey; Updated vision, values and purpose statement.</td>
<td>Meeting and decision making structure.</td>
</tr>
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</table>
Concluding Remarks

As we reach the midpoint of the ten year CIS cycle it is clear to us that at Salisbury East High School we have made significant progress in diverse areas of the school. We have been guided data, research, the CIS processes and our own Action Plans generated from our self reviews and ratings against the standards. We have aimed to align our Action plans with DECS requirements and continue to refine them so they inform our practice in a pragmatic way. We have adopted clear foci for improvement and positioned ourselves well to take advantage of opportunities such as government support or initiatives which are in tune with our priorities.

The planned improvements in our ICT facilities and our classroom refurbishments have meshed perfectly with Federal government initiatives (BER and DER). In dealing with issues of declining enrolments and ageing facilities, traditionally areas in schools which are unlikely to attract funds we have been successful in improving the appearance, safety and functionality of the school. Removal of old, unsafe classrooms, creation of a much needed carpark, installation of up to date facilities, rationalisation of teaching and office spaces have all been achieved despite funding being harder and harder to find.

Our staff, while becoming smaller in number, have become more cohesive and collaborative in a number of ways. The following have contributed to a more positive, supportive team feel - our improved Performance Development and Review process encouraging frank, honest and supportive professional conversations, our clearer articulation of our curriculum and more effective and diverse ways of delivering it, and our emphasis on supporting appropriate and timely Professional Development for all staff, leading to cross faculty and whole school PD giving a sense of common purpose and support to staff at all levels, involvement in cutting edge educational innovation, a relevant and well-structured student support program and an integrated and supportive student services team.

As we move forward toward the end of the CIS cycle we are conscious of why and how we plan for the future. Our mission remains meeting the myriad needs of all of our students but the clear directions stem from our regular checking of our compass against the directions clarified by our involvement in the CIS review process.
List of Contributors
(Chair in Italics)

Steering Committee/Executive Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Steve Clark</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Sue George-Duif</td>
<td>Principal</td>
</tr>
<tr>
<td>Gail Holland</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Peter Voudantas</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Roslyn Warren</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Wayne Wallace</td>
<td>Assistant Principal</td>
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Sub-Committees A-G

<table>
<thead>
<tr>
<th>Team</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td><strong>Section A: Philosophy and Objectives</strong></td>
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<td><strong>Section C: Governance and Management</strong></td>
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<td></td>
<td>Cr. Joe Caruso</td>
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<td>Bernie Davis</td>
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<tr>
<td></td>
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<tr>
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<td>Chris Gordon</td>
<td>Coordinator (The Arts)</td>
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<tr>
<td></td>
<td>David Hamdorf</td>
<td>Coordinator (Technology)</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Veronika Jeske</td>
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</tr>
<tr>
<td></td>
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<td></td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tbody>
<tr>
<td>Marcia Crafter                              Teacher</td>
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<tr>
<td>Nick Cousins                                Teacher</td>
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<tr>
<td>Edith Duncan                                Teacher/ Librarian</td>
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### Section F: Resources

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<tbody>
<tr>
<td>Edith Duncan</td>
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<tr>
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<tr>
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<td>Jenny Wood</td>
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