School Management Plan

2014

Forbes High School
### School Priority Areas

- Literacy and Numeracy
- Student Engagement and Attainment
- Aboriginal Education and Equity
- Leadership and Sustainability

### Public Schools NSW – Strategic Directions 2013 - 2014

- Leadership & Management
- Curriculum & Assessment
- Engagement and Attainment
- Literacy & Numeracy
- Aboriginal Education
- Organisational Effectiveness

### Low Socio-Economic Reforms

- **Reform 1:** Incentives to attract high performing principals and teachers.
- **Reform 2:** Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.
- **Reform 3:** School operational arrangements that encourage innovation and flexibility.
- **Reform 4:** Provision of innovative and tailored learning opportunities.
- **Reform 5:** Strengthen school accountability.
- **Reform 6:** External partnership with parents, other schools, businesses and communities and the provision of access to extend services.

### School Context

Forbes High School is an inclusive comprehensive rural high school with strong community ties and is located in the Central West of New South Wales. Forbes High School has a current enrolment of 360 students including 75 Aboriginal students. Forbes High School serves Forbes and surrounding villages with close primary school links with the Lachlan Valley Community of Schools.

Students are encouraged to achieve their personal best underpinned by a Positive Behaviour for Learning model in which our core values are Respect, Responsibility, Doing Our Best and Honesty. With the respect and value of the school motto “Education for a Better Quality of Life”, Forbes High School is proud of its capacity to cater for the diversity of its community. The school has a reputation for being firm but fair with regards welfare and discipline. It fosters responsible conduct and pride in personal appearance with high uniform standards.

The staff team at Forbes High School is well qualified, highly motivated and committed to providing quality learning experiences for all students. Approximately 40 staff provides students with an appropriate range of skills to enable each to pursue chosen careers. Teaching staff are supported by a committed administration and support staff. The executive is experienced whilst classroom teachers comprise an experienced group blended with a growing number of new scheme teachers.
2014 Intended Outcomes

Literacy and Numeracy

- Improved levels of literacy and numeracy for every student in all stages of learning
- To develop the capacity of teachers to embed explicit numeracy and literacy outcomes in their teaching and learning programs
- To move forward with fundamentals with a focus by all staff on a blended learning approach incorporating innovative uses of ICT and quality teaching practices
- Consolidate the implementation of ILNNP program across the whole school setting through TPL and specific timetabled lessons

Student Engagement and Attainment

- Improve student attendance, achievement and outcomes
- Innovation in the use of interactive technologies for learning, teaching and teacher professional learning
- To strengthen a tradition within the school of increased school participation across all facets of school life
- To develop an improved local perception that FHS is the first choice for all public school students in Forbes

Aboriginal Education and Equity

- Increased proportion of Aboriginal student participation in all facets of school life and success in post-school pathways.
- Strengthen opportunities, inclusiveness and closing gaps in achievement
- Improve staff access to information, strategies and support to effectively work with identified students with special needs and/or defined disabilities

Leadership and Sustainability

- To develop and strengthen leadership capacity through EARS process, professional learning and the School Leadership Capability Framework
- Identify school improvement focusing on organisational effectiveness, mentoring and succession planning
- To support the needs of an increasing number of early career New Scheme Teachers
- Professional development that is planned, systematic and linked to individual teacher learning plans

Principal: DAVID HARRIS  Date: 12/11/2013  Endorsed by Education Director:  Date:
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<th>School Identified Priority Area/s</th>
<th>Summary of Targets</th>
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| **Literacy** — the 2013 school NAPLAN summary indicates that Year 9 boys are below state average in test aspects of Writing | • To improve the current percentage (33%) of Year 9 boy students achieving in Band 8 or above in Reading to 40% in 2014  
• To increase the current percentage (19%) of Year 9 boy students achieving in Band 8 or above in Writing to 30% in 2014.  
• To increase the current percentage (25%) of Year 7 girl students achieving in Band 7 or above in Numeracy to 30% in 2014. |
| **Numeracy** - Year 7 girls are 26 scale scores below state growth for Numeracy |  
| **Student Engagement and Attainment**—strengthen links with partner primary schools, establish middle school planning protocols, strengthen role of SRC, PBL linked to attendance and increased use of ICT across KLA’s. | • Increased overall attendance to match or better Western NSW data by December 2014  
• Decrease by 5% referral rates and days lost to suspension during 2014  
• Increase current retention rates for Years 7 to 12  
• Increase the distribution of positive rewards for classroom engagement  
• Increase explicit programming of G&T, numeracy, literacy, aboriginal education and ICT strategies in all KLA teaching programs |
| **Aboriginal Education and Equity**—21% of Forbes HS enrolment identify as Aboriginal and/or Torres Strait Islander. Furthermore, an increasing number of students (15%) present with a disability or other significant need seriously impacting on learning. Highlights from 2013 NAPLAN testing indicates that Year 7 Aboriginal Students (12) are above state average in areas of Reading and Spelling. | • Improve overall Aboriginal attendance to 81% by December 2014  
• Ensure the currency and relevance of all Aboriginal and special needs students PLP’s and IEP’s  
• Strengthen Aboriginal student’s performance in Year 9 2014 NAPLAN Reading and Writing Tests  
• Ensure that all students identified as having significant learning needs are engaged, have access to support and are improving between IEP and Reappraisal and Review Meetings. |
| **Leadership and Sustainability**—all Head Teachers and staff informed of School Leadership Capability Framework (SLCF) and a refined TARS, EARS and PARS process and their importance as accountability tools. Executive role statements established and all staff to have independent learning plans. A growing number of new scheme teachers are being appointed with a mentoring scheme emerging as an area of need. | • TARS and EARS meetings scheduled for all staff at least TWO times per year in 2014 as a forum to raise awareness about SLCF support needs and role requirements. 100% of staff in 2014 to have an ILP as a component of this.  
• All executive to have clear role statements published by end of term 1, 2014 and operational documents that articulate their role in the SMP by end of term 2, 2014.  
• All early career New Scheme teachers to have a self-nominated mentor to support effective integration into FHS operations  
• Succession planning to continue that identifies areas of need for 2014 and beyond  
• Professional Development explicitly aligned with SMP priorities and targets |
School Identified Priority Area: LITERACY and NUMERACY

**Intended Outcome/s:**

- Improved levels of literacy and numeracy for every student in all stages of learning
- To develop the capacity of teachers to embed explicit numeracy and literacy outcomes in their teaching and learning programs
- To move forward with fundamentals with a focus on bookwork with a focus on presentation, completion of tasks, spelling lists and supervision.

**Target/s:**

- To improve the current percentage (33%) of Year 9 boy students achieving in Band 8 or above in Reading to 40% in 2014
- To increase the current percentage (19%) of Year 9 boy students achieving in Band 8 or above in Writing to 30% in 2014.
- To increase the current percentage (25%) of Year 7 girl students achieving in Band 7 or above in Numeracy to 30% in 2014.

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| 1.1    | Create an engaging, stimulating learning environment incorporating relevant ICT's. | • Integration of interactive software such as “Maths on line” into appropriate lessons.  
• Increased use of IWB.  
• Increased use of student laptops/iPads/BYOD | 3 | ✓ ✓ ✓ | Maths Faculty/ all faculties TSO |
| 1.2    | Improve effective placement of students in both classroom and year group settings. | • Results of common testing.  
• Informal student, teacher and parent feedback. | 5 | ✓ ✓ ✓ | Maths Faculty |
| 1.3    | Encourage students to strive for excellence. | • Increase the number of students entering the Australian Mathematics Competition. | 3/6 | ✓ ✓ ✓ | Maths Faculty |
| 1.4    | Improve students' understanding and comprehension of language specific to mathematics. | • Develop vocabulary and spelling lists relevant to specific topics taught.  
• Develop learning resources which enable students to deconstruct the language of mathematical questions. | 3 | ✓ ✓ ✓ | Maths Faculty |
| 1.5    | Establish a School Literacy Team with representation across KLA’s | • Literacy/Numeracy strategies embedded in KLA programs and reflected in improved student results | 3 | ✓ ✓ ✓ | HTs/ all KLAs |
| 1.6    | Develop proficiency in solving mathematical problems without a calculator | • Improvement in mental arithmetic skills  
• Improvement in the non-calculator section of the NAPLAN test | 3 | ✓ ✓ ✓ | Maths Faculty |
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| 1.7    | TPL for all staff re literacy strategies to increase staff expertise with guidance from the DEC Literacy Consultant and school Literacy Team | • Increased use of literacy strategies across KLAs (Focus on Super Six Comprehension strategies)  
• Increased sharing of TPL experiences with faculties  
• Increased use of Literacy Continuum                                                                 | 4           | ✓         | ✓         | DEC personnel/Literacy Team/HT T&L/DP                                          | ILNNP funding                      |
| 1.8    | Half-Yearly and Yearly literacy exams in 7-10 English courses and a spelling program in Years 7 and 8 to improve literacy fundamentals. | • Results of common testing  
• Informal student, teacher and parent feedback                                                                                          | 3           | ✓         | ✓         | English Faculty                                                                |                                    |
| 1.9    | Peer Tutoring/ mentoring program with rotation of Year 7 students          | • Completion of TAFE Certificates for tutors  
• Improved student outcomes and reading skills for Year 7 students                                                                      | 4           | ✓         | ✓         | TAFE and Peer Tutoring coordinator                                               | Club NSW ($1650) & Plan It Youth ($9000) grants |
| 1.10   | LAST to work in collaboration with classroom teachers to develop and implement strategies to target identified literacy/numeracy needs | • LST referrals  
• Student results (formal and anecdotal)                                                                                               | 3           | ✓         | ✓         | LAST/ All staff ESES Budget                                                     |                                    |
| 1.11   | Explicit Teaching of assessment tasks and assignments                      | • Develop Rubrics and Marking Guidelines  
• Improved student results  
• Fewer N warnings issued                                                                                                               | 3           | ✓         | ✓         | All Staff                                                                      |                                    |
| 1.12   | Appointment of Head Teacher Teaching & Learning                            | • Leadership of Improving Literacy & Numeracy National Partnership  
• Strengthening of support for Early Career & New Scheme teachers                                                                       | 3           | ✓         | ✓         | HT T&L English HT                                                              | ILNNP funding                      |
| 1.13   | Timetable changes to incorporate specific teaching time for Literacy lessons | • Creation of explicit Literacy lessons and resources  
• Improved student outcomes & literacy skills for students in Years 7-10  
• Increased use of literacy strategies across KLAs                                                                                      | 3           | ✓         | ✓         | HT T&L/ All Staff                                                               | ILNNP funding                      |
School Identified Priority Area: STUDENT ENGAGEMENT and ATTAINMENT

Intended Outcome/s:

- Improve student attendance, achievement and outcomes
- Innovation in the use of interactive technologies for learning, teaching and teacher professional learning
- To strengthen a tradition within the school of increased school participation across all facets of school life
- To develop an improved local perception that FHS is the first choice for all public school students in Forbes

Targets:

- Increased overall attendance to match or better Western NSW Attendance data by December 2014
- Decrease by 5% referral rates and days lost to suspension during 2014
- Increase current retention rates for Years 7 to 12
- Increase the distribution of positive rewards for classroom engagement
- Increase explicit programming of G&T, numeracy, literacy, aboriginal education and ICT strategies in all KLA teaching programs

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| 2.1    | Strengthen attendance plan with early intervention strategies including the introduction of SMS and promote through explicit rewards positive values associated with regular attendance | - Reduction in chronic absences of 15% or more unjustified absence from 12% of students to 10.5% of students in 2014, thus reducing those necessitating HSLO referral  
- Continue to implement web-based attendance/welfare software SENTRAL.  
- Electronic roll marking period by period and SMS messaging to parents  
- Strengthened interagency approach with local organisations in Forbes and surrounding areas to support students at risk. | 5 | ✓ ✓ ✓ | T Edwards, HSLO, Year Advisors, SASS staff | 3500 Global |
<p>| 2.2    | Strengthen PBL across all areas of the school community and consolidate the implementation of a whole school merit system | - Reduction in referral rates and overall days lost to suspension and increase student recognition through merit achievement. | 4 | ✓ ✓ ✓ | DP/All staff | 1,000 P/L |</p>
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| 2.3    | Strengthen in class implementation of discipline policy with a focus on promoting positive behaviour | • Increased number of purple slips issued and a focus on positive news stories in Newsletters, Media and assemblies.  
• Implementation of new merit system                                                                                                               | 4/5         | ✓         | ✓         | ✓                                      | DP/HT/All Staff          |
| 2.4    | Guaranteed and viable curriculum in all faculty areas to meet learning needs of all students (GAT, numeracy, literacy, aboriginal perspectives, ICT) | • Explicit evidence of faculty programming and registration reflecting close monitoring of classroom activities. Closer scrutiny of classwork. Students take pride in learning resulting in improved student learning outcomes.  
• All faculty programs reflect cross-curriculum perspectives specifically Literacy, Numeracy, ICT and Aboriginal perspectives.  
• Improved student behaviour across school enhancing community perceptions.  
• Identified students participating in Xsel and iExtend regional GAT programs.                                                                 | 4/5         | ✓         | ✓         | ✓                                      | HT & CRT TSO            |
| 2.5    | Strengthen the delivery of school based and non-school based VET/TVET.       | • Work towards meeting VET compliance.  
• Implement strategies to address the concerns from the VET review.  
• Implement strategies via transition to more effectively engage identified Stage 5 & 6 students  
• Strengthen Links with Forbes TAFE  
• Continuation of Stage 5 Work Readiness Course for boys and girls                                                                                       | 6           | ✓         | ✓         | ✓                                      | Peita Coote & Frank Ward Daniel West |
| 2.6    | Explore and implement a range of strategies to support the New School Leaving Age ensuring post-school success for all students. | • Transition program established for Year 11 students with the potential to disengage  
• Introduction of non ATAR stage 6 curriculum  
• Community event held for students, staff, parents, community and members of industry to explore alternate school pathways and the changing world of work. | 4           | ✓         | ✓         | ✓                                      | HT Secondary Studies  
Senior Executive/ HT Secondary Studies |
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| 2.7    | Blended teaching and learning approach adopted by all staff incorporating innovative uses of ICT combined with quality teaching practices to cater for students with diverse learning needs. | • Relevant and timely TPL provided onsite/offsite for all staff focusing a blended approach in the use of innovative technology.  
• Increased usage of laptop hubs to strengthen ICT delivery  
• Increased use of connected classrooms to access Virtual Excursions and other activities. | 4 | ✔ | ✔ | ✔ | HT all faculties  
P/L Team |
| 2.8    | Improve the profile of Forbes High School in the local community ensuring it is the school of choice for all public students in Forbes and the surrounding area. | • Strengthened links with all partner schools.  
• Established and ongoing transition program.  
• Early selection of year advisors to support and oversee the transition process.  
• Employment of Community Liaison Officer(0.4)  
• Utilisation of a range of mediums to promote Forbes HS including social media. | 6 | ✔ | ✔ | ✔ | Senior Executive |
School Identified Priority Area: ABORIGINAL EDUCATION and EQUITY

Intended Outcome/s:

- Increased proportion of Aboriginal students participation in all facets of school life and success in post-school pathways
- Strengthen opportunities, inclusiveness and closing gaps in achievement
- Improve staff access to information, strategies and support to effectively work with identified students.

Target/s:

- Improve overall current aboriginal attendance to 81% by December 2014
- Ensure the currency and relevance of all aboriginal and special needs students PLP’s and IEP’s
- Strengthen Aboriginal student’s performance in Year 9 2014 NAPLAN Reading and Writing Tests
- Ensure that all students identified as having significant learning needs are engaged, have access to support and are improving between IEP or Learning and Support Plan and Reappraisal and Review Meetings undertaken by LAST and/or Head Teacher Support.

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| 3.1    | Using Sentrals to gather information and maintain record of students LST support and progress. This includes LST minutes, Reappraisal and Reviews, IEPs, Risk Management Plans, Behaviour Management Plans, LST Referral and Support. | - Staff can easily access information about students.  
- Increase in staff contributing to LST information. | 3           | ✓              | ✓              | ✓              | Learning Support Team | ESES                                    |
| 3.2    | Information Sessions at Staff meetings for strategies with students with mental health or complex learning needs. | - Staff informed and able to deal with situations as they arise.  
- Decrease in escalation of behaviours of students with mental health issues. | 5           | ✓              | ✓              | ✓              | Learning Support Team | ESES/PL                                 |
| 3.3    | Provide Teacher Support sessions on individual complex students.            | - Students more engaged in class.  
- Lower percentage of suspensions for lower level behaviour for identified students. | 5           | ✓              | ✓              | ✓              | Learning Support Team | ESES                                    |
| 3.4    | Provide in-house TPL on a variety of disabilities including mental health, learning difficulties, Autism, sensory disabilities and intellectual disabilities. | - IEP & Review information reflecting student engagement, and support.  
- Staff equipped to work with students with a variety of needs, as well as identify students of concern more accurately. | 5           | ✓              | ✓              | ✓              | Learning Support Team | ESES                                    |
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| 3.5    | Consolidation of the Girri Girri Program and increase the use of outside agencies to support targeted ATSI students. | - Decrease in days lost to suspension and negative behaviour referrals.  
- Enhanced community engagement within school programs. Register of ATSI personnel, agencies and resources maintained.  
- Improved ATSI attendance data.  
- All ATSI students have a relevant PLP developed collaboratively, monitored regularly and available for all staff to access. | 5/6 | ✓ ✓ ✓ | Deputy Principal | Girri Girri Funding |
| 3.6    | Targeted PL for all staff exploring various teaching and learning strategies targeted for ATSI students | - Improved NAPLAN, ESSA, BOS data.  
- ATSI cross curriculum perspectives embedded in all faculty programs.  
- Staff register created to maintain staff currency of ATSI culture and NSW DEC relevant policy.  
- Liaison with outside agencies to provide training as required. | 5 | ✓ ✓ ✓ | AEO Girri Girri Coordinator | Girri Girri Funding RAM allocation TPL Funds |
| 3.7    | Introduction and continuation of specific literacy/numeracy programs and other opportunities for Aboriginal students via aboriginal equity funding | - Staff trained in QuickSmart and MultiLit programs.  
- Improved NAPLAN results for all ATSI students.  
- Implementation and sustainability of targeted programs for these students over time.  
- Tutors employed to support identified students.  
- Employment of AEWs to support ATSI students identified for in-class tutoring. | 4 | ✓ ✓ ✓ | | Aboriginal Equity Funding via RAM |
| 3.8    | Extension and consolidation of Wiradjuri Languages Program. | - Wiradjuri language program implemented in stage 4 mainstream and support unit classes.  
- Outside agencies actively supporting all school programs.  
- Relevant PL provided for staff involved. | 4/6 | ✓ ✓ ✓ | | Aboriginal Languages Program |
| 3.9    | Maximise educational opportunities and post-school success for all ATSI students. | - Conduct post-school destination surveys for all ATSI students.  
- Continuation of school specific programs including Girri Girri Sports Academy, School | 4/5/6 | ✓ ✓ ✓ | Careers Advisor Tutors/AEO | Girri Girri and Aboriginal Equity Funding via RAM |
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<td></td>
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<td>Based Traineeships and appropriate external opportunities as relevant.</td>
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<td></td>
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<td>• Enhanced community involvement in the school.</td>
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<td>• Continuation of Welcome to Country Protocols at all school functions, meetings and assemblies.</td>
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<td>• Aboriginal Education Team re-established to support ATSI students and to monitor programs and funding sources meeting regularly.</td>
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<td>• Specific role statements and performance indicators updated for Aboriginal Education staff.</td>
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**School Identified Priority Area: LEADERSHIP and SUSTAINABILITY**

**Intended Outcome/s:**

- To develop and strengthen leadership capacity through EARS process, professional learning and the School Leadership Capability Framework (SLCF)
- Identify school improvement focusing on organisational effectiveness, mentoring and succession planning
- Professional development that is planned, systematic and linked to individual teacher learning plans

**Target/s:**

- TARS and EARS meetings scheduled for all staff at least TWO times per year in 2014 as a forum to raise awareness about SLCF and role requirements. 100% of staff in 2014, have an individualised learning plan as a component of this.
- All executive have clear role statements published by end of term 1, 2014 and operational document that articulates their role in the SMP by end of term 2, 2014.
- All New Scheme teachers to have a self-nominated mentor to support effective integration into FHS operations
- Succession planning to continue that identifies areas of need for 2014 and beyond.
- Professional Development explicitly aligned with SMP priorities and targets
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| 4.1    | Implement refined EARS and TARS policy                                     | • New EARS & TARS policy negotiated and implemented reflecting the NSWIT standards.  
• A process devised in consultation with non-teaching staff to determine their workplace effectiveness. | 2/5         | ✔         | ✔         | ✔                       | Senior Executive  
Principal and Executive | -                        |
| 4.2    | Negotiate clear role statements for all key personnel in the school including executive staff, year advisors, girls/boys advisor, SASS staff and role of committees | • Established and operational role statements specifically stating clear roles and responsibilities for all key personnel based on Lotus diagrams and other quality improvement tools.  
• All executive staff have operational documents in place that articulates their role in the SMP and aligns with the EARS/TARS policy/process. | 2/5         | ✔         | ✔         | ✔                       | Principal and Executive | -                        |
| 4.3    | Identify CRT’s suitable for Leadership P/L                                | • Suitable staff trained in SLCF and leadership mentoring established strengthening leadership density and relieving in higher position capability.  
• All executive staff provided relevant PL in strategic planning and organisational effectiveness | 2/5         | ✔         | ✔         | ✔                       | Senior Executive | 3,000 PBL |
| 4.4    | Staff supported by a suite of P/L to align with SMP incorporating an inside-outside-inside approach | • SMP targets that translate into reality  
• Staff accessing and being encouraged to engage with the NSWIT standards and various levels of accreditation  
• Various PL opportunities afforded to non-teaching staff. | 2           | ✔         | ✔         | ✔                       | P/L Team | 10,000 |
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| 4.5    | All staff to have an Individualised Learning Plan | • All staff to have a more structured approach to their professional learning priorities that align with school priority areas.  
• All early career New Scheme Teachers to have a nominated support person | 2 | ✓ ✓ ✓ | All Executive |
| 4.6    | Local workforce management planning including clear succession planning and building the leadership density of current and aspiring executive staff | • Two year operational staffing plan devised based on available information and a range of scenarios.  
• Aspiring CRT identified for leadership training and relieving positions internal and external.  
• Executive staff provided PL specifically in the SLCF including the inner circles. | 2 | ✓ ✓ ✓ | Principal and Executive |

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