

# School plan 2015-2017

## Sydney Technical High School 8141



# School background 2015–2017

## School vision statement

Sydney Technical High School provides a learning environment where students can achieve excellence in all fields of endeavour. We expect students to strive for their personal best performance within the ethical frameworks of integrity and responsibility. We believe school community relationships contribute to the personal growth of every student. We therefore value respectful relationships with peers, school staff, parents and friends of the school. We want our students to value interactions based on principles of equity and justice which will sustain and improve our natural and social environments and prepare them for their future. We encourage our students to value life long learning, and we instill in them a curiosity which will embrace new challenges. We support their learning in intellectual, creative and social domains. We nurture their passion as they develop from guided learners to autonomous and self-regulated young men. We want our students to grow into engaged and motivated adults who make meaningful contributions to society.

## School context

Sydney Technical High School is an academically selective school for boys. Entry is through the NSW selective entry test in Year 7. In Year 11, the school accepts an additional number of students for senior school. The school has a wide drawing area, and students come from many different Primary schools. The student population is stable with retention rates of 98%. The school is 90% NESB, with 30 different cultural groups represented. 42% are of Australian Chinese origin. The school is well supported by parents and the community. The school promotes academic excellence for gifted and talented students, underpinned by strong wellbeing systems. The broad curriculum and diverse extra-curricular activities meet the unique needs of gifted and talented boys.

## School planning process

In 2014 a comprehensive process was undertaken to review current practices and collect evidence. Instruments including the "Tell them from Me" Survey were used to assess factors such as student engagement, staff satisfaction, as well as externally validated data such as the Higher School Certificate RAP packages and the NAPLAN and SMART data. Quantitative data was further refined through a series of focus group interviews with all stakeholders. Concurrently, staff teams examined focus areas such as gifted and talented provision, timetabling structures and literacy programs, as well as investigating feedback procedures, and our success in meeting our 2012–2014 strategic directions. The data collected was examined and refined through an executive conference process and further refined through whole school staff meetings, Parents and Citizens meetings and SRC planning days. Our Parent Partnership program Years 7–9 gave additional guidance to the process. As a result, three key strategic directions were identified for implementation. The Sydney Technical High School Plan 2015–2017 forms the basis for the school's improvement and development intentions. The plan has the endorsement of all members of our school community.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Quality teaching and learning and optimal organisational systems for learning

### Purpose:

To develop whole school capacity through focused professional learning that creates a culture where every staff member is engaged in ongoing relevant and evidence based learning and practice.

To design and implement gifted and talented learning programs and optimise organisational initiatives that enhance student academic engagement and outcomes.

## STRATEGIC DIRECTION 2

Community Excellence

### Purpose:

To enhance our learning partnership with the community through engaging parents meaningfully in the education of their sons, and make school practices and processes responsive to constructive community feedback.

To enhance the future needs of our current students through strong community relations including school alumni and university partnerships. To promote a shared understanding of the history, purpose and direction of the school in the community.

## STRATEGIC DIRECTION 3

Staff and Student Wellbeing

### Purpose:

To support students to develop into autonomous and self-regulated learners, who are resilient and engaged, combining academic excellence with citizenship and sportsmanship.

To value staff as professional practitioners of the highest calibre who have excellent relationships with members of the school community and are supported in their wellbeing and professional growth.

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

## Purpose

To develop whole school capacity through focused professional learning that creates a culture where every staff member is engaged in ongoing relevant and evidence based learning and practice.

To design and implement gifted and talented learning programs and optimise organisational initiatives that enhance student academic engagement and outcomes.

## Improvement Measures

100% of teachers provide and receive feedback from peers and school leaders to improve teaching practices that are focused on school improvement measures.

Measures of student engagement reflect positive change.

All school staff increase intranet and network knowledge and skills to share with the next generation to ensure our organisational systems remain at the forefront of educational practice.

New fit for purpose software will be investigated in 2017 and introduced in 2018, alongside the implementation of LMBR

The professional growth of non teaching staff is effectively supported through the new PDP process.

## People

### Students

Gifted and talented students are extended through differentiated programs in classrooms and extension groups.

### Staff

Improve in their teaching through reflecting quality teaching practices in their teaching and taking part in a performance and development culture of sustained learning and improvement.

Interested staff undertake course in Gifted and talented education and its application to classroom practice run by the Gifted and Talented team at the school.

Develop leadership capabilities for staff participating in project teams through professional learning support and appropriate structures to support engagement.

Skills in and knowledge of information systems supporting school operations are developed through training and succession planning.

Non teaching staff develop their PDP in line with the strategic directions of the school, and the introduction of LMBR

### Parents/Carers

Support student learning through active engagement with the school through the Parent Partnership program which operates in Years 7 to 11. Involved in whole school community consultation of timetable maximize student learning.

## Processes

All staff develop a professional learning plan linked to 2017 strategic priorities with one faculty and one goal related to implementing the Premier's Priorities in literacy and numeracy.

Whole school literacy policy developed and written and communicated to community

The gifted and talented team run a course on differentiating classroom practice after school, with the intention of developing the course for a wider school audience

All Year 12 staff analyse RAP HSC data for feedback to school community and evaluate their own practice as a result of the analysis. There is a continued reduction in Band 3 results, and continued improvement in 95–99 ATARS.

All Year 12 assessment practices and procedures follow an agreed template as set down by D of E in relation to criteria; notifications; senior monitoring; feedback practices and the use of ALARM as the common matrix for writing and responding.

Timetable structures are investigated through a process of research and school consultation to identify initiatives which promote enhanced student learning.

Explicit teaching frameworks for students in Year 7 continue and are evaluated at the conclusion of 2017.

Systems knowledge relating to technology infrastructure and software programs related to critical whole school organisation shared for future planning.

New whole school software examined for

## Practices and Products

### Practices

Staff rate highly the school climate for learning. Quality teaching practices are demonstrated across all classes. Staff programs embed G&T learning and pedagogy.

More opportunities to demonstrate leadership, provide feedback for staff and deliver local professional learning for all staff through the implementation of a Performance and Development Framework.

Succession planning is in place for our major technological systems that underpin our professional practices

### Products

The school has embedded systems for collaboration, classroom observation, the modelling of effective practice and feedback, to drive and sustain ongoing, school – wide improvement in teaching practice and student outcomes.

Gifted and Talented Curriculum programs and organisational systems effectively develop deep knowledge, understanding and skills of all students, using evidence – based teaching practices and innovative delivery mechanisms, where appropriate.

Net work knowledge and skills are shared with the next generation to ensure our organisational systems remain at the forefront of educational practice.

News software system introduced for timetable.

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

## Improvement Measures

## People

## Processes

2018 use. LMBR introduced

## Evaluation Plan

Evaluation of impact of linking staff PDP's to faculty and school plans and Premier's Priorities as measured by Band 6 enhancement, Band 3 reduction and Year 9 NAPLAN Value Added results.

Student engagement Years 7–9 measured by improved Value Added data from BI.

Evaluation of all faculty assessment practices and procedures completed for year 12.

Timetable changes implemented for commencement of 2018 and evaluated

Succession plan operating for computerised organisation systems that enhance learning by end of 2017.

## Practices and Products

# Strategic Direction 2: Community Excellence

## Purpose

To enhance our learning partnership with the community through engaging parents meaningfully in the education of their sons, and make school practices and processes responsive to constructive community feedback.

To enhance the future needs of our current students through strong community relations including school alumni and university partnerships. To promote a shared understanding of the history, purpose and direction of the school in the community.

## Improvement Measures

School website and intranet are modernised, accessible and meet the needs of our 21st century learning community. on an ongoing basis. Facebook page is kept up to date.

5% Increase in staff participation and involvement in school events through linking events to staff identified professional development hours

.5% increase in community attending school events as measured by booking data.

## People

### Parents/Carers

Parents: All caregivers support the direction and purpose of the school and share in its alumni successes.

### Students

Students enjoy the support and mentoring of alumni in terms of career futures and aspirations.

### Community Partners

Alumni: Former students are happy to speak, mentor and link to current students. Seminar program is organised by the careers advisers

Community representatives come to school for the 7–12 Wellbeing program including a range of wellbeing services such as headspace.

Guest speakers attend P and C meetings

Guest speakers attend alumni functions and share their expertise.

### Staff

All stakeholders have input into the website and intranet which enhance the school–home partnership.

Careers program meets the needs of gifted and talented boys and their career aspirations.

Staff present to the Parent Partnership program 7–11 and community shape the partnership and it's future goals.

## Processes

Website and intranet modernised and meeting the needs of our learning community.

MGM wireless communications used effectively to communicate with community

School Facebook page used to communicate school events in a timely and savvy manner.

Increased participation by school community in current events held at the school such as Parent/ Partnerships, Parent Teacher Nights, evening curriculum events and Musicale based on booking data.

Enhanced school and university partnerships and a formal alumni careers program to support senior students.

Develop a culture of high expectations in relation to presentation of self in the community and understanding of school values.

## Evaluation Plan

Survey monkey used by school community to evaluate new website and Facebook by 2017.

Evaluation of numbers of staff meeting Australian Teaching Standard 7.3.1 Evaluate numbers of community attending any event at the school in 2017 ongoing.

## Practices and Products

### Practices

Improved communication systems as measured by Tell Them From Me parent survey.

Alumni seminar series formally established; student career development enhanced.

Improved presentation of students in school and in public: students able to articulate school values, and share with staff an agreed view of how those values are articulated in dress and behaviour.

Modern website and intranet synchronised with school organisational, curriculum and management systems which are easy to access and utilise by all stakeholders.

### Products

School website and intranet are modernised, accessible and meet the needs of our 21st century learning community.

5% Increase in staff participation and involvement in school events through linking events to staff identified professional development hours.

5% increase in community attending school events as measured by booking data.

# Strategic Direction 2: Community Excellence

**Improvement Measures**

**People**

**Processes**

**Practices and Products**

# Strategic Direction 3: Staff and Student Wellbeing

## Purpose

To support students to develop into autonomous and self-regulated learners, who are resilient and engaged, combining academic excellence with citizenship and sportsmanship.

To value staff as professional practitioners of the highest calibre who have excellent relationships with members of the school community and are supported in their wellbeing and professional growth.

## Improvement Measures

Fewer Year 12 HSC students receive a Band 3 in any 2 unit course.

There is a 2% increase in ATARs between 95–99

The number of students obtaining a Band 8 NAPLAN result in numeracy and writing meets the required standard for 2020 HSC

In Years 7–11 no student receives a grade E in any subject by end of 2017.

There is a 2% increase in student engagement as measured by Tell Them From Me baseline survey data.

100% of beginning teachers rate the professional mentoring and support they have received as positive and constructive.

5% of staff engage in accreditation at the next level of their career journey, and are successful at gaining that accreditation.

Tell them from Me surveys indicate a 10% increase in teacher satisfaction with leadership support systems in the school.

## People

### Staff

All will be trained by the wellbeing team in the implementation of a new student performance tracking system (Wellbeing Database).

Whole staff capacity will be enhanced to ensure the ongoing success of best practice wellbeing programs that support student achievement across the school community.

Mindmatters will be developed with community for launch in 2018

Staff will be supported in their professional growth and wellbeing with a professional program tailored to their aspirations

### Students

Feedback from the IRIS wellbeing data base will be used by students to set goals and achieve their personal best.

### Parents/Carers

Selected data from the new student wellbeing tracking system is shown to parents and they are regularly communicated with in terms of letters that commend successful performance; increased progress or lack of attainment of their sons.

## Processes

Staff Wellbeing Initiatives in place including EAPS presentation: FLUVAX: White Ribbon and International Women's Day Staff Breakfast: new assistant year Adviser position; Complaints procedures presentation and presentations from providers such as Teachers' Mutual Bank.

Whole School Student Wellbeing Program revised in 2017, updated and communicated with the community to meet the needs of developing boys..

Discipline Policy Review completed by end 2017

Mindmatters developed and introduced from 2018

## Evaluation Plan

HSC Band 3 historical data continues to be monitored and student outcomes are improved by Band 3 reduction.

ATAR evaluation continues with multiple strategies to improve outcomes.

New software data base used for grade analysis and explicit 7–9 teaching reflected in Value Added evaluation.

Students resurveyed in 2017–18 with TTFM survey.

Teacher evaluations in place for our professional programs and leadership programs evaluated as part of the program.

School Discipline Policy evaluated by community team

Working With Children Check process and

## Practices and Products

### Practices

Within a positive school culture that recognises students' needs and effort, a consistent and data-driven whole school, whole student approach to wellbeing practices is fostered. Increased connectedness is reflected through Tell them from me Surveys, Wellbeing Database, whole school programs and student participation levels in our Award Scheme .

Staff describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

School leadership succession plan in place.

### Products

Fewer Year 12 HSC students receive Band 3 in any 2 unit course.

There is a 2% increase in ATARS between 95–99.

In Years 7–11 no student receives a grade E in any subject by end of 2017.

There is a 2% increase in student engagement as measured by Tell Them From Me baseline survey data

100% of beginning teachers rate the professional mentoring and support they have received as positive and constructive.

5% of staff engage in accreditation at the next level of their career journey, and are successful at gaining that accreditation.



# Strategic Direction 3: Staff and Student Wellbeing

## Improvement Measures

## People

## Processes

procedures evaluated and Child Protection procedures evaluated according to D of E guidelines.




## Practices and Products

Tell them from Me surveys indicate a 10% increase in teacher satisfaction with the leadership support systems in the school.

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2015

























Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

**Process 1:** All staff develop a professional learning plan linked to 2017 strategic priorities with one faculty and one goal related to implementing the Premier's Priorities in literacy and numeracy.













Whole school literacy policy developed and written and communicated to community

The gifted and talented team run a course on differentiating classroom practice after school, with the intention of developing the course for a wider school audience

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 2:** All Year 12 staff analyse RAP HSC data for feedback to school community and evaluate their own practice as a result of the analysis. There is a continued reduction in Band 3 results, and continued improvement in 95–99 ATARS.



All Year 12 assessment practices and procedures follow an agreed template as set down by D of E in relation to criteria; notifications; senior monitoring; feedback practices and the use of ALARM as the common matrix for writing and responding.













Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

























2015

Project Leader/s: Principal with executive and all staff













Off track  Implementation Delayed  On track 

  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 3:** Timetable structures are investigated through a process of research and school consultation to identify initiatives which promote enhanced student learning.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		


**Process 4:** Explicit teaching frameworks for students in Year 7 continue and are evaluated at the conclusion of 2017.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2015

























Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 5:** Systems knowledge relating to technology infrastructure and software programs related to critical whole school organisation shared for future planning.

New whole school software examined for 2018 use. LMBR introduced

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

# Strategic Direction 2: Community Excellence

2015

























Project Leader/s: Principal, Deputies and executive staff and community team

Off track  Implementation Delayed  On track 



















**Process 1:** Website and intranet modernised and meeting the needs of our learning community.

MGM wireless communications used effectively to communicate with community

School Facebook page used to communicate school events in a timely and savvy manner.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 2:** Increased participation by school community in current events held at the school such as Parent/ Partnerships, Parent Teacher Nights, evening curriculum events and Musicales based on booking data.







Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		

# Strategic Direction 2: Community Excellence

























2015

Project Leader/s: Principal, Deputies and executive staff and community team



















Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			










**Process 3:** Enhanced school and university partnerships and a formal alumni careers program to support senior students.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 4:** Develop a culture of high expectations in relation to presentation of self in the community and understanding of school values.

Milestone		Evaluation		Resources
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			



# Strategic Direction 2: Community Excellence

<b>2015</b>		Project Leader/s: Principal, Deputies and executive staff and community team		Off track 	Implementation Delayed 	On track 
  	MID TERM 4					
  	END TERM 4 <b>ANNUAL MILESTONE</b>					

























# Strategic Direction 3: Staff and Student Wellbeing

2015

Project Leader/s: Executive staff and relevant teams

Off track  Implementation Delayed  On track 



















**Process 1:** Staff Wellbeing Initiatives in place including EAPS presentation: FLUVAX: White Ribbon and International Women's Day Staff Breakfast: new assistant year Adviser position; Complaints procedures presentation and presentations from providers such as Teachers' Mutual Bank.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 2:** Whole School Student Wellbeing Program revised in 2017, updated and communicated with the community to meet the needs of developing boys..

Discipline Policy Review completed by end 2017

Mindmatters developed and introduced from 2018

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		






# Strategic Direction 3: Staff and Student Wellbeing

2015		Project Leader/s: Executive staff and relevant teams		Off track <span style="color: red;">○</span>	Implementation Delayed <span style="color: orange;">○</span>	On track <span style="color: green;">○</span>
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4					
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>					

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2016

























Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

**Process 1:** All staff develop a professional learning plan linked to 2017 strategic priorities with one faculty and one goal related to implementing the Premier's Priorities in literacy and numeracy.

Whole school literacy policy developed and written and communicated to community

The gifted and talented team run a course on differentiating classroom practice after school, with the intention of developing the course for a wider school audience

Milestone		Evaluation	Resources	
  	MID TERM 1	Faculty discussion on faculty priorities for 2016 and their links to school plan completed in faculty meetings with completed faculty plan.	Faculty plans completed and linked to 2017 school plan and lodged electronically in faculty folders.	Faculty meeting time • (\$0.00)
  	END TERM 1	Each teacher completes their PDP in consultation with their supervisor. Class observation timetable starts.	All staff completed PDP with supervisor	Professional learning time • professional Learning funds (\$0.00) • (\$0.00)
  	MID TERM 2	Class observation timetable continues with constructive feedback on their teaching practice to improve student outcomes from colleagues.	Class observations completed with teaching practice feedback	professional learning time • Professional Learning Allocation (\$0.00)
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Class observation timetable continues with constructive feedback on their teaching practice to improve student outcomes from colleagues.	Comments as above	
  	MID TERM 3	First semester reflection on personal PDP completed with discussion on future directions and professional learning priorities for Semester 2.		
  	END TERM 3	Discussion with supervisors on PDP process, achievements and next steps. Second series of class observations.		
  	MID TERM 4	Written feedback to teachers on practice in 2016 drafted and plans for professional practice discussed for 2017. Executive teachers analyse whole school priorities for 2017.	Completed as required. Executive conference based on school excellence framework and external validation: assessment and reporting; a further focus on stage 4 metacognitive strategies and on keeping up the small improvements in NAPLAN literacy.	Professional Learning Allocation: total of \$54,836 used through the year • Support for beginning teachers (\$0.00)
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Performance and Development Plan for all staff ongoing with strong visible links to the whole school planning and evaluation process.	Staff PDP's completed at the conclusion of two executive conferences on quality assessment which is a 2017 priority.	Professional learning funds for 2016. Beginning teacher funds for two staff • Support for beginning teachers (\$0.00)

**Process 2:** All Year 12 staff analyse RAP HSC data for feedback to school community and evaluate their own practice as a result of the analysis. There is a continued reduction in Band 3 results, and continued improvement in 95–99 ATARS.

























All Year 12 assessment practices and procedures follow an agreed template as set down by D of E in relation to criteria; notifications; senior monitoring; feedback practices and the use of ALARM as the common matrix for writing and responding.

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning




2016

Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

Milestone			Evaluation	Resources
  	MID TERM 1	Presentations of HSC success shared in various forums such as P&C, Tech Talk newsletter and across faculties at Term 1 executive conference.	Extensive and excellent work completed by all faculties and by the senior executive into our HSC progress, and shared with the community for our 2015 HSC	
  	END TERM 1	Next steps in HSC improvement integrated into PDP planning and 2016 curriculum development.	All faculties adopted specific strategies to improve particular Areas of HSC review that are faculty specific. the Data analysis is highly specialised and indicates school mean in relation to similar schools and state means and the range of questions. Both content and process are carefully evaluated, alongside individual performance	
  	MID TERM 2	Faculty programming days to respond to HSC analysis. HSC feedback models developed and scaffolds and models integrated into faculties to improve HSC responses, as well as curriculum topic changes.	Completed successfully. A number of faculties used time to look at marking scales; criteria; feedback practices and modelling answers.	Professional learning funds: community funds from P and C
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Faculty programming days to respond to HSC analysis. HSC feedback models developed and scaffolds and models integrated into faculties to improve HSC responses, as well as curriculum topic changes.	as above	Professional learning funds: community funds from P and C
  	MID TERM 3	Ongoing Faculty programming days to respond to HSC analysis.	as above. Very positive feedback from faculties in relation to the professional time given to them which has given scope for staff to seriously reflect on their practice. Program, assessment and syllabus implementation monitored	Professional learning time given to all faculties to enable staff to work collegially on agreed faculty goals that sat under the strategic directions of the school. • Professional learning funds (\$0.00)
  	END TERM 3	HSC feedback models developed and scaffolds and models integrated into faculties to improve HSC responses, as well as curriculum topic changes. New HSC prescriptions addressed.	Staff have attended consultation evenings with BOSTES and have undertaken external professional learning from the relevant curriculum associations.	
  	MID TERM 4	Executive planning conference develops 2017 milestones in light of HSC ongoing BOSTES changes	Presentation from Parriwood High School highlighted the need for a consistent whole school approach to senior assessment with the required BOSTES regulations being followed.	Professional learning funds
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Full evaluation of 2016 HSC commences.	A number of students had State Rankings including 1st in State in Engineering; 3rd in State in Extension 2 mathematics	

**Process 3:** Timetable structures are investigated through a process of research and school consultation to identify initiatives which promote enhanced student learning.






















Milestone			Evaluation	Resources
  	MID TERM 1	Consult teaching staff through faculty surveys to generate ideas in response to question: 'What timetable structures can we put in place to maximise student learning?'	Extensive work completed on this including visiting other selective environments and broad ranging research into brain research and student concentration spans	professional learning time

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning




2016

Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

  	END TERM 1	Collate and check data with staff for edits/amendments.	Information shared at staff meeting from timetable team.	professional learning funds
  	MID TERM 2	Record survey data into the following classifications: 1. Whole school timetable restructures 2. Specific targeted timetable alterations 3. Occasional/transient changes and then by: • Student learning outcomes if stated • Other outcomes if stated • Commentary • Notating sources (faculty/other school experiences)	Team prepared a range of options with the preferred on of a 5 period day with various amendments to meeting times. Conceptually the timetable team generated a lot of discussion.	Professional learning time
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Record survey data into the following classifications: 1. Whole school timetable restructures 2. Specific targeted timetable alterations 3. Occasional/transient changes and then by: • Student learning outcomes if stated • Other outcomes if stated • Commentary • Notating sources (faculty/other school experiences)	see above comments	
  	MID TERM 3	Present findings to staff at staff meeting. Prepare data for distribution.	Staff meeting took place with much heated discussion particularly from practical subjects.	
  	END TERM 3	Run survey. Prioritise findings and put to school vote	Voting was an unfortunate method to reach consensus and not ideal as the vote was very close, and the focus moved away from what was in the best interests of engaging students in optimum learning situations.	
  	MID TERM 4	All teaching staff and students and community involved in consultation process. Selected initiatives incorporated into 2016 timetable. Timetable for reform in 2017. Student outcomes enhanced 2016–2017.	Reform of timetable halted at this point: will need to be revisited at the start of semester 2 2017 when staff consensus will be used in the best interest of students.	Professional Learning Allocation for 2016, and community grant for Parent Partnership program.
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Enhanced timetable for 2017 that better meets the needs of boys and our curriculum.	see comment above	

**Process 4:** Explicit teaching frameworks for students in Year 7 continue and are evaluated at the conclusion of 2017.

























Milestone	Evaluation	Resources
   MID TERM 1 Explicit teaching of study skills, research and note taking, setting out and literacy frameworks taught to Years 7 during Term 1.	Completed with feedback from teachers suggesting that the program took Year 7 out of class too much and that although the skills taught were important, the way the program was organised needed to be analysed.	

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

























2016

Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

  	END TERM 1	New Year 7 parent teacher day for Year 7 parents.	This new initiative was formally evaluated with a staff and parent and community survey. Response rates were very high, and it was very positively evaluated. It was a difficult even to organise, and requests were made to delay the event so that more information was known and could be communicated to parents at the meeting. This feedback has been taken up and implemented for 2017. In addition despite there being over 70% of year 7 parents in attendance there was a request that this became an evening event. Teachers were unwilling to commit to an additional night at school so the time has remained as it is for 2017.	Refreshments; good will;
  	MID TERM 2	Year 7 report grade monitoring starts.	The monitoring took place with the wellbeing team, including counsellor, Learning Support and senior executive using our school developed grade monitoring data base and follow up was instigated where required with carers. Additional support was put in place for those students who were not coping well with high school transition.	Learning time: IRIS grade database; Learning Support team. • Low level adjustment for disability (\$0.00)
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	IRIS wellbeing database indicates those students in Year 7 progressing well, and those needing Learning and Support assistance: timetable developed for them and commenced	See above. Those students achieving well according to database interviewed by Year Adviser with letters of commendation sent home.	Year adviser and HT wellbeing flexible time
  	MID TERM 3	Faculty programs adjusted to take account of skills requiring explicit teaching.	Faculty work completed on stage 4 explicit teaching scaffolds for writing. Year 7 taught about learning skills in wellbeing assemblies delivered by wellbeing team.	Release time for wellbeing team • Socio-economic background (\$0.00)
  	END TERM 3	Evidence gathered for PDP and for student outcomes.	The team involved in explicit teaching shared their practice at a staff meeting and talked to colleagues at faculty meetings about the issues associated with the program, including the selective school dichotomy between covering content and covering required skills.	
  	MID TERM 4	Library lessons further develop explicit teaching frameworks for Year 7 students.	Librarian taught research skills and special interest project ' studies of eminence' to Year 7. As noted elsewhere teachers of Year 7 voiced concerns about curriculum learning time pressures.	
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Explicit teaching of study skills, research and note taking, setting out and literacy frameworks taught to Year 7 as evidenced by grades in reports at conclusion of 2016.	Year 7 program reviewed by team led by the Deputy principal. Amended for 2017 to meet the evaluations from staff over year 7 issues.	Professional learning allocation. Equity Loading. • Socio-economic background (\$0.00)
<b>Process 5:</b> Systems knowledge relating to technology infrastructure and software programs related to critical whole school organisation shared for future planning.				
New whole school software examined for 2018 use. LMBR introduced				
Milestone		Evaluation		Resources
  	MID TERM 1	DP shares knowledge of systems such as school intranet; IRIS, P/T night; markbook EDVAL timetable systems reports with designated staff.	The retiring DP was able to share some knowledge of the technology systems currently used in the school to a new team, other issues relating to whole school technology were discovered by trial and error.	Time to go through programs. • RAM per capita loading (\$0.00)



# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2016		Project Leader/s: Principal with executive and all staff		Off track 	Implementation Delayed 	On track 
  	END TERM 1	Staff put items of interest to learn into their Performance and Development Plan, as part of their goal setting. Role statements for separate systems developed.	A number of staff expressed interest in learning timetabling and other software applications. they were taught by the technology team during the first semester in order that they could contribute to timetable in semester 2.	Allocation of time with experts such as Computer co ordinator and technology team		
  	MID TERM 2	Development Day used to update and upskill all staff on new systems knowledge relating to school operations.	A range of new systems were explained to staff relating to such things as electronic roll marking, updating calendars, updating information on the school intranet; using markbook; using the new IRIS wellbeing data base system and writing letters home in the new system	Technology team. • computer co ordinator (\$0.00)		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Application of Development Day skills by staff on new systems knowledge relating to school operations in semester reporting processes.	The school finalised its ET4L cut over	Technology team		
  	MID TERM 3	Staff confident in the use of software programs to enhance school organisational systems.	There has been a slow uptake of staff using the new IRIS wellbeing letter system as it is not very user friendly: other applications staff are familiarising themselves with and are being used appropriately	All staff: technology team		
  	END TERM 3	Collaboration and sharing of knowledge established between all staff to ensure succession planning.	Staff collaboration and sharing of various aspects of school management are being very effectively shared to ensure that we have a good knowledge pool for the future in the broad range of applications used at the school.			
  	MID TERM 4	Collaboration and sharing of knowledge established between all staff to ensure succession planning.	The school technology team consistently looks to improve all systems and in term 4 reviewed the school intranet			
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Succession plan for whole school organisational systems in place all staff and teams responsible have role statements.	role statements currently being developed for teams.	Use of software program to book and track technology issues and response to them from the technology team.		

# Strategic Direction 2: Community Excellence

2016






















Project Leader/s: Principal, Deputies and executive staff and community team

Off track  Implementation Delayed  On track 

**Process 1:** Website and intranet modernised and meeting the needs of our learning community.

MGM wireless communications used effectively to communicate with community




School Facebook page used to communicate school events in a timely and savvy manner.




Milestone		Evaluation	Resources
  	MID TERM 1 Website completed and launched. Launch of STHS Facebook page.	Website launched at the start of 2016. It is a constant work in progress. Community feedback has been positive. Alterations were made to design aspects of website early on. There were significant issues with website being hacked and it was given to an external company to host as a consequence. Facebook page followed mid year with many likes.	Funding for website development from Vivo company. Funding for photographer. Funding for web hosting. • Global funds (\$0.00)
  	END TERM 1 Website kept up to date with TSO and Principal and Deputies.	This task is a time consuming challenge, but it takes place.	
  	MID TERM 2 School ET4L rollover Review of intranet and functionality and links to website required.	School successfully rolled over into ET4L with subsequent issues successfully dealt with. in terms of school servers. Review of intranet held over due to technology company not completing required jobs in a timely fashion.	Technology team. Technology funding: from various sources such as school technology infrastructure fees; computer co ordinator grant .
  	END TERM 2 <b>MID-YEAR REFLECTION</b> Communications strategy review of STHS by DoE.	D of E communications team reviewed website and facebook and were enthusiastic about their community reach, and value of branding to school. A far more extensive review of customer service and communications was not undertaken by the school due to staff and time constraints as the proposed program from D of E was far too large, and required extensive professional development of office staff.	Meeting time with communications team, funds from RAM Per capita loading
  	MID TERM 3 External provider develops intranet design aligned to website.	This process will take place in 2017.	Technology funds
  	END TERM 3 Evaluation of school communications strategy that meets needs of the school community.	This process will take place in 2017	Technology funds
  	MID TERM 4 BYOD review analysis complete	This analysis was completed and the evaluation of the program by all parties: students; parents and staff is elsewhere in this report under community satisfaction.	RAM per capita funds 2016

# Strategic Direction 2: Community Excellence






















2016

Project Leader/s: Principal, Deputies and executive staff and community team

Off track  Implementation Delayed  On track 

  	<p>END TERM 4 <b>ANNUAL MILESTONE</b></p>	<p>Additional aspects of the school communications, aside from website Facebook and Tech Talk strategy to be put in place in 2017.</p>	<p>The year 7 parent teacher evening was a great success with 75% of parents attending. Communication in relation to Parent teacher organisation for other years was enhanced, and feedback for the events in the future taken by the senior executive. The website has enhanced communication to some extent, although ET4L prevents the school for giving parents a log into the school intranet and this has caused a high degree of anxiety and complaint, as this was a very useful tool for parents. The provision of our Parent Partnership meetings moved forward into Year 10 and this was very well received by parents who felt that communication about year 10 work experience, subject selection; senior studies and so on was very valuable.</p>	<p>Community Consultation Funds • community consultation grant (\$0.00)</p>
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**Process 2:** Increased participation by school community in current events held at the school such as Parent/ Partnerships, Parent Teacher Nights, evening curriculum events and Musicales based on booking data.


Milestone	Evaluation	Resources	
  	<p>MID TERM 1 Team reviews our current approaches to standard 7 of the National Teaching Standards. • New Year 7 P/T night.</p>	<p>See above: Year 7 night great success. Will be slightly later in 2017 to meet feedback from parents.</p>	<p>Goodwill</p>
  	<p>END TERM 1 Team reviews our current approaches to standard 7 of the National Teaching Standards. • New MGM text messaging system. • Parent Partnership goes into Year 10</p>	<p>MGM messaging system extremely well used for many different communications.. See above for year 10 Parent partnership meetings that were very popular for year 10 parents and had large numbers attend.</p>	<p>Global administrative funds; Community Consultation Grant.</p>
  	<p>MID TERM 2 Standard 7 integrated into individual professional learning plans where appropriate and monitored against same.</p>	<p>Very few staff took Standard 7 up as a PDP option</p>	<p>Professional Learning Allocation</p>
  	<p>END TERM 2 <b>MID-YEAR REFLECTION</b> Standard 7 integrated into individual professional learning plans where appropriate and monitored against same.</p>	<p>see above</p>	
  	<p>MID TERM 3 Communications strategy review of STHS by DoE Improved communication systems established with the community.</p>	<p>D of E communications team reviewed website and facebook and were enthusiastic about their community reach, and value of branding to school. A far more extensive review of customer service and communications was not undertaken by the school due to staff and time constraints as the proposed program from D of E was far too large, and required extensive professional development of office staff.</p>	<p>SASS and Teaching Staff professional learning funds</p>
  	<p>END TERM 3 Increased use of translators/translated documents. RUOK? Day. Wear It Purple.</p>	<p>The school newsletter 'TechTalk ' is regularly translated. Interpreters are regularly used for parent interviews.</p>	<p>Global administrative funds</p>
  	<p>MID TERM 4 Parent Partnership evaluated with potential to take it into Year 11 2017. White Ribbon.</p>	<p>See comments above. Evaluation of the Parent partnership for year 10 took place at the end of 2016 with very positive endorsement from parents about the program, and a comprehensive series of suggestions about potential year 11 topics.</p>	<p>Community Consultation Funding</p>






# Strategic Direction 2: Community Excellence

























2016

Project Leader/s: Principal, Deputies and executive staff and community team

Off track  Implementation Delayed  On track 

  	END TERM 4 <b>ANNUAL MILESTONE</b>	Improved communications as evidenced by the 'Tell Them from Me' Parent Survey. % improved attendance at a variety of events such as Musicale/ Parent Partnership.	Parents were surveyed by the tell Them from me survey in 2015. Strategies were put in place to improve two aspects of concern from the survey: the inclusivity of the school, and the home school communication. These strategies are working well, and will be formally evaluated at a later date in the strategic cycle.	Community Consultation funding
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**Process 3:** Enhanced school and university partnerships and a formal alumni careers program to support senior students.

Milestone	Evaluation	Resources		
  	MID TERM 1	Fortnightly seminars from alumni and universities formally established and operating for senior students on Friday lunchtime.	This took place for term 1, however the number of students applying for university scholarships was significantly fewer than in 2015.	School to work funds, Careers Adviser • school to work funds (\$5,768.00)
  	END TERM 1	Alumni association developed with ex-students and School Captain: data base developed: schedule of events organised for 2016 on website. UAC community evening.	Data base developed of ex students for 2015 events. New website prompted a number of ex students to contact the school with their stories. Stories of some ex students videoed by school team and placed on school website under 'meet our boys' section. UAC community night took place with a number of local invited schools in April, and was attended by approximately 300 people.	Careers adviser, wellbeing team • School to Work Funds, community consultation grant (\$0.00)
  	MID TERM 2	Cocktail party to celebrate '60 years at the Bexley Site.'	The cocktail evening was a very well attended event and had old boys from all school sites. Two speakers gave addresses.	Community Consultation Funds for preparation and organisation time: event self funded.
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Alumni speakers bureau present to students.		
  	MID TERM 3	Scholarship requirements for senior students packaged and available: alumni speak about potential scholarships organised by Careers.	Scholarship information delivered to students and assistance given with writing applications.	
  	END TERM 3	Alumni football match.	Took place in term 3 .	
  	MID TERM 4	White Ribbon Alumni attendance at assembly	This event had a number of ex students attend, but was scaled down in comparison to previous years.	
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Alumni seminar series formally developed: student career development enhanced by proactive community links. Alumni events formalised throughout year and publicised through LinkedIn.	The program with alumni needs further work, and is still rather ad hoc, and not published as a termly schedule . More work remains to be completed here for it to be successful.	

**Process 4:** Develop a culture of high expectations in relation to presentation of self in the community and understanding of school values.

Milestone	Evaluation	Resources
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## Strategic Direction 2: Community Excellence

2016		Project Leader/s: Principal, Deputies and executive staff and community team		Off track 	Implementation Delayed 	On track 
  	MID TERM 1	Role taken up as part of Performance and Development Plan; strategies to effect change in current wearing of uniform implemented with community agreement and support.	Small team took up this challenge and it is moving forward slowly with challenged identified around the expectation and the wearing and pricing of blazers. This project will carry into 2017.		Uniform team, led by executive teacher	
  	END TERM 1	All Year 7 to wear blazer compulsorily during Term 2 and 3.	Because this was not correctly policed, some students did not purchase blazers, and did not wear them			
  	MID TERM 2	Staff and student survey on wearing of uniform.	Implementation of this policy has not yet occurred , and will roll into 2017			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Negotiation with uniform supplier on blazer costs.	see comments above			
  	MID TERM 3	P&C presentation from team on wearing of uniform and blazer policy.	The P and C are in favour of the blazer uniform policy.		Uniform team	
  	END TERM 3	Uniform policy given to staff	Uniform policy discussion and implementation delayed			
  	MID TERM 4	Uniform policy upgraded and established for 2017. Staff to take decisions on uniform infringements policy				
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Wearing of blazers mandated in Year 7 and 8 Increased % of students in blazers Years 9–12. Blazer supplier contracts renegotiated. Year 10 2017 to be given senior status with expectations of wearing blazers	The uniform policy needs more staff and student input, and needs increased efforts in communicating policy with the community, and with an agreed infringement policy.		Time for teams to meet: assess issues and work on solutions. RAM capita funding to be used.	

























# Strategic Direction 3: Staff and Student Wellbeing

2016

Project Leader/s: Executive staff and relevant teams

Off track  Implementation Delayed  On track 



















**Process 1:** Staff Wellbeing Initiatives in place including EAPS presentation: FLUVAX: White Ribbon and International Women's Day Staff Breakfast: new assistant year Adviser position; Complaints procedures presentation and presentations from providers such as Teachers' Mutual Bank.

Milestone		Evaluation	Resources
  	MID TERM 1	Programs for BOSTES graduate, maintaining proficiency' Highly proficient and Lead fully integrated into school operation in 2016. Participation in this to be part of Teacher or Executive Performance and Development Plan.	Programs developed and operational. Tailored for specific teacher requirements and for the school context in terms of gifted and talented education. Team under Deputy leadership working on outline, timelines; personnel, organisation and mapping requirements against BOSTES requirements
  	END TERM 1	Whole school map of professional learning planned for year and based on staff needs, career development stages and strategic directions of school. Promotion of staff wellbeing strategies.	Evaluations integrated as part of the program roll outs
  	MID TERM 2	Ongoing evaluations of four levels of professional development programs and program content agreed on with relevant staff.	Professional learning Allocation. RAM per capita funding. RAM equity loading for Socio Economic background
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Faculty Development Days integrate school strategic directions, BOSTES requirements and staff wellbeing. Fit for Excellence presentation Teacher Wellbeing presentation from Daniella Faleki.	Professional learning Allocation: RAM per capita funding; Ram allocation for Low socioeconomic background.
  	MID TERM 3	Ongoing evaluations of four levels of professional development programs and program content agreed on with relevant staff. Faculty Development Days integrate school strategic directions, BOSTES requirements and staff wellbeing	professional learning time and funds
  	END TERM 3	RUOK? Day. Wear It Purple.	Professional Learning Allocation: RAM per capita funding; Ram allocation for Low socioeconomic background.
  	MID TERM 4	White Ribbon Day at Tech	All staff invited to participate in these important wellbeing events. T shirts and celebratory refreshments provided alongside strong student support for the programs which are important for all staff and their families and for students. Very positive reaction to school community postings on School Facebook page and on school website.
  			The White Ribbon program is fully supported by the community, and students made an excellent video with the message 'breaking the silence' for our special assembly on that day.

# Strategic Direction 3: Staff and Student Wellbeing

2016		Project Leader/s: Executive staff and relevant teams		Off track	Implementation Delayed	On track
			END TERM 4 <b>ANNUAL MILESTONE</b>	All professional development programs for four levels of staff operational according to Australian Teaching Standards documents. Improvements to program ongoing	There is a vibrant program for beginning, early career and teachers maintain proficiency. They presented at our twilight seminars, developed collegial relationships, worked on projects with each other related to teaching and learning, and complied with BOSTES registration requirements. So far, however despite having the knowledge of what was required to access Highly Accomplished and Lead teacher accreditation, staff at the school have not continued with the process, citing pressure of work, in particular the implementation of new syllabus.	Professional development funds
<p><b>Process 2:</b> Whole School Student Wellbeing Program revised in 2017, updated and communicated with the community to meet the needs of developing boys..</p> <p>Discipline Policy Review completed by end 2017</p> <p>Mindmatters developed and introduced from 2018</p>						
Milestone			Evaluation		Resources	
			MID TERM 1	Executive trained in the operations and the power of the IRIS student wellbeing and academic database software program.	Staff training in the IRIS database took place at the first twilight professional development session during term 1, and refresher courses were provided through 2016. The program is not user friendly and the school will adopt a new system by 2018 for student tracking	RAM per capita funding: technology budget for software programs; Professional learning Allocation
			END TERM 1	Individual student learning plans written with Learning Support Teacher in consultation with student and caregivers. Review of wellbeing programs by new HT wellbeing. Senior subject choice process review.	All students who required an ILP were completed following guidelines with correct personnel and families. These plans were reviewed on a termly basis and adjusted where required. Students not on track had further contact with families and external support organised where needed. Head Teacher Wellbeing spent some time reviewing the wellbeing program and made adjustments to wellbeing assembly program. In addition the decision was made with whole school support to introduce Mindmatters in 2017 to better meet the mental health needs of the students body. A team was established late in 2016.	Software fees. Professional learning allocations. Wellbeing resources and RAM loading for socio economic disadvantage. . RAM equity loading for low level disability . • Socio-economic background (\$0.00) • Low level adjustment for disability (\$0.00)
			MID TERM 2	All staff trained in the operations and the power of the student wellbeing and academic database software program.	Staff trained at a twilight seminar on the power of the academic tracking software program. The program is of significance to all staff as it can monitor grade consistency track improvement, high achievement and underachievement; determine ranks; determine if further support of students is required and so on each semester, and historically. It is widely used by the wellbeing team and the senior executive as an evaluative tool.	Software program fees. Professional learning time.




# Strategic Direction 3: Staff and Student Wellbeing

2016		Project Leader/s: Executive staff and relevant teams		Off track 	Implementation Delayed 	On track 
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Individual Learning Plans monitored. Senior subject choice process review.	Individual Learning Plans are monitored by the Learning Support Teacher regularly in collaboration with the HT Wellbeing, and updates communicated to all staff via our publication 'wellbeing watch'. The senior subject choice review took place in reference to our HSC statistics from 2015 indicating that students were not selecting extension units with the capability of achieving in those areas. Of particular concern were students selected Extension 2 mathematics, Extension 1 and 2 English and Economics. The decision was made to place prerequisites on all these courses from Year 10 into 11.	Learning Support funding integration and RAM equity loading for socio economic background. • Low level adjustment for disability (\$0.00) • Socio-economic background (\$0.00)		
  	MID TERM 3	Week 5 student academic tracking integrated into student wellbeing database. Letters sent to parents using database to give effective feedback on student performance at semester reporting period. Proactive use of software program for student interviews by senior executives and wellbeing team to enhance student performance and check Year 11 curriculum choices.	Milestone completed with positive feedback from parents about the letters that track students progress and identify underachievers.	Technology funds. RAM per capita loading. • (\$0.00)		
  	END TERM 3	Individual Learning Plans monitored. NDIS complete. New prerequisites for extension courses put in place for 2017 senior curriculum Parent meetings on this issue.	Individual Learning plans were monitored by LAST and team. NDIS was completed as mandated. New senior course prerequisites were explained to parents. This was considered to be quite controversial and involved very significant time with individual students and their parents to explain the rational behind the decision.	LAST and wellbeing team using low level adjustment and aboriginal funding • Low level adjustment for disability (\$0.00) • Aboriginal background loading (\$0.00)		
  	MID TERM 4	Software program used for speech day and progress prizes and to track Years 10 and 11 under-achievement going forward. Tracking of 2016 HSC achievements in light of database operation. Individual Learning Plans monitored. Improved senior subject selection process.	Software program used to determine speech day prize winners. Year 10 and 11 underachievers tracked by senior executive: parental interviews organised with appropriate support and intervention put in place. Subject selection prerequisites will not become apparent for another year.	School to work resources		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Student Wellbeing database operational and used by all staff from their electronic devices with confidence and proficiency: tool used proactively to support student wellbeing. P&C briefed on use of software program and its relevance. Students with individual learning plans successful academically in 2016. HSC Band 3 reduction 2% increase in ATARS 95–99 2016. Review of new subject selection process.	Software tracking system heavily utilised by staff to track student progress. P and C briefed on the use of the program. Students with individual learning support performed above prediction. The number of students with an ATAR between 95–99 increased by 5% a most pleasing statistic. However the number of Band 3 students increased marginally by around 1% of the cohort. The spread of HSC Bands was greater than in previous years, and 11 students were one mark below a Band 6 in English.	Professional learning allocation RAM per capita funding which has allowed Head teachers to work with a reduced face to face teaching load		

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2017

























Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

**Process 1:** All staff develop a professional learning plan linked to 2017 strategic priorities with one faculty and one goal related to implementing the Premier's Priorities in literacy and numeracy.




Whole school literacy policy developed and written and communicated to community

The gifted and talented team run a course on differentiating classroom practice after school, with the intention of developing the course for a wider school audience

Milestone		Evaluation	Resources
  	MID TERM 1	PDP's underway and on track	Professional learning time. Head teacher additional allocation. • (\$0.00) • (\$0.00)
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 2:** All Year 12 staff analyse RAP HSC data for feedback to school community and evaluate their own practice as a result of the analysis. There is a continued reduction in Band 3 results, and continued improvement in 95–99 ATARS.




All Year 12 assessment practices and procedures follow an agreed template as set down by D of E in relation to criteria; notifications; senior monitoring; feedback practices and the use of ALARM as the common matrix for writing and responding.






















Milestone		Evaluation	Resources
  	MID TERM 1 Year 12 RAP data from 2016 analysed and presented to the school community.	This evaluation was completed at the end of term 1 by Head teachers and their staff. It was shared with the school community at P and C and on the website and newsletter. there was a reduction of 1% in Band 3 achievement, and an increase of 5% of students with ATARS between 95–99.	Head teacher allocations, professional learning time, faculty evaluation time, corporate marking days.

# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

























2017

Project Leader/s: Principal with executive and all staff

Off track  Implementation Delayed  On track 

  	END TERM 1	Band 3 reduction, ATAR achievement. Monitoring of year 12 assessment procedures revised in line with NESA and DET regulations. On going development of individual staff monitoring folders .	See comments above	
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			



**Process 3:** Timetable structures are investigated through a process of research and school consultation to identify initiatives which promote enhanced student learning.

Milestone		Evaluation	Resources
  	MID TERM 1	Timetable analysis completed and shared with staff. This will be returned to in term 2 with the intention of establishing a five period day for 2018.	Consensus is a preferable model to voting for initiatives such as structural changes to school times. the educational research was current and persuasive but the model of what the week looked like needed further work.
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

























# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2017

Project Leader/s: Principal with executive and all staff






















Off track  Implementation Delayed  On track 

**Process 4:** Explicit teaching frameworks for students in Year 7 continue and are evaluated at the conclusion of 2017.

Milestone			Evaluation	Resources
  	MID TERM 1	Metacognition taught as part of a renewed transition program for year 7	Executive feedback of new model very positive.	
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			







**Process 5:** Systems knowledge relating to technology infrastructure and software programs related to critical whole school organisation shared for future planning.

New whole school software examined for 2018 use. LMBR introduced

Milestone			Evaluation	Resources
  	MID TERM 1	SENTRAL presentation to Technology team as presenting a better option than our current systems.	School will progressively adopt SENTRAL to link with LMBR with full implementation by 2018.	25.000 contract over three years
  	END TERM 1			
  	MID TERM 2	LMBR started		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			




# Strategic Direction 1: Quality teaching and learning and optimal organisational systems for learning

2017	Project Leader/s: Principal with executive and all staff	Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE			

# Strategic Direction 2: Community Excellence

2017

























Project Leader/s: Principal, Deputies and executive staff and community team

Off track  Implementation Delayed  On track 



















**Process 1:** Website and intranet modernised and meeting the needs of our learning community.

MGM wireless communications used effectively to communicate with community

School Facebook page used to communicate school events in a timely and savvy manner.

Milestone		Evaluation	Resources
  	MID TERM 1	Website updated, intranet in process of update. Moodle update nearly complete	
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		



**Process 2:** Increased participation by school community in current events held at the school such as Parent/ Partnerships, Parent Teacher Nights, evening curriculum events and Musicales based on booking data.







Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		

# Strategic Direction 2: Community Excellence

























2017

Project Leader/s: Principal, Deputies and executive staff and community team
















Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 3:** Enhanced school and university partnerships and a formal alumni careers program to support senior students.

Milestone		Evaluation	Resources
  	MID TERM 1 Year 12 seminar program established by Careers: implementation phase		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 4:** Develop a culture of high expectations in relation to presentation of self in the community and understanding of school values.

Milestone		Evaluation	Resources
  	MID TERM 1 Uniform blazer to be worn by Years 7 and 8	Patchy implementation: negotiations with uniform provider in relation to lowering prize of blazer. Staff to monitor wearing of uniform more consistently.	
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		




# Strategic Direction 2: Community Excellence

2017		Project Leader/s: Principal, Deputies and executive staff and community team		Off track <span style="color: red;">○</span>	Implementation Delayed <span style="color: orange;">○</span>	On track <span style="color: green;">○</span>
○ ○ ○	END TERM 3					
○ ○ ○	MID TERM 4					
○ ○ ○	END TERM 4 <b>ANNUAL MILESTONE</b>					

























# Strategic Direction 3: Staff and Student Wellbeing

2017

Project Leader/s: Executive staff and relevant teams

Off track  Implementation Delayed  On track 



















**Process 1:** Staff Wellbeing Initiatives in place including EAPS presentation: FLUVAX: White Ribbon and International Women's Day Staff Breakfast: new assistant year Adviser position; Complaints procedures presentation and presentations from providers such as Teachers' Mutual Bank.

Milestone		Evaluation	Resources
  	MID TERM 1	Staff wellbeing initiatives on track. International Women's day breakfast very successful with large numbers attending. FLUVAX completed	Initiatives commenced, and spread through the first semester. Well received by staff.
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 2:** Whole School Student Wellbeing Program revised in 2017, updated and communicated with the community to meet the needs of developing boys..

Discipline Policy Review completed by end 2017

Mindmatters developed and introduced from 2018




Milestone		Evaluation	Resources
  	MID TERM 1	Discipline review.	Team for review established by Deputy
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		

















































# Strategic Direction 3: Staff and Student Wellbeing

2017		Project Leader/s: Executive staff and relevant teams		Off track <span style="color: red;">○</span>	Implementation Delayed <span style="color: orange;">○</span>	On track <span style="color: green;">○</span>
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4					
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>					

# Key funding initiatives: progress monitoring of initiatives, impact and resources




2015

Off track  Implementation Delayed  On track 

























1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		
2. English language proficiency			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

# Key funding initiatives: progress monitoring of initiatives, impact and resources

























2015

Off track  Implementation Delayed  On track 

## 3. Low level adjustment for disability

Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

## 4. Socio-economic background

























Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		



# Key funding initiatives: progress monitoring of initiatives, impact and resources




2015


































Off track  Implementation Delayed  On track 

5. Support for beginning teachers			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		



















# Key funding initiatives: progress monitoring of initiatives, impact and resources

2016













Off track  Implementation Delayed  On track 

1. Aboriginal background loading				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
  	MID TERM 1	Support for targeted student from the HT wellbeing and Learning Support team in consultation with family.		• Aboriginal background loading (\$446.00)
  	END TERM 1	Development of Individual Education Plans according to DET mandated policy documents.		
  	MID TERM 2	Academic and leadership progress of student supported and monitored. Collaboration with other aboriginal students organised.		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Local elders present at assembly Participation of students in Nungarra research survey.		
  	MID TERM 3	Academic and leadership progress of student supported and monitored. 'Deadly Kids Doing Well' Awards.		
  	END TERM 3	Formal consultation with student and families on the IEP.		
  	MID TERM 4	Monitoring of students' progress.		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Successful conclusion of academic year.		
2. English language proficiency				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
  	MID TERM 1	Explicit requirements for Years 7 and 8 mapped.		
  	END TERM 1	Year 7 targeted literacy class established based on selective schools data with two teachers assigned to class in each of Years 7–9.	Evaluation from HT English tracked student achievement over three years with very positive outcomes for students in these targeted classes whose skills have improved when measured by assessment criteria	Professional learning allocation. Curriculum funding.
  	MID TERM 2	Two parent partnership meetings conducted on the new Years 7–10 reading program to ensure the community is aware and supportive of program with Year 7 and 9 parents.	Problems around boys reading raised, solutions yet to be found across years 7–9. This is a 2017 focus as part of the Premier's Priorities.	RAM per capita loading. Time allowances integrated into curriculum. • RAM per capita funding (\$0.00)

# Key funding initiatives: progress monitoring of initiatives, impact and resources

2016		Off track  Implementation Delayed  On track 		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Progress of targeted students monitored by LAST and through assessment results and requirements.	Very positive results from ongoing LAST and literacy support based on listed criteria.	School staffing allocation. 2016; LAST: RAM equity loading for low level disability • Low level adjustment for disability (\$0.00)
  	MID TERM 3	Program ongoing		
  	END TERM 3	Program ongoing		
  	MID TERM 4	Program ongoing		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Significant improvement of students literacy demonstrated in tests, reports; reading and external testing NAPLAN	Results tracked by LAST and wellbeing team	There were no funds given to the school for English Language Proficiency in 2016, other RAM sources were used for targeted students. • Low level adjustment for disability (\$0.00)

### 3. Low level adjustment for disability

Milestone		Evaluation processes and impact assessment		Resources (\$ value)
  	MID TERM 1	Individual learning plans developed, implemented and evaluated.	Students with Individual Learning Plans are progressing well according to the mandated evaluation of the process.. Some further staff training in low level adjustment for disability is required in 2017 to meet the required class differentiation.	teacher time • Low level adjustment for disability (\$0.00)
  	END TERM 1	Plans in place and ongoing for students who require specific support or high/ moderate or low level adjustment for disability.	The school used additional funds in 2016 to add an extra day of LAST funding. This has been a very valuable addition with more students reached for assistance particularly in the senior years. Year 12 HSC individual results in 2016 HSC were analysed according to assistance gained in literacy and organisation from additional support. Results were very positive with no students obtaining a Band 3 in Advanced English and from a class of standard English, only one student obtained a Band 3.	LAST additional time • Low level adjustment for disability (\$0.00)
  	MID TERM 2	Year 12 mathematics support program.	This program was developed by the mathematics Head teacher, and was taught by an experienced mathematics expert. Results in the 2016 HSC were very positive with 2Unit mathematics improving results above the State mean from 2015 at 7.55 to 9.76 in 2016. In addition, Extension 1 went from 5.68 above the State Mean in 2015 to 6.30 in 2016.	Teacher time, RAM per capita funding • Low level adjustment for disability (\$0.00)
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Learning support teacher ongoing support for targeted students. Moving forward with Mathematics program for Years 7 and 8.	NAPLAN results in Year 9 indicate the majority of students achieving in the top two bands. An extensive analysis of the numeracy data in 2016 indicated no underlying patterns or issues relating to particular topics or the answering of particular questions.	Professional learning allocation • Low level adjustment for disability (\$0.00)

# Key funding initiatives: progress monitoring of initiatives, impact and resources

2016		Off track <span style="color: red;">○</span> Implementation Delayed <span style="color: orange;">○</span> On track <span style="color: green;">○</span>		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 3	Staff complete the online course on disabilities as part of their Performance and Development plan goals.	Staff have completed this course as mandated.	Professional learning allocation • Low level adjustment for disability (\$0.00)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3	All staff made aware again of their continuing obligations under the DDA		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4	Annual reviews	reviews of all students receiving funding support with families, LAST and HT wellbeing	Low level adjustment for disability • Low level adjustment for disability (\$0.00)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>	Reduction in Band 3 HSC achievement	There was a 1% reduction in Band 3 achievement in comparison to 2015. Literacy issues in all senior courses remains an ongoing issue according to our evaluation of all HSC courses and will be the subject of intense investigation in 2017 plan.	Professional learning allocation.
<b>4. Socio-economic background</b>				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 1	School wellbeing program mapped for the year including extensive community providers and links with outside agencies of value to students (see separate appendix).	Wellbeing team under HT develops the wellbeing program for the year with community input. External providers such as Brainstorm theatre and Australian Federal police booked for seminars. Wellbeing team prepares for year group specific presentations.	Professional learning allocation , wellbeing team time allocations; Socio economic background funding
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 1	External providers organised and invited, key elements of program established for the year, leading to enhanced collaboration between families and community agencies.		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2	All students supported to excel in all activities ie camps, excursions etc		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 2 <b>MID-YEAR REFLECTION</b>	Wellbeing program used as part of staff Performance and Development goals for 2016.		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 3			
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3	Staff and student feedback on wellbeing program		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4			








































# Key funding initiatives: progress monitoring of initiatives, impact and resources

2016		Off track <span style="color: red;">○</span> Implementation Delayed <span style="color: orange;">○</span> On track <span style="color: green;">○</span>		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>	BI data for attainment of equity groups continues to be excelling.	The wellbeing program is an outstanding example of meeting the needs of gifted boys, and is responsive to input from all groups in the school community. It is regularly evaluated by the wellbeing team, and emerging issues such as computer usage are dealt with In 2017 there will be a further emphasis on using Dr Pru Salters study skills program. B1 data for attainment of equity groups continues to excel. All students requiring support to attend camps, workshops, Olympiad training and competitions were funded.	Socio economic background funds
<b>5. Support for beginning teachers</b>				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
<span style="color: green;">○</span> <span style="color: orange;">●</span> <span style="color: red;">○</span>	MID TERM 1	Curriculum release organised for mentor and graduate teachers. STHS Graduate teacher program followed.	Graduate teacher program written by HT Social Science. mentors organised. Curriculum balanced to take account of mandated time allocations for mentors and beginning teachers	• Support for beginning teachers (\$0.00)
<span style="color: green;">○</span> <span style="color: orange;">●</span> <span style="color: red;">○</span>	END TERM 1	STHS Graduate teacher program followed.	ongoing	
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2	Progress and observation and support and feedback to graduate teachers continues.		
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 2 <b>MID-YEAR REFLECTION</b>	Mentoring beginning teachers professional goals and professional learning continues according to standards.	ongoing	
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 3	Progress and observation and support and feedback to graduate teachers continues. Mentoring graduate teachers professional goals and professional learning continues according to standards.	Program uses range of lesson observation protocols of beginning teacher lessons including deputy and Principal observation and feedback	
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3	Graduate teachers interviewed for website story.	Community interest in public education raised as a consequence of website narratives on beginning teachers. Teaching perceived as a valuable profession.	Student recording equipment : technology team; time
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4	Reports written on graduate teachers.	Principal observes further lessons: in collaboration with HT's writes reports on beginning teachers.	Mentor allocation
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>	PDP plans completed with all evaluations of professional learning support completed to support future beginning staff in achieving their goals.	Program evaluated with beginning teachers with HT social science. Amendments and feedback taken into consideration for 2017 program	beginning teacher funds, mentor allocation, additional HT time from RAM capita funding

# Key funding initiatives: progress monitoring of initiatives, impact and resources

2017

Off track  Implementation Delayed  On track 

1. Aboriginal background loading				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1	Develop, implement and monitor personalised pathway for our Aboriginal student, and identify and support their learning needs as they enter senior school.	Personal Learning Plans in place as agreed with students and family and wellbeing team. Scholarship opportunities accessed and supported for gifted aboriginal students.	1,261
  	END TERM 1	Implement the Aboriginal Education and Training Policy. Access visiting aboriginal elders and public figures for International Women's Day. Access support from Elders to support the Anti Racism Contact Officer's work ( ARCO)	the Honourable Linda Burney MP was a guest at International Womens Day and subsequently appeared on our Facebook page with our Aboriginal students.	
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			
2. English language proficiency				
Milestone			Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1	Agreed whole school literacy policy and procedures for all staff in accordance with the Premier's Priorities. NAPLAN support given to students in years 7 and 9. All faculties integrate literacy or numeracy in their faculty plans in line with the whole school literacy pla	All staff integrated aspects of the literacy policy into faculty and professional learning plans	• English language proficiency (\$10,936.00)
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 <b>MID-YEAR REFLECTION</b>			
  	MID TERM 3			

# Key funding initiatives: progress monitoring of initiatives, impact and resources

2017		Off track <span style="color: red;">○</span> Implementation Delayed <span style="color: orange;">○</span> On track <span style="color: green;">○</span>		
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>			
<b>3. Low level adjustment for disability</b>				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 1	LAST establishes ILP for students with a disability communicated with all staff and with relevant parents. Students with low level disabilities supported in key transition points in terms of their learning needs and their wellbeing.	Parent meetings with LAST to evaluate if plans for students are on track. All staff amend programs to meet needs of students with low level disability needs in particular those on the high functioning autism spectrum in terms of provision for organisation and writing support.	LAST • Low level adjustment for disability (\$0.00)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 1			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 2 <b>MID-YEAR REFLECTION</b>			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>			
<b>4. Socio-economic background</b>				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 1	Employment of additional LAST time to assist students with metacognitive learning strategies and literacy development in years 11 and 12.. Provide a large range of challenging and rich learning opportunities in all years regardless of socio economic status	Utilisation of LAST on additional day. Range of opportunities taken up by community to enable all students to access extra curricular activities.	27,939
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 1			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2			

# Key funding initiatives: progress monitoring of initiatives, impact and resources

2017		Off track <span style="color: red;">○</span> Implementation Delayed <span style="color: orange;">○</span> On track <span style="color: green;">○</span>		
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 2 <b>MID-YEAR REFLECTION</b>			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>			
<b>5. Support for beginning teachers</b>				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 1 Beginning teachers and mentors set up with correct allowances in timetable. Beginning teacher program commences. Mentors establish processes for Beginning teachers including observations and feedback on teaching practice	Programs established and commenced.		40, 350 for three beginning Teachers
<span style="color: green;">●</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 1			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 2			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 2 <b>MID-YEAR REFLECTION</b>			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 3			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	MID TERM 4			
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	END TERM 4 <b>ANNUAL MILESTONE</b>			