School Strategic Plan for Naracoorte High School
Limestone Coast

2013-2015

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed..................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Mr Kym Grant</td>
<td>Date.................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by Governing Council</th>
<th>Signed..................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Brian Petherick</td>
<td>Date.................................................</td>
</tr>
</tbody>
</table>

School Governing Council Chairperson signs indicating that the School Strategic Plan has been endorsed by the Naracoorte High School Governing Council
OUR VISION   Every student is a resilient, creative, confident learner

OUR PURPOSE   To empower a generation of young people for individual, community and global leadership

OUR VALUES

At Naracoorte High School our Core Values and beliefs influence how people communicate, work together, and make decisions on a daily basis. They are reflected in our policies and procedures and that of the South Australian Department for Education and Child Development. Our Core Values guide our school and the learning experiences for students and how they are provided. They are the pillars around which our school culture and our Code of Conduct are built.

Commitment
We achieve our personal goals by positively engaging with, and putting our best effort into, all learning activities regardless of our abilities. We acknowledge our mistakes and view constructive feedback as an opportunity to grow.

Opportunity
We encourage students to “seize the day”, taking advantage of the many and varied opportunities to develop skills and learn new concepts. As a school we maximise the opportunities for all students through the provision of an equitable and relevant teaching and learning programme. We recognise the value of strong community partnerships and extracurricular activities that enable new skills and interests to be discovered and developed.

Respect
Treating each other respectfully provides the foundation for positive relationships that are conducive to effective teaching and learning. As a school we accept diversity without prejudice and respect the rights of others to hold different or opposing views. Furthermore, we are accountable for our individual actions towards those we work with and the environment in which we work.

Enjoyment
Enjoyment is important for successful learning and well-being. We can choose to have an optimistic and positive outlook towards our learning and future. As a school we support an enjoyable learning environment through providing a well-structured and vibrant curriculum, opportunities to celebrate successes and a safe and supportive working environment.

CONTEXTUAL INFLUENCES

Naracoorte High School’s Strategic Plan has been developed to incorporate the following key State, Federal and Regional policies and frameworks:

- Aitsl National Professional Standards for Principals
- Aitsl Australian Teacher Performance and Development Framework
- Aitsl National professional Standards for Teachers
- Aitsl Australian Teacher Performance and Development Framework
- DECD Leadership in Public Education
- DECD – Children and Young People are at the Centre of Everything we do: Directions for the New Department
- DECD – Numeracy and Literacy Strategy
- South Australian Teaching for Effective Learning Framework
- DECD Improvement and Accountability framework
- Limestone Coast Regional Improvement Plan
- ACARA – Australian Curriculum

Underpinning these systemic directions however, is our beliefs in regards to what supports effective pedagogy at Naracoorte High School (see figure 1). It is these underlying principles that will guide our strategic planning for the benefit of staff, students and our community.
Figure 1: Beliefs that support improved student learning outcomes

**STUDENT LEARNING**
- All students can learn
- Learning is enhanced when the curriculum is differentiated through providing a variety of learning options to meet the individual needs of the students
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, relevant to their life experiences, connected to their world beyond school and prepares them for post-secondary pathways
- Learning is enhanced when students are provided with a variety of learning processes that actively engage them in deep creative thinking, skill development and problem solving
- Learning is strengthened when students from positive relationships with peers, staff and families
- Intellectual engagement, challenge and struggle are necessary for significant learning

**WELLBEING AND ATTENTION TO CULTURE**
The wellbeing of staff and students underpins effective teaching and learning. Our whole school attention to culture delivers improved wellbeing and outcomes through all staff working collaboratively to:
- Engage effectively with our agreed policies and practices in regards to Communication, Decision making, Grievance and performance management and development
- Provide effective mentoring and pastoral care for all students
- Effectively implement our school values and collegiate expectations, the DECD Code of Ethics and school wide positive behaviours for learning

**IMPROVED STUDENT LEARNING OUTCOMES**

**CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT**
Our commonly agreed school values and beliefs about learning effectively impact on curriculum and pedagogy across the school through all staff working collaboratively to:
- Develop units of work/tasks differentiated to meet the range of student needs/skills
- Moderate the differentiated units/tasks to monitor standards, achieve consistency of judgement and share strategies for effective support of learners
- Sustain a success orientated learning environment where high expectations are supported by high levels of learner support such as explicit teaching at the point of need, consistency and scaffolding
- Use formative assessment and questioning to regularly check for learner understanding and modify teaching in response
### NARACOORTE HIGH SCHOOL STRATEGIC INTENT

**2013 - 2016**

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Goal 1: To improve student engagement and achievement through quality pedagogy</th>
<th>Goal 2: To improve Literacy and Numeracy outcomes for all students</th>
<th>Goal 3: To further improve the quality of our work through performance development with a focus on pedagogy</th>
<th>Goal 4: Learning pathways are tailored for individual students that align with their academic abilities and career aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY IMPROVEMENT STRATEGIES</strong></td>
<td>• High standards are supported through the provision of a variety of activities and school structures that cater for the different learning styles of all students (yrs. 8-12) including SHIPS, and students with special interests. School values in relation to student learning are integrated into all school practices and processes. Student Governing Council to work with students to develop a site specific satisfaction survey. Programs developed for parents (e.g. TfEL). Implementation of Positive behaviours for Learning program. Implementation of processes and practices that support the TfEL.</td>
<td>• Development of whole site numeracy and Literacy strategy. • Annual norm referenced test as a means of ongoing monitoring achievement and planning for learning. • Establish processes to strengthen the consistency of teacher’s professional judgement through a collaborative model of achievement standard validation. • Review and improve intervention strategies for students at risk of not achieving site targets of improved standards in both literacy and numeracy. • Human resources are structured (SSOs and teachers) to ensure ongoing assistance is provided to identified students. • Develop connections beyond the school to advance literacy and numeracy learning, networking with parents, the community, universities and businesses.</td>
<td>• Using the Australian Professional Standards for teachers as a framework for reflecting on performance standards. • Utilise the TfEL as the basis for professional discussions and classroom pedagogies. • Revision of current performance management policy to establish a process by which staff can undertake regular critical reflection of their work (both individually and collegially) and to use this for the basis of continuous professional growth. • Develop new measures that enable the systemic sampling of the quality of teacher pedagogy and its impact on student engagement and achievement. • Review of timetable and daily structure to maximise time for professional learning and sharing. • Implement a professional learning strategy for site leaders to support leading learning in the DiAF including its use as a tool for developing self-review processes.</td>
<td>• Develop a plan and process for providing viable and credible VET pathway options for students. • Building networks with businesses and community groups to provide appropriate work placements and alternative learning experiences. • Further Development and integration of the Independent Learning Centre to facilitate and support individualised pathways for at risk students. • Development of a Vocational Pathways Plan incorporating 8-12 Careers strategy. • Establish relevant, challenging and engaging learning programs aligned from Years 8 to 12, so that every student is able to access a learning pathway through and beyond school.</td>
</tr>
<tr>
<td><strong>TARGETS</strong></td>
<td>• There is a 10% improvement in student achievement in years 8-12. • There is a 10% reduction in the number of students receiving “E” and “D” grades. • The number of leadership opportunities for students is increased. • Student voice is embedded in the decision making structure of the school. • Student satisfaction improves by 10% 30% reduction in the number of withdrawals from classrooms. • 50% reduction in the number of student suspensions. • Student attendance is 95%.</td>
<td>• Reduce by 10% the number of students at or below the National Minimum standards for numeracy and reading. • Progression from yrs. 7 to 9 in Numeracy and literacy mirrors or betters the state and national progression rates. • The proportion of students in Bands 5 &amp; 6 is less than 25% in Numeracy and in all 4 literacy components. • The proportion of students in Numeracy and literacy Bands 9 &amp; 10 increases and achieves 12% or greater. • 100% of students studying stage 1 Mathematics will achieve a “C” Grade or better. • Higher % of students engaging with mathematics at year 12 level. • 100% of students who have successfully completed all other elements of the SACE, have also completed the literacy requirement.</td>
<td>• All staff are engaged in a professionally challenging process of learning and accountability. • There is an increase in the number of staff who are designated as Advanced Skills Teachers. • All staff are considered proficient against the Professional Standards for Teachers. • Staff satisfaction in relation to professional development improves by 20%</td>
<td>• 100% of senior secondary students have a pathway to employment, education and training. • Increase on an annual basis the proportion of 15-19 year old students who achieve their SACE or comparable senior secondary qualification. • Increase VET and ASBAS participation on an annual basis. • 95% of eligible students complete their SACE. • 92% of grades achieved by students at stage 2 are at A, B, or C level. • All Senior Secondary curriculum areas have developed at least one flexibly delivered unit of work.</td>
</tr>
<tr>
<td><strong>MEASURES</strong></td>
<td>• Measures of learner resilience, relational thinking skills and capacity, learner identity, digital pedagogies. • Student data warehouse. • Student satisfaction survey.</td>
<td>• NAPLAN • PAT – m • PAT – R • SACE Board Data</td>
<td>• Staff satisfaction surveys • TfEL compass data • Professional Standards for Teachers rubrics</td>
<td>• Student &amp; Parent satisfaction surveys • SACE Board data</td>
</tr>
</tbody>
</table>

School Strategic Planner 2013 – 2016: Indicative Planner
## Numeracy Improvement

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 9 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>13.3% 12%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>55.0% 43%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>31.7% 45%</td>
</tr>
</tbody>
</table>

### PAT – M results 2013

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Yr. 8</th>
<th>Yr. 9</th>
<th>Yr. 10</th>
<th>Yr. 8</th>
<th>Yr. 9</th>
<th>Yr. 10</th>
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<tbody>
<tr>
<td>&lt;10</td>
<td>10</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>&lt;20</td>
<td>19</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>&lt;30</td>
<td>18</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>&lt;40</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>&lt;50</td>
<td>20</td>
<td>11</td>
<td>5</td>
<td>19</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>&lt;60</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>14</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>&lt;70</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>&lt;80</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>&lt;90</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>&lt;100</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### Improvement Targets

- Maintain 95% of students above the National Minimum standards for numeracy
- Progression from yrs. 7 to 9 in Numeracy mirrors or betters the national progression rates
- The proportion of students in Bands 5 & 6 is less than 15% in Numeracy
- The proportion of students in Numeracy Bands 9 & 10 increases and achieves 15% or greater
- 100% of students studying stage 1 Mathematics will achieve a “C” Grade or better

### Actions

- Maintaining ongoing after school tuition sessions for mathematics
- Develop a whole school numeracy plan that takes into consideration the development of a deep understanding in teachers of the skills associated with the improvements in numeracy.
- Maintain the Numeracy Coach Model providing targeted coaching
- Individualised programs are developed for students identified as most at risk in year 8 & 9
- Regular use of norm referenced testing (PAT-m ACER) to guide the formation of differentiated pedagogical approaches
- Communication with the wider community about the importance of developing numeracy skills at school
- Student attitude surveys are regularly conducted and reflected upon
- Maintain Numeracy Specialist support classes (yrs. 8 – 11)

### Achievement Milestones

- Year 1
  - All teachers contribute to the numeracy plan and have an understanding of the framework for monitoring improvements in numeracy
  - Through professional learning teams, some staff are trialling approaches designed to develop numeracy skills and are sharing findings with wider staff
  - Maths teachers will develop a common understanding of the improvement cycle and are able to collect, analyse numeracy data to inform their teaching and learning program

- Year 2
  - Teachers are building their capacity to use data on numeracy levels to provide learning activities for students and be able to monitor student progress
  - Teachers have audited their learning activities in mathematics to ensure...
- Higher % of students engaging with mathematics at year 12 level
- Increase the % of Stage 1 students achieving A or B grades in Numeracy Subjects
- Consider extension programmes/extension classes/accelerated learning for SHIP students where appropriate.
- Professional learning in Numeracy and further support/intervention strategies for all staff and learning areas
- Implementing the across the curriculum mapping of Numeracy
- Continue to review all of the NAPLAN data to ensure every student is appropriately supported and to address any adverse data trends, e.g. > 10% deviation
- Numeracy coach works with Faculty Coordinator and faculty to assist in the further development of effective teaching pedagogy
- Ensuring skills/knowledge/abilities assessed in NAPLAN are addressed in teaching & learning programmes
- Consider suitability of whole school approaches to Numeracy
- Staffing processes are mindful of appointing Specialist Math teachers to Math classes
- Math teachers continue to engage with the Regional Cluster T & D Programme
- Numeracy is on the agenda of each Learning Area meeting to develop an accentuated focus on explicit teaching in Numeracy skills across the curriculum
- Students in the SACE will be monitored and supported to ensure that they have every opportunity to achieve C grade or better in their Maths requirements

Year 3
adequate rigour and challenge
- Teachers develop skills/resources in rich tasks that encourage deep learning across all curriculum areas
- Teachers are routinely using data on numeracy levels to develop tasks for students and are accurately monitoring and providing feedback to students on their progress
- Assessment for learning, as learning and of learning is being used to provide feedback to students on their progress
- All staff are involved in reflective practice around improvements in numeracy

Year 4
## LITERACY IMPROVEMENT

### DATA

<table>
<thead>
<tr>
<th>Test Aspect NAPLAN</th>
<th>School Mean Scores NAPLAN</th>
<th>National Mean Scores NAPLAN</th>
<th>% meeting National Minimum Standard (Reading)</th>
<th>% in Bands 5 &amp; 6 &amp; below</th>
<th>% in Bands 9 &amp; 10 &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>553.8</td>
<td>536.1</td>
<td>553.8</td>
<td>572.9</td>
<td>88.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>562.7</td>
<td>559.8</td>
<td>574.5</td>
<td>580.4</td>
<td>68.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>567.9</td>
<td>564.9</td>
<td>567.9</td>
<td>582.7</td>
<td>70.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>537.4</td>
<td>501.8</td>
<td>537.4</td>
<td>553.9</td>
<td>56.7%</td>
</tr>
</tbody>
</table>

### IMPROVEMENT TARGETS

- Reduce by 10% the number of students at or below the National Minimum standards benchmark for reading.
- Progression from yrs. 7 to 9 in Literacy mirrors or better the state and national progression rates.
- The proportion of students in Bands 5 & 6 is less than 25% in all 4 literacy components.
- The proportion of students in literacy Bands 9 & 10 increases and achieves 15% or greater.
- 100% of students, who have successfully completed all other elements of the SACE, have also completed the literacy requirement.

### KEY ACTIONS

- Maintain and expand Multi Lit Program.
- Available data is distributed to all teachers to establish baseline understanding of student’s literacy levels to assist teachers to provide targeted intervention.
- Identify and further develop SSO’s in MultiLit.
- Further develop extension programmes/accelerated learning for SHIP students where appropriate.
- Continue T & D and professional learning in literacy and further support and promote intervention strategies for all staff and learning areas.
- Explore ways to further improve processes for preparing students for NAPLAN tests.
- Maintain Literacy & Specialist support classes (yrs. 8 – 11).
- Further develop extension programs/extension classes/ accelerated learning for SHIP students where appropriate.

### KEY MILESTONES

**Year 1**

- All teachers contribute to the development of the literacy plan and have an understanding of the framework for monitoring improvement.
- Multi lit program established and staffed accordingly.
- Students selected for the program based on a range of valid measures.

**Year 2**

- Teachers are building their capacity to use data on literacy levels to provide learning activities for students to be able to monitor student progress.
- Teachers have audited their learning activities to ensure adequate rigour and challenge.
- Enrichment literacy programs are established for more capable students.

### IMPROVEMENT IN CHRONOLOGICAL READING AGE FOR IDENTIFIED STUDENTS N=50 - MULTILIT

<table>
<thead>
<tr>
<th>Improvement</th>
<th>SEM 1</th>
<th>SEM 2</th>
<th>SEM1</th>
<th>SEM2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>30%</td>
<td>14%</td>
<td>30%</td>
<td>14%</td>
</tr>
<tr>
<td>6 months</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>12 months</td>
<td>9%</td>
<td>12%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>1.5 years</td>
<td>35%</td>
<td>30%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>2 years or more</td>
<td>5%</td>
<td>24%</td>
<td>5%</td>
<td>24%</td>
</tr>
</tbody>
</table>

### KEY OUTCOMES:

- All students possess reading levels that align with their chronological age.
- Processes are implemented to assess, track and improve literacy learning outcomes for all students in the context of diverse backgrounds and abilities.
- To improve literacy capabilities for learning in all areas of the curriculum.
- To enhance curriculum leadership to support improved literacy outcomes.

### SENIOR SCHOOL – LITERACY REQUIREMENTS

<table>
<thead>
<tr>
<th>% students meeting stage 1 literacy requirement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82%</td>
<td>86.5%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Year 3</td>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tbody>
</table>
| • Continue to undertake extensive professional training to ensure successful completion of the literacy requirement of the SACE for all students  
  • Review the effectiveness of the literacy structures presently in place to support the PLP  
  • Continue to review all of the NALPAN data to ensure every student is appropriately supported and to address any adverse data trends, e.g. 10% deviation  
  • Ensure that Literacy is on the agenda of each Learning Area meeting | • All students in the MultiLit program are reading above their chronological age at completion  
  • Teachers are routinely using data on literacy levels to develop tasks for students  
  • All staff are involved in reflective practice around improvements made in literacy |
**DATA**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>% staff at proficient level</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% staff satisfied with performance development processes</td>
<td></td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

Baseline data to be established 2013 through site generated surveys

**KEY OUTCOMES**

- A recognition of the worth of self and others
- A commitment from staff to inquire, learn and grow professionally
- Development of a sense of commitment staff feel towards each other, the school and its values
- A genuine sense of critical reflection and inquiry on their current practice based on feedback
- A willingness to develop a vision of what is best for students and to contribute to the realisation of that goal
- An awareness of the responsibilities and accountabilities we have as educators
- A commitment to the long term professional well-being, morale and career development of ourselves and colleagues
- Utilising each person’s skills, interests and attitudes to enhance the development of all staff

**KEY ACTIONS**

- Establish Professional Learning Teams
- Develop team protocols
- Develop the capacity of the leadership Team to encourage and promote professional discussions in teams
- Review meeting structures to ensure adequate time for teams to meet
- A common measure is used (e.g. TfEL compass) to ensure a common language is utilised across the staff
- Student feedback is a key feature of staff development processes
- Staff members’ successes and achievements are recognised and celebrated
- Using the Australian Professional Standards for teachers as a framework for reflecting on performance standards
- Provision of coaching for identified staff
- Utilise the TfEL as the basis for professional discussions and classroom pedagogies
- Revision of current performance management policy to establish a process by which staff can undertake regular critical reflection of their work (both individually and collegially) and to use this for the basis of continuous professional growth
- T&D on Professional Standards for Teachers
- Develop new measures that enable the systemic sampling of the quality of teacher pedagogy and its impact on student engagement and achievement
- Review of timetable and daily structure to maximise time for professional learning and sharing
- Actively participating in pilot programs and site based research projects that enhance the professional practices of teachers and leaders
- Implement a professional learning strategy for site leaders to support leading learning in the DiAF including its use as a tool for developing self-review processes

**IMPROVEMENT TARGETS**

- Staff morale and job satisfaction increases 50% (staff satisfaction surveys)
- 100% of staff are at or above the ‘proficient level’ according to the Professional standards for teachers
- Student learning outcomes are improved (see student engagement)
- PLT’s are meeting at least 3 times per term

**ACHIEVEMENT MILESTONES**

**Year 1**

- Professional Learning Teams meet to discuss and reflect upon teaching practice
- TfEL Compass is trialled at a whole school level
- Staff are utilising the Professional standards for teachers in determining their professional development plans

**Year 2**

- Teachers are reflecting on available data to underpin the development of their professional goals
- Professional learning teams are meeting regularly
- Staff possess an understanding as to how the TfEL creates learning opportunities for students
- All staff are utilising the Compass to inform their practice and develop professional goals

**Year 3**

- Mechanisms of accountability are fully implemented to support high standards of student achievement and the personal and social development of students
- Staff develop and utilise their skills by being involved in committees and other staff activities

**Year 4**

- A performance orientated culture is created with an emphasis on results and outcomes as well as processes
**STUDENT PATHWAYS**

**DATA**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>% SACE completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Total)</td>
<td>90%</td>
<td>94.12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SACE Completion ILC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No.)</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Stage 2 receiving A, B or C</td>
<td>91.47%</td>
<td>94.11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Students undertaking VET (stage 1 &amp; 2)</td>
<td>16% (n=64)</td>
<td>48% (No.=63)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of ASBAS</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of students completing SACE with VET</td>
<td>12</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY OUTCOMES:**

- Authentic pathways are provided to all students that align with their academic abilities and career aspirations
- 100% success rate for all senior secondary students
- Support and encouragement is provided to assist students to reach their full potential by remaining engaged with their studies and making a successful transition to further education, training or employment

**IMPROVEMENT TARGETS**

- 100% of Senior Secondary students have a documented pathway that aligns with their post school options
- Increase VET and ASBAS participation on an annual basis
- 95% of eligible students complete their SACE
- 95% of grades achieved by students at stage 2 are at A, B, or C level.
- All Senior Secondary curriculum areas have developed at least one flexibly delivered unit of work

**ACTIONS**

- Strengthen and broaden community partnerships
- In Individual Pathways Program and Team is established
- Review counselling processes to ensure effective and most up to date information is given to parents and students
- Develop appropriate surveys for parents and students to determine the effectiveness of the school’s counselling program
- Implement a range of curriculum enrichment programs to extend high ability students
- Develop partnerships to support targeted groupings of subjects for specialist programs that link to employment and further education destinations
- Form Partnerships to provide opportunities for workplace learning
- Further develop curriculum options to provide opportunities for re-engagement with education and training (see ILC)
- Review PLP to incorporate and individual learning plan that is regularly updated by individual student
- Development of an online Jobs Board
- Provide Counselling advisors with professional development on pathways information
- Increase involvement of tertiary providers to support students to successfully transition to further education
- Develop an at risk mapping tool to inform senior school personnel of student capabilities
- Further develop the ILC as a viable flexible alternative for identified students (see action Plan)

**KEY MILESTONES**

**Year 1**

- A Managed individual Pathways Team is developed
- A draft Pathways strategy (8-12) is developed incorporating DECD Career and VET policies and processes
- VET choices are incorporated into subject counselling processes
- Flexible timetabling and teaching options are explored to support students undertaking a vocational pathway

**Year 2**

- Develop and implement effective teacher professional learning to improve pathways planning for all students
- Develop agreed processes and protocols to support successful transitions to senior secondary pathways
- Staff in all learning areas have developed and trialled at least one example of online curriculum
- The number of students in Building and Construction program remains high

**Year 3**

- Improved retention and attendance through the provision of tailored one-to-one support for students
- Counselling processes encourages students to select a pathway which best suits their abilities and interests and builds on their previous experiences

**Year 4**

- Counselling processes enable careful course selection providing for a rewarding senior program and opportunity to achieve their personal best
**STUDENT ENGAGEMENT**

**DATA**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. student withdrawals</td>
<td>788</td>
<td>736</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Suspensions</td>
<td>67</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Students receiving a suspension</td>
<td>18</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Tier 1 students (PBL)</td>
<td>6%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Tier 2 students (PBL)</td>
<td>28%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Tier 3 students (PBL)</td>
<td>66%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students receiving one or more ‘A’ grades</td>
<td>58%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students receiving a D or E grade</td>
<td>15%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students improving in 2 or more subjects</td>
<td>45%</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Satisfaction (Teaching and learning)</td>
<td>73%</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Attendance rate (%)</td>
<td>91%</td>
<td>88.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY OUTCOMES**

- The curriculum in all subject areas is differentiated through the provision of a variety of learning options to meet the individual needs of the students.
- Students are more engaged in their learning owing to their curriculum being innovative, challenging, rigorous, relevant to their life experiences, connected to their world beyond school and preparing them for post-secondary pathways.
- Students are provided with a variety of learning processes that actively engage them in deep creative thinking, skill development and problem solving.
- Learning is strengthened due to positive relationships being formed with peers, staff and families.
- Students recognise that for Intellectual engagement, challenge and struggle are necessary for significant learning to occur.

**IMPROVEMENT TARGETS**

- There is a 30% improvement in student achievement in years 8-12.
- There is a 20% reduction in the number of students receiving "E" and "D" grades.
- The number of leadership opportunities for students is increased.
- Student satisfaction improves by 10%.
- 50% reduction in the number of withdrawals from classrooms.
- 70% reduction in the number of student suspensions.
- A reduction of 50% in the number of Tier 1, 2 & 3 behaviours.
- Student attendance is 95% or above.

**KEY ACTIONS**

- Review meeting structures to ensure adequate time for teams to meet.
- Develop a shared understanding within the school of what differentiated learning is and what it looks like in operation.
- Examine the Positive Behaviour Learning Program – school visits, Web searches.
- Review the current "Code of Conduct".
- Implement a range of curriculum enrichment programs to extend high ability student.
- Review 7-8 transition program to ensure all students are supported.
- Develop a common understanding as to what it means to be a powerful learner – resiliency, learner identity.
- Identity and document graduate qualities for Naracoorte High School.
- T&D in the TIEL and its implications for classroom practice.
- Teachers undergo a process of in school moderation and across school to ensure consistency of judgement.

**ACHIEVEMENT MILESTONES**

**Year 1**

- Teachers are developing and trialling differentiated tasks.
- Teachers possess an understanding of the underlying principles of the TIEL.
- A common understanding of "what is a powerful learner" is developed and documented.
- Students gain an understanding of what it is to be a powerful learner.
- The school has an agreed Code of Conduct that focuses on positive learning behaviours.
- Structured mentoring is implemented for all year 8 students.

**Year 2**

- Positive Behaviours for Learning Program is trialled and implemented.
- Teachers are using formative assessment to identify where students are at and can personalise assessment tasks.
- A common framework and language is being used for differentiated learning.

**Year 3**

- Positive Behavioural Learning is occurring in the Majority of classrooms.
- Student feedback reveals that the tasks set are worthwhile, engaging and challenging in the majority of classrooms.
- Attendance figures are above state averages.
| Year 4 | The TfEL framework underpins teacher planning and assessment in the majority of classrooms |
### Whole School

#### Data

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC Implementation Rubric measure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Max 5</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>Engagement</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Learning</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with Australian Curriculum</td>
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<td>4</td>
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</tr>
<tr>
<td>Application of Learning Design</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Awareness of Standards</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Organisation / Operation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On line curriculum</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Organising Learning &amp; School Operations</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Key Outcomes

- All staff feel valued and willing to improve on their professional practice regardless of experience.
- Engagement and achievement for all students is improved by using the Australian Curriculum to design quality teaching, learning and assessment programs where teachers have sustainable support through professional learning communities.
- Sustainable support is provided to all teachers in the implementation of the AC.
- A collective responsibility exists for the success of other schools and preschools and their students, not just Naracoorte High School.
- Shared practices are actively occurring through: actively working with, and in, other sites to help them become more successful.
- All staff have a collective moral responsibility to realising the success of all in the schools and preschools and the community.

#### Improvement Targets

- Australian curriculum is successfully implemented
- SSO structure is reviewed and changes made in order support changing needs of the school
- All staff are contributing to both local and regional clusters

#### Key Actions

- Review school organisational structures, including the leadership structure
- Review communication structures and implement recommendations
- Improve the level of staff recognition
- Regular hub group meetings are held for both the local and regional clusters
- Targeted T&D regarding the Australian Curriculum
- Structures and processes are collectively implemented to facilitate sharing of resources and expertise across the local cluster

#### Achievement Milestones

- New organisational structures in place
- New communication technologies identified and timeline developed for implementation
- Improvement in results of the staff recognition component of the staff satisfaction survey

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**Australian Curriculum**

See next Page
### AUSTRALIAN CURRICULUM IMPLEMENTATION – Indicative Planner

**FAMILIARISATION**  
Teachers and leaders familiarise with the "WHAT" and "HOW" of the AC. Content is understood, developing pedagogical and assessment practices supported through effective professional learning.

**SHORT TERM CHANGE AND IMPROVEMENT**  
Teachers are informed and confident to change and improve teaching and learning programs. Pedagogical and assessment practices support effective learning and supported by sustainable professional learning communities and professional development.

**MEDIUM TERM CHANGE AND IMPROVEMENT**  
Teachers are working with high levels of knowledge, skill and understanding about the AC.

<table>
<thead>
<tr>
<th>Implementation Component 1: Design of teaching, learning and assessment programs using the Australian Curriculum in all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers/Leaders</td>
</tr>
<tr>
<td>Teachers are understanding the broad AC structure and content</td>
</tr>
<tr>
<td>Teachers are understanding the role of standards in assessment practice</td>
</tr>
<tr>
<td>Teachers have knowledge of the pedagogical framework (TfEL) that guides quality teaching and learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Component 2: Sustainable support for all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are accessing professional learning strategies for familiarisation</td>
</tr>
<tr>
<td>Teachers have skills to access AC online for planning and regularly do so</td>
</tr>
<tr>
<td>Leaders support professional learning of staff, fostering collaboration and learning among teachers</td>
</tr>
<tr>
<td>Staff in schools are initiating and engaging with AC professional learning communities</td>
</tr>
<tr>
<td>The school community is becoming aware of the implications of changes accompanying the introduction of an AC</td>
</tr>
</tbody>
</table>
# Australian Curriculum Implementation Rubric

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Beginning</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Site Plan documented and published and implementation commenced</td>
<td></td>
<td></td>
<td></td>
<td>Site &amp; Learning Plans provide &quot;systemic&quot; strategies, outcomes and targets leading to improvements in classroom learning.</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Senior Leaders and Learning Area Leaders / Lead Teachers actively engaged with implementation plans and strategies</td>
<td></td>
<td></td>
<td></td>
<td>Teachers &amp; leaders actively review implementation strategies to benchmark, observe and monitor progress in children's learning.</td>
</tr>
<tr>
<td><strong>Professional Learning Strategies</strong></td>
<td>Australian Curriculum Pupil Free Days planned and programmed. Professional Learning Communities (PLCs) established and operational in the key areas identified</td>
<td>Pupil Free Days implemented and reviewed. PLCs are active, providing advice and evidence of change</td>
<td></td>
<td></td>
<td>Pupil Free Days and established PLC's are part of the sites overall Professional Learning Plan supported by quality assurance and review strategies. PLC's are active, providing advice and evidence of change.</td>
</tr>
</tbody>
</table>
### Coherence

<table>
<thead>
<tr>
<th><strong>Familiarity with Australian Curriculum</strong></th>
<th><strong>Application of Learning Design</strong></th>
<th><strong>Awareness of Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area Leaders / Lead Teachers familiar with relevant AC structure, intent, content descriptions and achievement standards for Phase 1</td>
<td>Learning Area Leaders / Lead Teachers can confidently use Learning Design when working with teachers to plan and document intended learning experiences and assessment activities</td>
<td>Senior Leaders and Learning Area Leaders / Lead Teachers have identified potential structures and resources to support consistent teacher judgement about the quality of assessment and links to reporting</td>
</tr>
<tr>
<td>All Teachers implement phase 1 subjects with understanding of relevant AC structure, intent, content descriptions and achievement standards</td>
<td>All Teachers confidently use Learning Design when planning and documenting intended learning experiences and assessment activities</td>
<td>Structures and resources established to support consistent teacher judgement about the quality of learning and collection of data</td>
</tr>
<tr>
<td>Phase 2 teachers engage with ongoing familiarisation/ planning</td>
<td>School leaders use learning design in planning professional learning</td>
<td>Data is collected, analysed, used and evaluated to inform reporting requirements and improve assessment processes and practices. All teachers consistently and confidently use the AS and evidence of learning to make on balance judgements to show progression and quality of learning.</td>
</tr>
<tr>
<td>Organisation / Operation</td>
<td>On line curriculum</td>
<td>Organising Learning &amp; School Operations</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Senior Leaders and Learning Area Leaders / Lead Teachers have ready access and are competent users of the online curriculum and other resources</td>
<td>All Teachers have ready access and are competent users of the online curriculum, Learning Design thinking processes and other digital resources eg Scootle On line networks are accessed for Professional Learning</td>
<td>Senior Leaders and Learning Area Leaders / Lead Teachers have undertaken curriculum audits (analysis) and have identified possible areas of concern (overlaps, duplication, shortfall) and opportunities for educational reform</td>
</tr>
<tr>
<td>All Teachers have ready access and are competent users of the online curriculum, Learning Design thinking processes and other digital resources eg Scootle On line networks are accessed for Professional Learning</td>
<td>Senior Leaders and Learning Area Leaders / Lead Teachers have commenced strategic plans (about challenge of how the delivery of learning occurs / how the curriculum is offered / organisation of the day) to align whole school curriculum with the delivery of the AC. Structures and processes such as the timetable, curriculum audit, learning achievement data, Professional development, Leadership structures, Facilities, finances professional learning reporting formats are in place</td>
<td>Senior Leaders and Learning Area Leaders / Lead Teachers have reviewed existing Reporting practices in relation to</td>
</tr>
<tr>
<td>On line digital resources and practices are embedded in teaching &amp; learning plans and programs. All teachers have embedded practice in an online environment including their active participation in on line PLS’s to share practice</td>
<td>Sites develop 21st Century learners and engage in the reform of education at a site level about how the curriculum will be delivered including the development of enabling structures / schedules These structures are in place and an ongoing review process is occurring. Preparation / planning for Phase 2 subjects is occurring (timetable, curriculum audit learning achievement data leadership structures facilities, finances, professional learning, reporting formats.)</td>
<td>Senior leaders &amp; Learning Area Leaders implement “strategies and processes” to collect data to inform practice.</td>
</tr>
</tbody>
</table>