CIS ACCREDITATION

Salisbury East High School

1011

Special Report

October 2008

’Learning Together, Achieving Together’
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## Section 2

### Special Issue One Evidence:

- SEHS Executive Roles
- Curriculum Overview Examples
  
  - (Maths Year 9 & Digital Photography Year 10)
- Unit Plans
  
  - (English Year 8 & HPE Year 9)
- Trade Training Centre Application
- Minutes of Creative Industry Skills Hub
- Engaging Student in Mathematics (VTECH)
- Arts Submission – Multimedia
- Round Table Assessment
- Course Confirmation Information
- Subject Selection Sheet

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- Unit plans or overviews incorporating HOTS
  
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- [ ]
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PD Needs Analysis Summary
Whole Staff PD Feedback Summary 2007 & 2008
Performance Development and Management System
ICT Coach – Analysis
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Code of Conduct for SEHS
Meeting Schedule & Newsletter Schedule
Good News Stories/ Achievements
Minutes/ Agendas where best practice is shared
Student Service Team SBM documentation
Example of Aboriginal Education
Student Development information on School Values
Governing Council Agenda showing Workshop on School Values
Introduction

Salisbury East High School chose the Council of International School’s (CIS) Accreditation as its preferred option for improvement from a number of continuous improvement alternatives. 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 school continues to use the rigorous CIS framework as a means of driving school improvement.

The first Preliminary Visit for CIASa accreditation was conducted in June 2005 with the 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 four special areas for improvement to be monitored in 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’s Report. The school Executive Leadership Team decided to utilise the existing structures and processes where ever possible to pursue the recommendations. However, there were a number of new structures implemented to complement the 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 the CIS Steering Committee. The Executive Leadership Team believes this strategy has ensured that the work of the CIS accreditation process is now ‘mainstreamed’ and has become part of the daily operations and not seen as an ‘add on’.

In February 2008, the school submitted its First Report on Progress and Planning which was accepted by the CIS and the school was complimented by the comprehensive nature of the report.

This Special Report submitted in October 2008 provides significant improvement in the four special areas directly relating to the Visiting Team’s Major Recommendations. The report was assembled and coordinated by the Principal and the Executive Leadership Team. The Executive Leadership Team were instrumental in ensuring that the Coordinators and staff remained focused and completed the necessary planning and implementation of the strategies to the achievement of the special issues which the school has named the big four.

A whole school consultation process was used to gather information and develop strategies on addressing the four special issues. 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. To assist in creating ownership of the Big Four Plan the CIS Steering Committee decided to group together issues of a similar nature and to reword the CIS recommendations into common Salisbury East High School language. (Appendix 1 – Translation of CIS recommendations into the Big Four Plans).

Since the Visiting Teams Report there has been a major turn over in staff. In the Executive Team only one member remained the same. The Executive Team however is pleased with
the achievement of the curriculum leaders and their teams despite constant changes in the Assistant Principal Leadership and demonstrates the school's commitment to the achievement of the recommendations.

The Coordinators logged achievements towards the recommendations and checked the accuracy of the plans and report. The Governing Council Chairperson and the Chairperson for the Student Leadership Group provided the data and checks for accuracy.

The school community remains committed to the rigorous, Council of International Schools processes for ensuring that the school continues to strive for excellence and is continually reflecting on its practices and services.
Special Issue One

B Curriculum (8-12) 2

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

School’s Rating: Completed

School’s Comment: During 2007 and the beginning of 2008 an extensive review was undertaken by the Area of Study Coordinators and their teams. The process used was to map or develop an overview for all years 8-10, Area of Study Coordinators evaluated completed program outlines for all 8-10 subjects and are continuing their work 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. Simultaneously this provided an opportunity for us to review the curriculum in line with our department’s requirements (SACSA) and the review of the SACE (South Australian Certificate of Education).

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.

In 2008, a review of the Senior School achievement data indicated that the curriculum was not meeting the needs of all students with a large number of them still not completing their SACE (South Australian Certificate of Education). The review identified a number of issues:

- A large number of students studying Vocational Education & Training qualifications were not successful at school due to 'missed' lessons in their compulsory subjects.
- The need to explore opportunities for delivery of vocational education competencies at SEHS.
- A limited choice of subjects was being offered for those students not following a university pathway.
- An improved subject counselling process.
- A culture had developed in which students looked forward to sleeping in instead of using year 11 study lines for study. eg ineffective use of study time and development of poor work habits.

As a result of the review of the senior school curriculum the Executive Team, in consultation with staff decided to introduce a new day structure for 2009 including a six line timetable. It is hoped that this, along with the Student Development program would increase the opportunities students have to experience success. Our school community understands that an improvement in achievement, attendance and retention data will only be achieved through continual review and reform in this area.

In 2008 the Student Services Team produced a Student Development curriculum plan overview and is in the process of developing accompanying teaching and learning materials.

In addition, the concept of three pathways was introduced for the senior school namely the Tertiary Pathway, the Vocational Pathway and the Civic Pathway along with compulsory subjects designed to maximise the achievement of these groups of students. The Civic Pathway was specifically designed for
those students who were not experiencing success at schooling. It will provide opportunities for them to use experiences outside of their formal school learning, such as caring for children & parents, team sports and work.

The Curriculum Leadership Team reviewed subject offerings in line with this pathway concept to ensure that Areas of Study offered choices applicable to each group of students.

In 2006 the school introduced Round table assessment as a means for students to showcase their work (and a means for teachers to use the NSW Quality Teaching Framework). This was extended into Year 9 in 2007 by incorporating Higher Order Thinking Skills. In 2008 this was extended to years 10 and 11 students with Course Confirmation Day providing an opportunity for students to talk through their course and pathway goals at a Round Table forum. For the first time the Round Table Assessment and Course Confirmation was held on the same day rather than a staggered approach. All students from years 8-11 were required to reflect on their attendance, strengths, areas for improvement and goals using different frameworks (eg NSW Quality Teaching, Higher Order Thinking Skills & Career & Future Aspirations). All home group teachers were involved in this process from the preparatory activities in Student Development time to the actual presentation day. The day was supported by the community with members from the University of the Third Age and student teachers who participated as panellists at the Round Table Assessments. The success of the day was demonstrated by 95% of parents attending and participating in the process.

Our newly established Student Services Team have focused on the early identification of students who are disengaged from the learning processes to ensure that mechanisms are in place to ensure success. Data and teacher observations are used to identify students at risk, appropriate personnel and intervention strategies and curriculum.

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 ranged from part-time school programs, anger management, vocational pathways, literacy and numeracy. This year 35 students are involved with the program.

In 2007 and 2008 the Student Services Team extended its programs for students at risk by utilising services of organisations outside of the school such as NACYS Steve Wadsworth, (Boys with Anger Issues), through the appointment of a Christian Pastoral Care Worker.

In 2008 the Vocational Education and Training curriculum and Student Development curriculum has been mapped and reviewed to establish whether it meets the needs of learners and industry. In addition the Pathways Coordinator has investigated implementation of two new Vocational Pathways to be embedded in 2008 namely Certificate II Multi Media in conjunction with TAFE (Technical and Further Education) and Sport and Recreation Certificate II.

Salisbury East is leading a group of schools which is responsible for the consultation and development of the curriculum in the Creative Industries on behalf of the eleven schools in The Northern Adelaide State Secondary School Alliance (NASSSA). The team, led by the Principal is currently gaining support
from government and industry and is undertaking an environmental scan of the
Creative Industry Pathways.

The Assistant Principal and Technology Coordinator have written the school’s
contribution for the NASSSA, Federal Trade Training Centre funding
application. The application has provided the impetus for not only accessing
much needed funding to renew the outdated equipment but an opportunity to
review and reform the Technology curriculum in years 8 and 9 to include
 Electro technology, Computer Aided Machines and Computer Aided Drafting
and Design, Engineering and Construction. This will enable us to practise,
open interactive and inclusive processes (in line with CIS recommendations). It
is hoped that the equipment will also provide opportunities for technology to
work with other learning areas such as Multi-Media and the Arts.

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
have attended professional development activities and now have the skills to
administer these conversions.

In conclusion, although we have said that we have completed this review of our
curriculum, in reality a curriculum review is never completed as we will continue
to review and reform our curriculum to meet the needs of all learners. To
ensure that this continual reflection and review is maintained, it is now a
requirement of all teams to review and reflect on achievement and attendance
data at the end of Term 2 (mid year) and end of Term 4 (end of year).

Evidence:
SEHS Executive Roles
Curriculum Overview (examples from Year 9 Maths, Year 10 Digital
Photography)
Unit plans (example Year 8, English & HPE Year 9)
Trade Training Centre Application
Engaging Students in Mathematics (VTECH)
Minutes of Creative Industry Skills Hub
Arts Submission – Multi Media
Round Table Assessment
Course Confirmation Information
Subject Selection Sheet

List of Contributors

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<td>Yvette Riley</td>
<td>Maths/Numeracy Coordinator</td>
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<tr>
<td>Veronika Jeske</td>
<td>English/Literacy Coordinator</td>
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Special Issue Two

B Curriculum (8-12) 7

Recommendation 7: 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 have 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 of Study 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 to be familiar with HOTS and set tasks that explicitly allow students to demonstrate their knowledge and apply higher order thinking.

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

In addition, the school has accessed opportunities for students to develop HOTS in complementary out of school programs, such as Chess Tournaments, Science & Engineering Challenges.

Evidence: Unit plans or overviews incorporating HOTS (Example from Science) Assessment Tasks using HOTS (example from Science) Rubrics (example, Year 9 English) Year 8 & 9 Round Table HOTS (examples of HOTS info for staff, Multiple Intelligences info sheet, Assessment rubric round table HOTS)

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<td>Veronika Jeske</td>
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Special Issue Three

B Curriculum (Horizontal) 3

Recommendation 3: 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 themselves 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.

The 2007 Staff Survey indicated that staff would appreciate opportunities for more formal feedback regarding their performances and direction for growth for professional development. As a result a new line management and Performance Development and Management System was developed and trialled in 2007. Staff members with the assistance of their line managers identify priorities for professional development in the year. Line Managers are also able to identify strengths of staff members and opportunities for them to share good practices.

In 2007 and 2008 a 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 & 2008 was overwhelmingly positive.

In 2008, SEHS participated in a NASSSA (Northern Adelaide State Secondary School Alliance) Professional Development Day. Eleven secondary schools were closed on the same day and all schools offered a variety of professional development sessions which staff could access. This provided not only an opportunity for a great variety of staff professional development sessions but an opportunity for SEHS to share their good practice. Seven staff members offered professional development sessions on topics such as TAFE Pathways, Multi-Literacies, Higher Order Thinking Skills, Rock and Water (Boys Development Program), Information Communication Technology.

We successfully applied for a professional development grant to become a trial school for the Personal Learning Plan (PLP) which is part of the future SACE. The Executive Team and five teaching staff have been trained in the implementation of this new initiative and are currently trialling the materials
with our year 10 students. Information from the trial will not only benefit our school but help shape the final form of the PLP for all South Australian Schools.

In addition, in 2007 and 2008 we encouraged all new leaders to SEHS to attend the SACLE (South Australian Centre for Leadership Education) induction program for new leaders. We support this program through funding for the training, release time and coverage of temporary relief teachers. The feedback from participants of this program is that it is useful development and reflection time for new leaders. We will continue to support this initiative for all new leaders.

**Evidence:**

- PD Program
- PD Needs Analysis Survey
- Whole Staff PD Feedback Summary 2007 & 2008
- Performance Development and Management System
- ICT Coach – Analysis
- Minutes of meetings – sharing good practice (example – English)

**List of Contributors**

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Recommendation 1: The school continue to strive to embed its Vision and Values into the school culture to address the level of student disengagement, inconsistencies in teachers’ expectations of students, and lack of respect for teachers shown by some students.

School's Rating: 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 an Executive 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 order to ensure that all forms of communication are guided by our vision and values we have implemented a series of ceremonies and practices to reward behaviours consistent with our school values. In 2007 the Executive Team instigated the practice of holding an afternoon achievement ceremony to recognise students who have achieved academic achievement and perfect attendance. This work has been enhanced under the leadership of the Assistant Principal, Student Services and her team of Year Level Leaders. They have developed a clearly documented procedure and responsibilities for the Achievement Ceremony and have implemented other forums for acknowledging behaviour consistent with our values. For example, the Year 8 team recognises the class with no behaviour incidents by holding a special pizza party.

The Newsletter has been remodelled so that it promotes good news stories reflecting the school values. We have developed a Newsletter Publication Schedule which lists a focus area for each newsletter. The first one for each term specifically acknowledges award recipients and good news stories that reflect our school values. Each Curriculum Leader has the responsibility for the collection and publication for a newsletter that communicates programs and student behaviours consistent with our school values.

In addition all school publications now include our values. For example our Curriculum Handbook and Student Information Brochure (for new students) has been rewritten and published to reflect our school values.

In order to regenerate ownership and understanding of our school values we have conducted a whole school consultation process of our Code of Conduct. Staff, students and members of the Governing Council were able to provide suggested indicators to each of the values which are currently being collated into one document by a team of volunteer students. This new code will be published and displayed in every classroom by the end of
The school community believed that it was important for staff to model behaviour consistent with our core values and provide opportunities for us to work together to inspire each other to realise our full potential. To do this we developed protocols for staff and leadership meetings. These protocols are in use in 2008 however we have recognised the need to revisit these at the start of the new school year.

The revised school calendar and meeting agendas reflect increased opportunity for staff to meet and share good innovations and good practice.

A finding of the extensive consultation process for this special issue identified the need to develop a common understanding of behaviour, learning expectations and environments. During 2008 the establishment of the one code of conduct replacing three different codes for students, staff and the community ensured that these expectations were clearly articulated and published.

The Student Services Team have developed, documented and implemented a Student Development Program which focuses on developing student’s skills in relation to the school values especially in relation to mutual respect.

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 continuation of the Staff Mentor for teachers newly appointed to SEHS has provided a mechanism to ensure these staff receive individual induction to the Student Behaviour Management Expectations and Procedures. Anecdotal evidence from these staff members is that they appreciate the support the Mentor offers in curriculum delivery and Student Behaviour Management. The Mentor reports that through her observations she believes that SBM issues are dealt with consistently. In addition, 15 staff accessed professional development on student behaviour management over the 2007/8 period.

During 2007, as a result of staff consultation and the feedback received through the consultation process for the “Big Four Plan” a new leadership position the Assistant Principal, Student Services was created. The new Assistant Principal is responsible for the leadership of student well-being and the oversight of the student personal development program. Although only in the tenth month of her five year tenure. The team has developed a number of key initiatives so that staff can work together to support student well-being, behaviour and learning. These initiatives have included:

- Student Behaviour Management - suspension and exclusion procedures that are not only consistent with our school values but specifically refers to breaches of our school values.
- Common wording of Student Behaviour Management correspondence to parents/caregivers that refer to our school values.
- Student Development Program and teaching materials to reinforce our school values.
- Establishment of an Aboriginal Team consisting of the AP,
Aboriginal Education Teacher and Aboriginal Education Worker who have developed Individual Education Plans for 100% of our Aboriginal students.

- The establishment of a Complex Need Student Team (CNS) to develop early identification, monitoring and support of students at risk specifically students with learning difficulties, Aboriginal, International Students and Students from Non-English Speaking Backgrounds.

The Student Services Team has also identified a need to review the Student Behaviour Management Procedures and design an easy to follow flow chart for the use of classroom 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.

In 2007 a new school enrolment policy and procedures were developed to incorporate our vision and values. In 2009 the Student Services team will develop an induction procedure for new students to incorporate our vision and values this will build on our existing practice to revisit the vision and values at the start of each year.

In summary the school believes it has made significant progress on achieving its desire to embed its vision and values into the school culture.

Evidence:
Code of Conduct for SEHS Student – Current
Newsletter examples of good News Stories/Achievements - Rock Band
Meeting Schedule & Newsletter Schedule.
Minutes/Agendas where best practice is shared. (See appendix 2)
Student Services Team Documentation (Suspension Procedure & Form)
Student Development Program
Example of Aboriginal Education Plan
Student Development Information of school values
Governing Council Agenda showing Workshop on School Values

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<td>Communication Systems</td>
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CONCLUSION

As the Principal of Salisbury East High School I have the information and processes 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 past 18 months at SEHS I am proud of the achievements made by staff, students and the community towards achieving the recommendations, particularly in embedding the vision and values into the schools practices, the development of a more inclusive, and relevant curriculum and providing opportunities for quality professional development for staff.

It is important to note that the improvements outlined in this report have been achieved in a context of significant turnover of staff, the implementation of department accountability requirements (SACSA and the future SACE) and other state and federal requirements. Despite this the SEHS community has remained steadfast in its commitment to the improvements identified by the team visit.

I 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.
Table Conversion of CIS special recommendations to the SEHS Big Four

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<thead>
<tr>
<th>CIS RECOMMENDATION</th>
<th>SEHS SUMMARY RECOMMENDATION:</th>
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<tr>
<td><strong>SPECIAL ISSUE FOUR G Student &amp; Community Life 1</strong></td>
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<td>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.</td>
<td>We use our vision and values to guide our practices.</td>
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| **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. | We offer to provide a range of learning opportunities for all students to meet their needs. |                                                                 |
| 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. |                                                                 |                                                                 |

| **SPECIAL ISSUE THREE B CURRICULUM (HORIZONTAL) 3**                                |                                                                                             |
| The school should expand the provision of, and encourage increased participation of staff in, quality professional development. | The school should expand the provision of, and encourage increased participation of staff in, quality professional development. |
CIS RECOMMENDATION: SPECIAL ISSUE FOUR G Student & Community Life 1

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

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

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<tr>
<th>Goal</th>
<th>Strategy (how)</th>
<th>Timeline</th>
<th>Who takes the lead?</th>
<th>Indicators of success</th>
<th>Resources</th>
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<tr>
<td>All forms of communication are guided by our vision and values.</td>
<td>• Start of year &amp; induction procedures include activities designed to develop ownership of vision and values. • Newsletters &amp; 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.</td>
<td>End of Term 1, 2007, ongoing.</td>
<td>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.</td>
<td>• ‘Good news’ stories reflecting school values are published. • School enrolment &amp; induction procedures include vision &amp; values. • Reward &amp; acknowledgement systems established &amp; 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.</td>
<td>Vision &amp; values posters Australian Protocols. Langford Tools. Community organisations for rewards. SSO time.</td>
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</table>

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. |
### CIS RECOMMENDATION: SPECIAL ISSUE FOUR G Student & Community Life 1 (CONTINUED)

<table>
<thead>
<tr>
<th>Goal</th>
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| 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 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 Plan’s 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.

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| 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  
Map 8-9, Dec 2007.  
Year 10,11,12 Dec 2008.  
SDP map Dec 2008. | APs Curriculum  
Arts Coordinator  
AP – Info Systems  
Teacher/librarian | • Production of curriculum document (8-12) that clearly articulates planned skills, knowledge, learning experiences.  
• Curriculum documentation (programs, unit plans, assessment plans), includes evidence of identified areas.  
• Curriculum documentation demonstrates planned, sequential skill and knowledge development.  
• Production of student development plan & documentation 8-12.  
• Number of community, industry and external agencies presence increases in school.  
• Improvement in achievement, attendance and retention data. | Each other.  
District Curriculum Advisor.  
Project Officers.  
Meeting structure.  
Release time (TRT) The Future SACE documentation and PD. |
| We use innovative and creative teaching to deliver our curriculum | • Practice open, interactive and inclusive learning.  
• Learning activities include opportunities for Higher Order Thinking Skills.  
• Community expertise is utilised as part of curriculum delivery.  
• Learning connects to real life experiences.  
• Emphasis on the 3 Dimensions from the NSW Quality Teaching Framework as a methodological guide. | Term 4, 2007 ongoing | APs Curriculum  
Curriculum Leaders  
YLM  
Care group teachers  
Teacher/librarian | • Development of facilities & resources.  
• Round table assessment 8-9 includes evidence of HOTCS, 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 HOTCS. | USA  
Printing |
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<td>We provide students with appropriate experiences to enable them to</td>
<td>• Develop new partnerships with primary schools, industry, universities, and the broader community,</td>
<td>2008 ongoing</td>
<td>AP – Student Services, All members of the Leadership Team, VET/SACE</td>
<td>• SEHS staff working with primary school staff on projects based on pedagogy and rigour.</td>
<td>NASSPN Industry, School, URA,</td>
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<td>choose and prepare for a range of pathways (university, TAFE &amp; work) &amp; life experiences.</td>
<td>particularly in creative fields &amp; community service areas. • Develop new programs in creative fields &amp; community service areas. • Develop agreed service outcomes for student pathways.</td>
<td></td>
<td>Coordinator?</td>
<td>Documentation of VET and other programs documented.</td>
<td>TAFE, Private providers Agencies</td>
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<td>Introduction of the FLO (Flexible learning options program)</td>
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<td>Student community and other learning experiences “counted” towards the achievement of their SACE</td>
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<td>Students undertaking VET in creative arts and community services area.</td>
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<td>Agreed service outcomes for student pathways.</td>
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<td>Destination data indicates no student without a pathway.</td>
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The school should expand the provision of, and encourage increased participation 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. | |