CIS ACCREDITATION

Salisbury East High School

1011

First Report on Progress and Planning

February/ March 2008

'Learning Together, Achieving Together’
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Introduction

Salisbury East High School chose the Council of International School’s Accreditation as its preferred option for improvement from a number of alternative courses of action. The school regards Accreditation as a means of ensuring coherence between aspiration and action, and as an acknowledgement that internationalism can thrive in this location.

The first Preliminary Visit for CIASa accreditation was conducted in June 2005 with SEHS Team visit being undertaken in October 2006. The school community was delighted that Salisbury East High School was awarded International Accreditation in January 2007, with specifications to be monitored in 2008. The Special Report providing significant improvement in the four areas directly related to the Visiting Team’s Major Recommendations are to be submitted on the 1st of October, 2008.

Since the receipt of the Visiting Team’s Report the school has been assiduous in pursuing the recommendations and the special issues contained within the Visiting Team Report. The school Executive Leadership Team decided to utilise the existing structures & processes where possible to pursue the recommendations. For example, the existing team, decision making and meeting structures included forums for curriculum and governance matters to be discussed therefore it was decided to utilise these forums.

There were a number of new structures implemented to complement existing structures including amendment of leaders’ role descriptions and the development of new teams. All leaders’ role descriptions were amended to include a standard for implementation therefore ensuring that leadership would be provided in planning, implementation and monitoring of outcomes for that standard. New teams were created for areas identified in the report but not easily aligned to the work of existing teams including: ICT Planning, Student Services and Year Level Leadership. The Leadership Team believes this strategy has ensured that the work of the CIS accreditation process is now ‘mainstreamed’ and has become a part of the daily operations and not seen as an ‘add on’.

Planning and Implementation of recommendations were assigned to Leaders responsible for that area for example, the recommendations in Section B: were assigned to the Assistant Principal responsible for Curriculum and his team of Area of Study Coordinators who in turn developed the plans collaboratively with their staff teams. Anecdotal feedback from curriculum leaders and their teams indicate that this approach has resulted in an increased awareness of the CIS process, the plans and increased ownership of the implementation strategies. Parent and student input into planning and implementation strategies were facilitated through Student Leaders Meetings and Forums and Governing Council Meetings and surveys.

A whole school consultation process was used to gather information and develop strategies on addressing the four special issues which the school has named “The Big Four”. This included a series of whole staff forums and an open two day planning meeting where staff could contribute to the formation of the implementation plans for the special issues.

Since the Visiting Team Report there has been a major turn over in staff. In the Executive Leadership Team only one person remained constant, the Assistant Principal in Information and Communication, whilst the Principal was newly appointed and the Assistant Principal, Human Resources and Student Services was promoted in an Acting
position for 2007. The school had difficulty securing a Middle School and Senior School Assistant Principal, with the Assistant Principal, Senior School not appointed until Term 2, 2007 and for over two terms the position of Assistant Principal, Middle Schooling remained unfilled. To overcome this obstacle to improvement, a Coordinator Teaching and Learning and a Project Officer (part-time) was secured for three terms in 2007.

The three, new, curriculum Coordinators (English, Health and Personal Development & the Arts) who were appointed to SEHS at the beginning of 2007, were provided with professional development and mentoring to ensure that they had the capacity to lead the planning and implementation of the recommendations.

In 2008, two new Assistant Principals’ (Curriculum and Student Services) were appointed for five year tenures ensuring some consistency in the Executive Team. One new curriculum Coordinator was also appointed (Mathematics). All ‘new’ staff receives a thorough induction to the CIS process and are supported through their line manager.

The first report was assembled and coordinated by the Principal and the Executive Leadership Team. The Project Officer and the Coordinator Teaching and Learning were instrumental in ensuring that the Coordinators remained focused and completed the necessary planning for the recommendations for their areas of study. The Curriculum Coordinators logged achievements towards the recommendations and checked the accuracy of the plans and report. The Governing Council Chair person and the Chairperson for the Student Leadership Group provided the data and checks for accuracy.

The school community remains committed to the Council of International Schools process for ensuring that the school continues to strive for excellence and is continually reflecting on its practices and services.
COMPONENT ONE – Progress So Far

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: In Progress

School’s Comment: 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.

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: Postponed

School’s Comment: 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.
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: In Progress

School’s Comment: 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.

Recommendation 4: The Principal and staff expand the range of opportunities for school community engagement in inter-cultural and international experiences.

School’s Rating: Planned for the Future.

School’s Comment: The leadership team have 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.
Recommendation 1: The school completes a detailed school curriculum scope and sequence statement for Years 8 to 10.

School's Rating: Completed

School's Comment: 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.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>SPECIAL ISSUE TWO</th>
<th>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.</th>
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<tr>
<td>School's Rating:</td>
<td>In Progress</td>
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<td>School's Comment:</td>
<td>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 &quot;Access to Learn&quot; workshop where all staff members accessed the Digital Learning Bank to reinforce HOTS and provide online learning experiences for students.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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. Eg: 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.</td>
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Recommendation 3: The school carefully plans the inclusion of improvement strategies into all AOS units, as appropriate.

School’s Rating: In Progress

School’s Comment: 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.

Faculty 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.

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

School’s Rating: In Progress

School’s Comment: 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.
Recommendation 5: The school applies its student management practices more consistently across the school.

School’s Rating: Planned for the Future

School’s Comment: 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.

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

School’s Rating: In Progress

School’s Comment: 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.
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.

School’s Rating: In Progress

School’s Comment: 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. 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 allows 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.
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: In progress.

School’s Comment: 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.

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

School’s Rating: In progress

School’s Comment: 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 eg 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.

### Recommendation 3:
**SPECIAL ISSUE THREE**
The school expand the provision of, and encourage increased participation of staff in, quality professional development.

### School's Rating:
In Progress

### School's Comment:
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.

### Recommendation 4:
The school continue to document the curriculum.

### School's Rating:
In Progress

### School's Comment:
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.
Recommendation 5: The school clearly define and regularly communicate all reporting structures, staff roles and responsibilities.

School’s Rating: In Progress

School’s Comment: 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. Eg 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.

Recommendation 6: The Leadership Team provide teaching staff with appropriate collaborative planning opportunities.

School’s Rating: Completed

School’s Comment: 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.
SECTION B: CURRICULUM
DESIGN AND TECHNOLOGY

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: In Progress

School's Comment: 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.

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: In Progress

School's Comment: 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.

Recommendation 3: The D and T staff investigates ways of relieving the congestion in the Wood workshop.

School's Rating: Planned

School's Comment: 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.

Recommendation 4: The D and T staff investigate ways of accessing computer aided manufacturing equipment to augment and expand the current Computer Aided Design courses

School's Rating: Postponed

School's Comment: 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.
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<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>School's Rating:</td>
<td>Planned</td>
</tr>
<tr>
<td>School's Comment:</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>
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<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>School's Rating:</td>
<td>Postponed</td>
</tr>
<tr>
<td>School's Comment:</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>
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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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<tbody>
<tr>
<td>School's Rating:</td>
<td>Postponed</td>
</tr>
<tr>
<td>School's Comment:</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 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.</td>
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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: In Progress

School’s Comment: 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, 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.

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: In progress

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

School’s Rating: In Progress

School’s Comment: 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.

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: In Progress

School’s Comment: 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.

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: Planned

School’s Comment: 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.
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: Postponed

School's Comment: Facilitating greater staff awareness of the needs of ESL learners in their classes through development of information pro formas 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.

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.

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: In Progress

School's Comment: 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.
SECTION B: CURRICULUM
HEALTH & PHYSICAL EDUCATION

Recommendation 1: The Health and Physical Education staff continue to document the curriculum, including references to cross-disciplinary links.

School’s Rating: In Progress

School’s Comment: 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.

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: Planned

School’s Comment: 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 on line 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.
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: In Progress

School's Comment: 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.

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: Postponed

School's Comment: The HPE team agree that the programs need to be amended to specifically specify different activities/strategies for different learners eg 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.
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: In Progress

School's Comment: 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.

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

School's Rating: Planned for the Future

School's Comment: The LOTE Area of Study team have progressively embedded LOTE programs with ‘Internationalisation’ education – have trialed ‘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.
Recommendation 3: The school implement a whole school approach to embedding an international perspective.

School’s Rating: Planned for the Future

School’s Comment: 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.

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

School’s Rating: Postponed

School’s Comment: 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.
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: Completed

School's Comment: 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.

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

School's Rating: In Progress

School's Comment: 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.

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: In Progress

School's Comment: 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.

**Recommendation 4:**
The Mathematics staff explicitly state examples of cultural diversity in their curriculum documentation where appropriate.

**School’s Rating:** Postponed

**School’s Comment:** 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.
SECTION B: CURRICULUM
SCIENCE

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

School’s Rating: Completed

School’s Comment: 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.

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

School’s Rating: In Progress

School’s Comment: 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.

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: In progress

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

School's Rating: Planned for the Future

School's Comment: 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.

Recommendation 5: The Science staff increase the opportunities for students to undertake practical work in laboratories.

School's Rating: Completed

School's Comment: 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.
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: In Progress

School's Comment: 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.

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

School's Rating: In Progress

School's Comment: 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.

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

School's Rating: Postponed

School's Comment: The curriculum overview, unit plans and assessment plans provide a good 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.

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

School's Rating: Postponed

School's Comment: 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.

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

School's Rating: Postponed

School's Comment: 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.
SECTION B: CURRICULUM
THE ARTS

Recommendation 1: The Arts staff investigate ways to support large Visual Arts classes.

School's Rating: Completed

School’s Comment: 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 multimedia centre, it can house large Visual Arts classes and multimedia 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 multimedia called Claymation, offered for the first time in 2008.

2008 will review all subject offerings within the visual arts for adding a multimedia 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.
**Recommendation 2:** The Arts staff investigate regular structured meeting times within subject strands to facilitate and discuss AOS and budgeting issues.

**School's Rating:** Completed

**School’s Comment:**

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 to facilitate and discuss AOS and budgeting issues.

J drive posted with newly documented program overviews and started hyper linking unit plans, assessment outlines and assembling resource materials for scanning and hyper linking. To continue in 2008.

Budgeting issues identified and prioritising has occurred. Equity issues (including student weighting/processes) are currently being examined to ensure that multi-media resourcing is realised and momentum maintained. The usage of paper has decreased indicating management of paper wastage has improved through AOS consistent processes and expectations implemented.

**Recommendation 3:** The Arts staff seek further opportunities to participate in Professional development in the area of ICTs.

**School’s Rating:** In Progress

**School’s Comment:**

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.
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: In Progress

School’s Comment: 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.

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

School’s Rating: In Progress

School’s Comment: 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.

SASO training for all Governing Council members was conducted in 2007. Members of Governing Councils from local primary schools were invited but did not attend.


School’s Rating: Planned for the Future

School’s Comment: 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.

Recommendation 4: The school and Governing Council continue to develop a long term financial plan.

School’s Rating: Rejected

School’s Comment: 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.
Recommendation 5:
The school and Governing Council seek additional funds from other bodies including grants and corporate sponsorship.

School's Rating: In Progress

School's Comment:
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.

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

School's Rating: In Progress

School's Comment:
(See comment in Section A: PHILOSOPHY AND OBJECTIVES: Recommendation 1.)
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: Rejected

School's Comment: 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.

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

School's Rating: In Progress

School's Comment: 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.
**SECTION E: STUDENT SUPPORT SERVICES**

<table>
<thead>
<tr>
<th>Recommendation 1:</th>
<th>The staff develop a process to allow the early and accurate identification of student learning needs and/or special strengths of students.</th>
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<td><strong>School’s Rating:</strong></td>
<td>In Progress</td>
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| **School’s Comment:** | 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. |

<table>
<thead>
<tr>
<th>Recommendation 2:</th>
<th>The staff increases the range of opportunities for SHIP students.</th>
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<td><strong>School’s Rating:</strong></td>
<td>Planned for the Future</td>
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</table>
| **School’s Comment:** | 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. |
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: Postponed

School's Comment: 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.

Recommendation 2: The school implement strategies for improving consistency in naming, format, tracking, storage hierarchy and location of documents.

School’s Rating: In Progress

School’s Comment: 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.

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: Postponed

School’s Comment: 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’.

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: In Progress

School’s Comment: 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.
**Recommendation 5:**

The school revise the evacuation procedures to align with commonly recognised practice

**School’s Rating:**

Completed

**School’s Comment:**

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 Department who informed him that students should take their bags with them during evacuations.

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**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:**

Postponed

**School’s Comment:**

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.
SECTION G: STUDENT AND COMMUNITY LIFE

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.

School’s Rating: In Progress

School’s Comment:

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 students 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.
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: Planned for the future

School's Comment:
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

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

School's Rating: Planned for the future

School's Comment:
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.

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: In Progress

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

School's Rating: In Progress

School's Comment: 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.

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: In Process

School's Comment: 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.

CONCLUSION

As the Principal of Salisbury East High School I have found the information and process used as part of the CIS process invaluable in ensuring that we build on the good practices of the school. When I reflect on the last 12 months at SEHS I am proud of the achievements made by staff, students and the community towards achieving the recommendations, particularly in the development of a more inclusive, engaging and relevant curriculum to meet the needs of the diverse range of students in our care.

I am look forward to being part of the CIS process to further enhance the quality of education and services we provide to the students in our community.
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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (how)</th>
<th>Timeline</th>
<th>Who takes the lead?</th>
<th>Indicators of success</th>
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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.  
- Inclusion of values in publications. | Vision & values posters  
Australian Protocols.  
Langford Tools.  
Community organisations for rewards.  
SSO time. |
| 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.  
- Staff and student perception surveys indicate team work. | Federal and state grants.  
Printing.  
Personnel.  
Governing Council time.  
Student Leaders. |
<table>
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</table>
| We share a common understanding of behaviour, learning expectations & environments | • Common learning protocols are developed.  
• Ownership & accountability of learning & working environments are shared.  
• Civic responsibilities occur through learning are promoted and acknowledged. | Term 4, 2007, ongoing                | Assistant Principals  
Info Systems & School Operations  
Admin Officer  
Student Leadership Group. | • YLM follow cohort.  
• Common learning protocols.  
• Number of SBM incidents decreases.  
• Mentor staff member reports that SBM issues are dealt with consistently.  
• Staff and student surveys report increased levels of mutual respect.  
• Staff & students have documented areas of responsibility of facilities.  
• Professional development occurs for staff in relation to establishing consistency of expectations. | Code of Conduct.  
Work place expectations.  
Finances.  
Asset Management Plan. |
| We work together to support student wellbeing, behaviour and learning. | • Early identification, monitoring & support of students at risk (including gifted, NEP, Aboriginal, gifted).  
• Develop a culture/practice of ‘belonging’ generosity & celebrating diversity.  
• Further development & implementation of student mentoring programs. | Term 1, 2008 beginning,  
End of Term 2 2008, IEPs completed. | Student Services AP | • Development of leadership position for student wellbeing and oversight of personal development.  
• Student services team documentation on identification of STARs and planning.  
• Communication of significant cultural event days (eg calendar, assembly, newsletters).  
• Individual Education Plans developed for Aboriginal students.  
• Anecdotal evidence from district and external agency personnel is positive.  
• Case management notes collaborative work across agencies, school and home. | Meeting structure.  
SSO time. |
**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>
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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 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 |
### CIS RECOMMENDATIONS: SPECIAL ISSUE ONE: CURRICULUM (8-12) 2 & SPECIAL ISSUE TWO: CURRICULUM (8-12) 7 (CONTINUED)

<table>
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| 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. | 2008 ongoing | AP – Student Services  
All members of the Leadership Team.  
VET/SACE Coordinator? | • SEHS staff working with primary school staff on projects based on pedagogy and rigour.  
• Documentation of VET and other programs documented.  
• Introduction of the FLO (Flexible learning options program)  
• Student community and other learning experiences “counted” towards the achievement of their SACE  
• Students undertaking VET in creative arts and community services area.  
• Agreed service outcomes for student pathways.  
• Destination data indicates no student without a pathway. | NASSPN  
Industry  
School  
U3A  
TAFE  
Private providers  
Agencies |
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. | Financial resources TRT days |
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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-Duif | 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 |
| 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 inter-cultural and international experiences. | International cultural days included in school diary  
Promotion of intercultural events within the community (eg 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 AOS 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 Timerbudget |
<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 Coords and AP’s briefed  
• Coord’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  
• Coord’s work with teachers to generate Action Plans for incorporating more inclusive teaching practices  
• Action Plans collated and implemented  
• PD undertaken to inform changes | |
### SECTION B: CURRICULUM (8-12) CONTINUED

<table>
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<tr>
<th>Goal</th>
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<th>Timeline</th>
<th>Who Takes Lead?</th>
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</table>
| 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 |
### SECTION B: CURRICULUM (8-12) CONTINUED

<table>
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<tr>
<th>Goal</th>
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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. | 2008-2009 | 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.

-
### SECTION B: CURRICULUM

#### Goal: 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

<table>
<thead>
<tr>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Leads?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Decide on common programming frameworks</td>
<td>2007 ongoing - 2009</td>
<td>AP Curriculum</td>
<td>- 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.</td>
<td>PD time</td>
</tr>
<tr>
<td>- Professional Development for curriculum leaders on completing frameworks/outlines</td>
<td></td>
<td></td>
<td>- Coordinators complete assessment of scope sequencing and modify programs accordingly.</td>
<td>Time Release</td>
</tr>
<tr>
<td>- Program outlines for courses in all learning areas of the curriculum in Years 8-10 generated</td>
<td></td>
<td></td>
<td>- Coordinators cross-reference programs and identify scope and sequencing from a cross-curricular perspective.</td>
<td>Access to ICTs</td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
<td></td>
<td>- Scope and sequence and SACSA outcomes are clearly addressed.</td>
<td>Personnel</td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
<td></td>
<td>- Common programming and assessment scaffolds have been generated and generation of detailed consistent curriculum materials is documented</td>
<td>USB drives for all leaders.</td>
</tr>
<tr>
<td>- Coordinators work with learning teams to assess scope sequencing and modify programs accordingly.</td>
<td></td>
<td></td>
<td>- Master documents are hyperlinked to subsidiary materials and resources</td>
<td></td>
</tr>
<tr>
<td>- Coordinators schedule release time to cross-reference progress and identify scope and sequencing from a cross-curricular perspective.</td>
<td></td>
<td></td>
<td>- Consistency in teaching and assessment practices is evident.</td>
<td></td>
</tr>
<tr>
<td>- Executive evaluate completed programs to ensure scope and sequence and SACSA outcomes are satisfactorily addressed.</td>
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</table>

| Goal: The school encourage staff to become involved in innovative curriculum projects designed to meet students’ individual learning needs |

<table>
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<tbody>
<tr>
<td>- Coordinators access a range of support materials and avenues:</td>
<td>2007 ongoing</td>
<td>AP Curriculum</td>
<td>- Range of support materials generated across all AOS</td>
<td></td>
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<td>- School’s curriculum resource materials are specifically referenced and hyperlinked in curriculum documentation</td>
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<td>- Staff skills in ICT emergent technologies improve (see Staff ICT questionnaire)</td>
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<td>- More software applications are taught and student engagement improves.</td>
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<td>- Units of work in AOS tasks to meet the needs of the range of learners, eg Aboriginal, NEP, gifted.</td>
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<td>- Greater student negotiation of tasks across the middle school curriculum in all AOS</td>
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<td>- More explicit and transparent assessment criteria evident through use of rubrics</td>
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<td>- HOTS feature in units of work content</td>
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<td>- An increased number of staff are networking with other district sites to share best practice and innovation in project design.</td>
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**SECTION B: CURRICULUM**

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<tr>
<th><strong>HORIZONTAL</strong></th>
<th><strong>STANDARD LEADER: AP CURRICULUM</strong></th>
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<tbody>
<tr>
<td>The school expand the provision of, and encourage increased participation of staff in, quality professional development.</td>
<td>SEE THE ‘BIG FOUR’ PLAN</td>
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<tr>
<td>The school continue to document the curriculum</td>
<td>2007-2009 AP Curriculum</td>
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<tr>
<td>Each AOS develops curriculum, overviews, units of work and assessment plans.</td>
<td>2007 ongoing AP Human Resources AP Curriculum</td>
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<tr>
<td>Each CIS standard has a standard leader allocated with responsibility for planning, monitoring and documenting and reporting back against that standard</td>
<td>standard leaders allocated and identified on all curriculum documentation</td>
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<tr>
<td>Each AOS curriculum leader has responsibility for the ongoing curriculum documentation and review of their AOS</td>
<td>ongoing curriculum documentation and review occurs</td>
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<tr>
<td>Monitoring of progress in this curriculum imperative is through the new line management structure</td>
<td>new line management structure monitors progress through formal feedback and documentation</td>
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<tr>
<td>Whole school horizontal and general curriculum development is the responsibility of the Curriculum Assistant Principal</td>
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<tr>
<td>Each standard is now explicitly written into the relevant Job and Person specifications of the appropriate leadership member</td>
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<td>A staff list is published and included in the staff handbook and is regularly updated.</td>
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<td>Leadership roles and responsibilities are published and regularly updated.</td>
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<td>Reporting structures documentation is prepared and published.</td>
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<tr>
<td><strong>The Leadership Team provide teaching staff with appropriate collaborative planning opportunities</strong></td>
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<tr>
<td>AOS meetings regularly schedule times allocated for collaboration and sharing on unit and program development</td>
<td>2007 AP Human Resources</td>
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<td>All AOS staff able to access meetings and professional discussions</td>
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<td>AOS staff share best practice and good teaching experiences</td>
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<tr>
<td>Program publication and sharing occurs (programs, units, assignments…)</td>
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<tr>
<td>Release time scheduled to support of collaborative planning</td>
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<td>PD opportunities are identified and exploited for each AOS team</td>
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<tr>
<td>AOS staff collaborate on, produce and share programs and assignments that utilise Quality Teaching and HOT strategies</td>
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<tr>
<td>Team teaching opportunities identified and implemented within AOS where it is appropriate</td>
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<tr>
<td>Curriculum leaders receive PD in team building skills</td>
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<tr>
<td>AOS leaders implement team building strategies appropriate to their individual contexts</td>
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<tr>
<td><strong>PD time</strong></td>
<td>Time Release Access to ICTs Personnel</td>
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<td><strong>Personnel</strong></td>
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### SECTION B: CURRICULUM

#### DESIGN AND TECHNOLOGY

<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>
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</table>
| 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. | - 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 |
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<tr>
<th>Goal</th>
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</table>
| 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                                                                 |                                                                                                                                                           |
### Section B: Curriculum

#### English

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<tr>
<th>Goal</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of Success</th>
<th>Resources</th>
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</thead>
</table>
| English staff continue a team approach to subject development and delivery. | Ongoing from Term 1 2007-08-24 Ongoing process and support structures in place by Term 4 2007 to continue into next year. | Coord Eng/Lit | • Share resources and good teaching practices — staff share at least one example of successful student-centred programming per semester  
• Staff collaboratively produce at least one unit of English using the NSW QT Guidelines, Higher Order Thinking skills and multi-liters per semester  
• (both of the above outcomes could potentially be met in the one document)  
• An increase in the number of units being team taught | J Drive Website  
NSW QT Units Support from AP Curriculum |

#### Staff participate in PD opportunities, particularly in use of ICT in English and the development of criterion based assessment.

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<tr>
<th>Goal</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of Success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| • ICT resourcing possibilities identified and explored  
• ICT scope for application in English generated  
• Current use of ICT in English explicitly programmed  
• ICT enhancement goals generated and timelines set  
• Programs identified that students should be developing competencies with  
• May include: Word, Publisher, Power Point, Photosstory 3, Movie Maker, Excel, Stop Motion Animation, Audacity, - File format conversion software  
• Current levels of staff ICT competencies identified  
• Areas for PD and ‘go to’ personnel identified – inc. online tutorials  
• Range of current assessment practises mapped against – ex. expositional, experiential, interactive, student driven. | Questionnaires by end Term 12008 PD and Booklets from Term 1 2008 | Coord Eng/Lit | • NSW Quality Teaching programs resources accessed and downloaded for posting on the SEHS LA website  
• Language variations between NSW and SACSA expectations rationalised for a best fit and clarity of reading  
• Staff attend regularly scheduled sessions where coordinator (VJ) leads them through the material posted on website  
• A culture of inquiry is developed regarding skills updates  
• Staff develop a risk-taking approach to improving their ICT skills  
• Student survey establishes the range of software and ICT practices currently used by students within and outside of school – devices, software, hardware etc  
• Staff able to articulate the key higher order thinking elements analysis synthesis evaluation  
• 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  
• Assessment modes reflect inclusivity of a range of student learning styles  
• All assessment plans for units of work must feature at least two forms of assessment  
• Integration | VJ WWAY  
BCLA  
GCHR  
Existing support documentation (eg Banksia, Clare, TSoF)  
UK websites (co.uk) |
### SECTION B: CURRICULUM

#### ENGLISH (CONTINUED)

<table>
<thead>
<tr>
<th>Processes in place, documents submitted by end term 3 2007</th>
<th>Year 8 folio of teaching programs etc by end of Term 3 2007 (electronically by T1 2009 ) Year 9, 10 in 2009</th>
<th>Website established and regularly utilised by all LA staff</th>
<th>Website NSW QT SACSA Online Rubrics etc Student Questionnaires Data scaffolds Curriculum AP and curriculum leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff progress the Plans and Proposals for Improvement as identified in the Self-Study.</td>
<td>• Develop a needs analysis of Year 10 English curriculum and a timeline for change</td>
<td>• Review of the Year 10 Curriculum completed</td>
<td>Website</td>
</tr>
<tr>
<td>• Research the impact of New SACE on future curriculum offerings</td>
<td>• Needs analysis results in recommendations being made</td>
<td>• Timeline for change generated and deadlines met</td>
<td>Online Rubrics etc</td>
</tr>
<tr>
<td>• Complete and submit Semester 1 Year 8 programs for Whole School Curriculum Program Overview</td>
<td>• Overview of Year 8 curriculum generated – What happens in Year 8 English? (scope and sequence)</td>
<td>• Assessment rubrics are developed and documented for all units of work within a specified sector</td>
<td>Student Questionnaires</td>
</tr>
<tr>
<td>• AOS meeting have a focus on understanding, creating, using, writing assessment rubrics that develop student skill development</td>
<td>• There is an increase in the number of AOS staff progressing the improvements identified in the self-study</td>
<td>• Coord Eng/Lit</td>
<td>Data scaffolds</td>
</tr>
<tr>
<td>• Develop understanding of the construction and use of Assessment Rubrics and the impact these have on student learning</td>
<td>• Allocation of roles for self-study</td>
<td>• Coord Eng/Lit</td>
<td>Curriculum AP</td>
</tr>
<tr>
<td>• Staff work towards comprehensive documentation of Yr 8 to 12 curriculum, inc. work programmes, assessment outlines and teaching/learning strategies for all year levels.</td>
<td>• An expectation of publishing programs is clearly understood and compliance rates are improved</td>
<td>• Assumptions are made that programs and share practice are a consistent format</td>
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<td>• Collate programs, units, assignments, etc and store and update electronically</td>
<td>• Collate programs against current educational thinking</td>
<td>• Work programs</td>
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<tr>
<td>• Scope &amp; Sequence outline completed as a potential audit/self audit tool</td>
<td>• Programs audited against same</td>
<td>• Assessment tasks</td>
<td>Website</td>
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<tr>
<td>• Consistent school wide framework developed</td>
<td>• Create and maintain an intranet site for teaching resources</td>
<td>• Teaching strategies</td>
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<tr>
<td>• Check list developed to audit programs against current educational thinking</td>
<td>• ICT T&amp;D sessions designed that will support skill development and classroom practices</td>
<td>• Documentation is an ongoing process subject to regular review</td>
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<tr>
<td>• Programs audited against same</td>
<td>• T&amp;D re: multiliteracies and methodologies identified/designer and accessed</td>
<td>• Coordinator leadership is progressively enhanced by staff ownership and engagement in the process of curriculum development</td>
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<tr>
<td>• Create and maintain an intranet site for teaching resources</td>
<td>• Develop, write and share units and assignments that include ICT, HOT and multiliteracies (PowerPoint, Photostory, podcasting)</td>
<td>• Scheduled PD is accessed and utilised by AOS team members</td>
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<tr>
<td>• ICT T&amp;D sessions designed that will support skill development and classroom practices</td>
<td>• SBM data indicates a fall in SBM incidents in English</td>
<td>• Staff actively identify and access at least on PD activity per semester related to curriculum development</td>
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<tr>
<td>• T&amp;D re: multiliteracies and methodologies identified/designer and accessed</td>
<td>• Staff can articulate/demonstrate an increased and improved understanding of multiliteracies and the link with teaching and learning strategies</td>
<td>• Working on same format for student development</td>
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<tr>
<td>• Develop, write and share units and assignments that include ICT, HOT and multiliteracies (PowerPoint, Photostory, podcasting)</td>
<td>• A user friendly resource of English programs, units, assignments and assessment is compiled and published on Intranet site</td>
<td>• English Coord working with other leaders to develop intranet sites that are common with the English site</td>
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<td>SECTION B: CURRICULUM</td>
<td>ENGLISH (CONTINUED)</td>
<td>STANDARD LEADER: JVER</td>
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</table>
| 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 | • 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 expository 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) |

Scope n Sequence done Term 3 2007  
Ongoing TD for staff in 2008 (inc theme/process support documents) | Coord Eng/Lit | Other AOS Coords |
<table>
<thead>
<tr>
<th>Goal</th>
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<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Team place priority on professional development in ESL</td>
<td>• Provide appropriate documentation to subject teachers about ESL learners in their classes</td>
<td>2009</td>
<td>International Ed Coordinator</td>
<td>• All staff aware of ESL learners in their classes (via on line system) &amp; implementing appropriate</td>
<td>TIME allocation PD Costs English/Lit Coordinator SHER Meeting Time PD budget</td>
</tr>
<tr>
<td>strategies for all teachers in line with the Vision &amp; Values.</td>
<td>(similar to information provided for NEP students).</td>
<td></td>
<td></td>
<td>teaching strategies.</td>
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<td></td>
<td>• Internationalising the curriculum, ESL covered by respect, responsibility &amp; excellent</td>
<td></td>
<td></td>
<td>• All subjects have international perspectives integrated in their programs.</td>
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<td></td>
<td>communication.</td>
<td></td>
<td></td>
<td>• Improved literacy across year levels, improved academic achievement.</td>
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<tr>
<td></td>
<td>• Greater collaboration between ESL &amp; English coordinators with regards to literacy across the</td>
<td></td>
<td></td>
<td>• All staff have basic understanding of ESL Scope &amp; Scales,</td>
<td></td>
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<tr>
<td></td>
<td>curriculum, suggest a ‘Literacy Audit’ of students perhaps beginning in middle school.</td>
<td></td>
<td></td>
<td>• PD for new staff re: S&amp;S</td>
<td></td>
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<tr>
<td></td>
<td>• Professional development regarding ESL Scope &amp; Scales and literacy.</td>
<td></td>
<td></td>
<td>• S&amp;S part of induction.</td>
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<td></td>
<td>• Professional development regarding functional grammar, especially nominalization.</td>
<td></td>
<td></td>
<td>• All staff have basic understanding of functional grammar &amp; use basic terminology when giving</td>
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<td></td>
<td>• Improved counselling for students making future subject choices (greater awareness of merits</td>
<td></td>
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<td>feedback to students re: written work.</td>
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<td>for students selecting ESL).</td>
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<td>• More students select ESL, less students change to ESL after the course has started.</td>
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<td>• Appropriate ESL literacy support for middle school students, consider middle school ESL</td>
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<td>• Support staff are ESL trained</td>
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<td>classes through whole school literacy strategy..</td>
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<td>• ESL/literacy classes are running for those identified as needing literacy intervention.</td>
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<td>• Staff encouraged to take on courses such as ESL in the Mainstream &amp; Functional Grammar</td>
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<td>• Increase in number of staff taking ESL in Mainstream course</td>
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<td>promoting the benefits of the course to staff.</td>
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<td>The school consider means to ensure that the person responsible</td>
<td>• Identify how many ESL SSO’s are ESL literacy trained?</td>
<td>2008-2009</td>
<td>International/ESL Coord</td>
<td>• ESL trained SSO’s are identified</td>
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<td>for the quality of the ESL programme has authority for the deployment &amp; monitoring of staff.</td>
<td>• Identify the scope and nature of support given</td>
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<td>• Scope and nature of support given documented</td>
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<td></td>
<td>• Explore ways LOTE Coord has means to provide input into decisions &amp; selection of SSO’s</td>
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<td>• LOTE Coord has means to provide input into decisions &amp; selection of SSO’s for ESL allocation</td>
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<td>for ESL allocation</td>
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<td>• All ESL deployed SSO’s have adequate basic ESL knowledge</td>
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<td>• Examine how PD for SSO’s can be procured to ensure adequate basic ESL knowledge to be</td>
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<td>• Budget and resources secured</td>
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<td>able to genuinely support those students to improved learning</td>
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<td>• Performance management system includes International coordinator as line manager to ESL staff</td>
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<td>• Decide how budget and resources for the PD required may be secured</td>
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<td>• LOTE/International coordinator line manages ESL staff</td>
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### SECTION B: CURRICULUM

#### HEALTH AND PHYSICAL EDUCATION

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<th>Indicators of success</th>
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</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/ineconsistencies 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)

STANDARD LEADER: BMEL

Curriculum inclusion of learning activities/assessment tools designed to develop higher order thinking skills.

- Faculty team reviews how many of the following are currently implemented
- Team identifies a number of strategies listed below to implement in short/long term
- PD
- Teacher learning communities established through curriculum mtgs
- Methodology/pedagogy discussion regularly scheduled
- Sharing good practice occurs regularly
- Data collection and analysis of some form commences

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

Ongoing Progressively examine year level classes from Yr 8 in Term 1 08

HPE Coordinator

- Curriculum meeting has regularly scheduled PD time allocated and topic published in advance
- Staff contribute regularly to discussion of methodological practices in their classrooms
- Staff are able to articulate an understanding of what constitutes Higher Order Thinking Skills
- Staff share good practice/success stories
- Staff questionnaire developed, circulated and completed (in discussion with Coord.) to map current classroom practices that foster HOT skills
- Programs are reviewed to feature tasks designed to foster higher order thinking skills
- Programs reflect a balance of assessment modes
- Staff design (in consultation) distribute and collate student feedback sheets for the end of unit/term/semester (as appropriate)
- Staff receive required inservicing in how to successfully implement the above
- Staff receive resources to support the implementation of the above

Library materials
- Online materials
- NB materials
- SACS
- NSW QT
- BCLA
- BNAO
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<th><strong>Goal</strong></th>
<th><strong>LOTE</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Who Leads?</strong></th>
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| 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 (eg 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.  
• Visible 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. |
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| 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. | 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 |
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| 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 mtgs?  
- 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 mtgs  
  Lunch mtgs  
  After-school mtgs  
  Online mtgs  
  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  
  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 mtgs  
      - 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 inc 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.) | |
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
  - 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 – lady lovelace WW2
  - Abacuses
  - 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 Maths Coord
- Unit programs feature specific reference to cultural contexts
- Resources supporting effective delivery of cultural sections of curriculum collated, hyperlinked, referenced in documentation and utilised.

Meeting Time
Time
Release time
IT support
Time
RYVE
PD time
AOS budget
<table>
<thead>
<tr>
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</tr>
</thead>
</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 |
| Review curriculum to include learning activities/assessment tools designed to focus on developing higher order thinking skills. |
| Professional Development |
| - Teacher learning communities established |
| - Methodology/pedagogy scheduled discussion examination |
| - Sharing good practice |
| - Data collection and analysis |
| TEACHING PRACTICE |
| - 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 |
| Empirical |
| - Tests |
| Criterion referenced |
| - Product/project assessment |
| - Performance assessment |
| - Process skills assessment |

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

| 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. |

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

Published materials Websites SACSA Documents NSW Quality Teaching Website

Timetabler
SBM Coordinator School generated data – SBM etc Leadership
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOM)</th>
<th>Timeline</th>
<th>Who Leads?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
|      | SOSE staff further develop team work, particularly in sharing expertise and good practices. | 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.                                        | 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 |
|      | Non-specialist SOSE teachers provided with relevant PD.                        | Ongoing        | SOSE Coord     | • Copies of existing programs and sample program downloads are disseminated to non-SOSE staff  
• Non-SOSE staff work with an allocated SOSE buddy for ongoing programming support  
• Appropriate PD opportunities are noted by coordinator, highlighted to targeted staff and staff encouraged to attend  
• Current SOSE resources are updated where they may be inadequate  
• Coordinator displays and evaluates incoming resources at regular AOS meetings  
** a system to ensure non-SOSE staff are aware of new resource opportunities | J Drive  
SACE Coordinator  
Executive Team support |
### SECTION B: CURRICULUM

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

<table>
<thead>
<tr>
<th>Staff monitor and analyse student results to inform teaching and learning strategies.</th>
<th><strong>SOSE Coordinator</strong></th>
<th><strong>STANDARD LEADER: MJLR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data analysis is undertaken by staff</td>
<td>• Staff undertake sample data analysis for a specific class (Wayne)</td>
<td><strong>WWAY to be approached to provide PD for AOS staff on data access and analysis CATS Data programs</strong></td>
</tr>
<tr>
<td>• Student questionnaires are used to inform practice (formalised)</td>
<td>• Student questionnaire results used to inform curriculum development/teaching practice</td>
<td></td>
</tr>
<tr>
<td>• All year 10 students complete a benchmarking CAT’s at the end of each semester</td>
<td>• Year 10 students’ completed CAT’s evaluated in curriculum mtgs each semester and student processing gaps addressed</td>
<td></td>
</tr>
<tr>
<td>• Marked through moderating system and student processing gaps identified (skills and knowledge)</td>
<td>• Individual units of work are examined for patterns in achievement data and review and modification of programs occurs</td>
<td></td>
</tr>
<tr>
<td>• Individual units of work are examined for patterns in achievement data and review and modification of programs occurs</td>
<td>• Curriculum meetings include scheduled time for reviewing achievement and discussing ways to improve outcomes</td>
<td></td>
</tr>
<tr>
<td>• Staff are TD on the use of data analysis to date</td>
<td>• Student feedback regularly collected</td>
<td></td>
</tr>
<tr>
<td>• Curriculum meetings include scheduled time for reviewing achievement and discussing ways to improve outcomes</td>
<td>• Staff employ a range of current teaching methodologies that promote improved student learning outcomes</td>
<td></td>
</tr>
<tr>
<td>• Student feedback informs the further development of inclusive practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff gain familiarity with a range of current teaching methodologies that promote improved student learning outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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** | **T1 2008 following program submissions** |
| Learner-directed learning | **SOSE Coordinator & AOS staff** |
| Layered curriculum | Show and tell of units |
| Lifelong learning – learning to learn (learning styles) | |
| Communities of practice (VET etc) | |
| Multiple intelligences | |
| Emotional intelligence | |
| Constructivism (inc negotiated learning & problem based learning) | |

**ASSESSMENT**

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

**ASSESSMENT**

| 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 ACL staff | |
| Courses that require attention identified and worked on collaboratively as appropriate (other staff, ACL Coord, SACE Coord, SSABSA personnel) | |
| Identified knowledge levels of staff in regard to teaching for HOTS | |
| Identified areas for improvement | |
| Styaf 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 | |

**HOTS** Resource material Rubrics Library coordinator AOS staff
## 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 |
<table>
<thead>
<tr>
<th>SECTION B: CURRICULUM</th>
<th>THE ARTS(CONTINUED)</th>
<th>STANDARD LEADER: GCHR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek further opportunities to participate in PD in the area of ICT.</td>
<td>• Current use of ICT in Arts identified in programs (ICAP CD used)</td>
<td>Learning Technologies personnel (DECS)</td>
</tr>
<tr>
<td></td>
<td>• Learning and teaching digital tools (Coord is LTI coach)</td>
<td>WWAY (LTI Coach) GCHR</td>
</tr>
<tr>
<td></td>
<td>• Patterns/overlaps/gaps identified</td>
<td>JVER BCLA</td>
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<tr>
<td></td>
<td>• Programs identified that Arts students should be developing competencies with</td>
<td></td>
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<tr>
<td></td>
<td>• May include: - Word, Digital Learning Bank, Publisher, PowerPoint, Photostory3, Movie Maker, Excel, CAD, Photoshop, Stop Motion Animation, Audacity, Garage Band</td>
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<tr>
<td></td>
<td>• Current levels of staff ICT competencies with above programs identified</td>
<td></td>
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<tr>
<td></td>
<td>• Areas for PD and ‘go-to’ personnel (inc. students) identified – inc. online tutorials determined</td>
<td></td>
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<tr>
<td></td>
<td>• Targets for improvements set</td>
<td></td>
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<tr>
<td></td>
<td>• Curriculum review undertaken to ensure explicit programming and assessment of identified ICT skills</td>
<td></td>
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<tr>
<td></td>
<td>• Identify hardware shortcomings inhibiting successful outcomes for staff PD</td>
<td></td>
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<tr>
<td></td>
<td>• Establish consistency in software program teaching by generating common support materials/booklets for each program</td>
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<tr>
<td></td>
<td>From Term 1 2007 until end 2009</td>
<td></td>
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<tr>
<td></td>
<td>• Arts Coordinator</td>
<td></td>
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<tr>
<td></td>
<td>• Current use of ICT in Arts identified in programs (ICAP CD used)</td>
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<tr>
<td></td>
<td>• Learning and teaching digital tools is explicit and features in all strands</td>
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<td></td>
<td>• Patterns/overlaps/gaps addressed and reprogrammed</td>
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<td></td>
<td>• Arts students developing competencies in identified programs based on data collection and analysis</td>
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<tr>
<td></td>
<td>• PD to address current levels of staff ICT competencies completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Targets for improvements achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explicit programming and assessment of identified ICT skills documented</td>
<td></td>
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<tr>
<td></td>
<td>• Hardware and software shortcomings inhibiting successful outcomes for staff PD addressed</td>
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<tr>
<td>Goal</td>
<td>Strategy (HOW)</td>
<td>Timeline</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Modify GC Information Folder to reference relevant DECS policies.</td>
<td>Collect all policies and ensure that make reference to appropriate DECS policies</td>
<td>Ongoing Dec 2007-2010</td>
</tr>
<tr>
<td></td>
<td>Explore how policies can cater for international and multi-cultural perspectives</td>
<td></td>
</tr>
<tr>
<td>Implement/refine regular induction and training of GC members.</td>
<td>Induction folder updated and reviewed regularly</td>
<td>Annual basis by Dec every year</td>
</tr>
<tr>
<td></td>
<td>Induction process is reviewed</td>
<td></td>
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<tr>
<td></td>
<td>SASO training encouraged</td>
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<td></td>
<td>Investigate feasibility of combining induction with other network schools</td>
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<tr>
<td></td>
<td>Meeting structure revised to feature ‘just in time’ learning pertinent to immediate agenda items and meeting context (workshop approach)</td>
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<tr>
<td>Develop a formal process for regular self-appraisal.</td>
<td>Team role statement generated (matrix)</td>
<td>March 2008</td>
</tr>
<tr>
<td></td>
<td>Annual review and rating of role statement against outcomes (rubric)</td>
<td></td>
</tr>
<tr>
<td>Long term financial plan.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Seek additional funds from other bodies inc. grants and corporate sponsorship.</td>
<td>Identify appropriate grant opportunities in relation to school priorities</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Regularly monitor grant information sites</td>
<td></td>
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<tr>
<td></td>
<td>Work with coordinators to ensure ongoing communication about potential grant opportunities</td>
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<tr>
<td></td>
<td>Submit an range of grants</td>
<td></td>
</tr>
<tr>
<td>Find additional ways to encourage greater parent involvement.</td>
<td>Complete a face to face parent survey of parents attending interview night</td>
<td>Sept 2008</td>
</tr>
<tr>
<td></td>
<td>Meet with aboriginal parents to gauge information required and interest in school participation</td>
<td></td>
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<tr>
<td></td>
<td>Governance information evening held to look at potential recruiting</td>
<td></td>
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<tr>
<td></td>
<td>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</td>
<td></td>
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<tr>
<td></td>
<td>Regular newsletter from GC instigated</td>
<td></td>
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<tr>
<td></td>
<td>Use of interpreters for significant school events like PT interviews to widen access for parents</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Strategy (HOW)</td>
<td>Timeline</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>Increase level of local input into staff recruitment</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
| 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 | 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 |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy (HOW)</th>
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<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Develop a process to allow early, accurate identification of student learning needs and/or special strengths of students. | • 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 NEP’s 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 | 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 NEP’s 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 |
| Increase the range of opportunities for SHIP students.               | • 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 | 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 |
### SECTION F: RESOURCES

<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>
<tbody>
<tr>
<td>The ICT staff develop a policy to control the number of computers to a sustainable level and document an overall maintenance and replacement strategy</td>
<td>• IT planning group established&lt;br&gt; • iCT coordinator manages the process of auditing existing computing facilities and developing a long term renewal and replacement plan and maintenance policy&lt;br&gt; • Timelines and budgets detailed and forwarded to resources/Gov Council committees&lt;br&gt; • School GC commits to funding</td>
<td>2008</td>
<td>Info &amp; Comm AP</td>
<td>• Audit is completed&lt;br&gt; • Policy is completed and published and circulated to leadership and school administration for ratification&lt;br&gt; • Funding protocols are established and documented</td>
<td>IT planning group</td>
</tr>
<tr>
<td>The school implement strategies for improving consistency in naming, format, tracking storage hierarchy and location of old documents</td>
<td>• School develops an electronic storage system (J drive)&lt;br&gt; • Storage and retrieval of information is organised on an A-Z system&lt;br&gt; • All relevant staff are in serviced in the effective use of new systems</td>
<td>2008</td>
<td>Info &amp; Comm AP</td>
<td>• Electronic storage system (J drive) successfully installed&lt;br&gt; • Storage and retrieval of information is organised on an A-Z system&lt;br&gt; • All relevant staff able to effectively use new systems&lt;br&gt; • Instruction sheet provided</td>
<td>IT planning group&lt;br&gt; SSO time</td>
</tr>
<tr>
<td>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</td>
<td>• Audit of current anomalies in consistency of classroom displays undertaken&lt;br&gt; • 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&lt;br&gt; • Required financing to achieve outcomes identified&lt;br&gt; • Feasibility of completion evaluated and recommendations made&lt;br&gt; • Common branding implemented for all PR materials</td>
<td>2009</td>
<td>Info &amp; Comm AP</td>
<td>• Audit completed&lt;br&gt; • Consistent format agreed upon&lt;br&gt; • Feasibility of plan evaluated and recommendations made&lt;br&gt; • Common branding implemented for all PR materials</td>
<td>Executive Leadership Team</td>
</tr>
<tr>
<td>The OHS committee improve the effectiveness and efficiency of the internal auditing process in preparation for annual DECS audits</td>
<td>• Minutes to be kept on J drive&lt;br&gt; • OHSW team to delegate responsibility to ensure preparedness for audit</td>
<td>2008</td>
<td>OHSW/Tech Coordinator</td>
<td>OHSW tasks identified and completed by OHSW team</td>
<td>OHSW team</td>
</tr>
<tr>
<td>The school revise the evacuation process to align with commonly recognised practice</td>
<td>N/A</td>
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<tr>
<td>Goal</td>
<td>Strategy (HOW)</td>
<td>Timeline</td>
<td>Who Takes Lead?</td>
<td>Indicators of success</td>
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</tbody>
</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, RSL 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 |
## SECTION G: STUDENT AND COMMUNITY LIFE

<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>
| 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. | • 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 | 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 | Executive Team budget |
| Continue to investigate ways to enhance communication between parents and the school. | • 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 |
| 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. | • Mapped out curriculum overviews to include an 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>
<th>Strategy (HOW)</th>
<th>Timeline</th>
<th>Who Takes Lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
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</thead>
</table>
| Improve induction of new students at all points and times of entry. | • Allocation to AP of role responsibility for student induction and enrolment  
• Creation of enrolment policy  
• creation of consistent induction policy process  
• Link to website with consistent online induction materials available for download by all staff  
• Information pack and consistent process established                                                                 | 2008     | AP Student Services | • enrolment and induction Policy developed and implemented  
• Online induction materials available for download by all staff  
• Information pack produced and disseminated to all new enrolments  
• Induction experiences for all new students are consistent  
• YLM provided with PD for consistent approach to student induction                                                                                      | Printing SSO time |
| The students fully embrace Vision and Values of the school through their conduct, work ethic and relationships with others. | See THE BIG FOUR PLAN                                                                                                                                                                                        |          |                |                                                                                                                                                                                                                      |           |
### List of Contributors

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dianne Dearden</td>
<td>Chair, Governing Council</td>
<td></td>
</tr>
<tr>
<td>Sue George-Duif</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Steve Clark</td>
<td>Assistant Principal – Human Resources</td>
<td></td>
</tr>
<tr>
<td>Gail Holland</td>
<td>Assistant Principal – Student Well-Being</td>
<td></td>
</tr>
<tr>
<td>Paul Hennessy</td>
<td>Assistant Principal – Curriculum</td>
<td></td>
</tr>
<tr>
<td>Wayne Wallace</td>
<td>Assistant Principal – Info and Communication Systems</td>
<td></td>
</tr>
<tr>
<td>Veronika Jeske</td>
<td>English/Literacy across the curriculum coordinator</td>
<td></td>
</tr>
<tr>
<td>Herbert Schwarz</td>
<td>LOTE/ESL/International Links Coordinator</td>
<td></td>
</tr>
<tr>
<td>Mary Myroniuk</td>
<td>Society and Environment/Vocational Learning Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
CIS
STATISTICAL DATA SHEET
To be completed as part of the school’s First Report

School Name: Salisbury East High School
Address: 50 Smith Road
SALISBURY EAST SA 5109
Date of Most Recent Team Visit: October 2007
Date of this First Report: February 2007
Name of Head of School: Sue George-Duif

At the time of the last Team Visit
Total student enrolment was: 909
Age range was: 13-19

At the time of this First Report
Total student enrolment was: 851
Age range was: 13-19

SUMMARY OF THE SCHOOL’S RATINGS AT THE FIRST REPORT STAGE:

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Recommendations “completed”</td>
<td>8</td>
<td>11%</td>
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<tr>
<td>Recommendations “in progress”</td>
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<td>Recommendations “planned for the future”</td>
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<td>Recommendations “postponed”</td>
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<tr>
<td>Recommendations “rejected”</td>
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<td>2%</td>
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<tr>
<td>TOTAL</td>
<td>78</td>
<td>100%</td>
</tr>
</tbody>
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