School Management Plan

Forbes High School

2012 – 2014
Forbes High School

School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 Year Horizon

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

Public Schools NSW – Strategic Directions 2012 - 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 399 students including 70 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. Over 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 combine an experienced group blended with a growing number of new scheme teachers.
Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

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

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.

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
- Professional development that is planned, systematic and linked to individual teacher learning plans

Principal:  
Date:  
Endorsed by School 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 school NAPLAN summary indicates that Year 9 Girls are 20 scale scores below state average growth in the test aspect of reading. Forbes HS is 18% below state average for students achieving Band 8 or higher in Writing | • To improve the percentage of Year 9 girl students achieving in Band 8 or above in Reading from 39% in 2011 to 43% by 2012, 46% by 2013 and 50% by 2014  
• To increase the percentage of Year 9 students achieving in Band 8 or above in Writing from 29% in 2011, to 35% in 2012, 40% in 2013 and to 45% by 2014.  
• To increase the current percentage of Year 7 students in Band 7 or above in Numeracy from 35% in 2012 to 45% when examined by NAPLAN testing in Year 9, 2014. |
| Numeracy— the school NAPLAN summary indicates that Year 9 Aboriginal students have shown a decrease of 33 scale scores from 2010 data in the test aspect of Numeracy                                                                 | • Increased overall attendance from 86% in 2011 by 0.5% p.a. to 87.5% by December 2014  
• Decrease by 5% referral rates and days lost to suspension by 2014  
• Increase current retention rates for Years 7 to 12 from 44% by 2% pa to reach 50% by 2014  
• Increase the distribution of positive rewards for classroom engagement by 5% each year (2012-2014)  
• Increase explicit programming of G&T, numeracy, literacy, aboriginal education and ICT strategies in all KLA teaching programs by 2014 |
| Student Engagement and Attainment— strengthening 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. | • Improve overall aboriginal attendance from 80% in 2011 by 0.5% p.a. to 81.5% by December 2014  
• Ensure that 100% of aboriginal students and special needs students have a PLP and ILP which is reviewed annually for currency in 2012, 2013 and 2014  
• Decrease the number of Aboriginal students appearing in the bottom two bands of Year 9 NAPLAN Reading Tests from 67% in 2011 (8 students), by 5.6 % each year of the plan so that by 2014, the figure will be 50%  
• To increase the percentage of Year 9 aboriginal students achieving a numeracy achievement above Band 8 from 0% in 2011 by 3.3% pa to reach 10% by 2014.  
• Ensure that at least 90% of students identified as having significant learning needs are engaged, have access to support and are improving between IEP and Reappraisal and Review Meetings. |
| Aboriginal Education and Equity— 30% of Forbes HS enrolment identify as Aboriginal and/or Torres Strait Islander. Furthermore, an increasing number of students (12%) present with a disability or other significant need seriously impacting on learning. | • TARS and EARS meetings scheduled for all staff 3 times per year in 2012 as a forum to raise awareness about SLCF and role requirements. 100% of staff in 2012, have an individualised learning plan as a component of this.  
• 100% of executive have clearly defined role statements published by end of term 1, 2012 and operational documents that articulate their role in the SMP.  
• Staff surveys distributed and results conveyed outlining effectiveness of executive at Forbes HS by term 4, 2012  
• Succession planning to commence to identify areas of need for 2012, 2013 and 2014.  
• Professional Development explicitly aligned with SMP priorities and targets |
| Leadership and Sustainability— all Head Teachers and staff informed of School Leadership Capability Framework (SLCF) and the new TARS, EARS and PARS process and their importance as accountability tools. Executive role statements established and all staff to have independent learning plans. | |
## 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 percentage of Year 9 girl students achieving in Band 8 or above in Reading from 39% in 2011 to 43% by 2012, 46% by 2013 and 50% by 2014.
- To increase the percentage of Year 9 students achieving in Band 8 or above in Writing from 29% in 2011, to 35% in 2012, 40% in 2013 and to 45% by 2014.
- To increase the current percentage of Year 7 students in Numeracy Band 7 or above from 35% in 2012 to 45% when examined by NAPLAN testing in Year 9, 2014.
- To increase the percentage of Year 9 aboriginal students achieving a NAPLAN Numeracy achievement above Band 8 from 0% in 2011 to 10% by 2014.

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<tr>
<th>Number</th>
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<th>Responsibility</th>
<th>2012 Resource Allocation &amp; Funding Source</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Create an engaging, stimulation learning environment incorporating relevant ICT's.</td>
<td>- Integration of interactive software such a “Mathletics” and “Maths on line” into appropriate lessons.</td>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>Maths Department/ all faculties</td>
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<td></td>
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<td>- Increased use of IWB.</td>
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<td></td>
<td></td>
<td>- Increased use of student laptops.</td>
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<td>1.2</td>
<td>Improve effective placement of students in both classroom and year group settings.</td>
<td>- Results of common testing.</td>
<td>5</td>
<td>✓</td>
<td>✓</td>
<td>Maths Department</td>
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<td></td>
<td></td>
<td>- Informal student, teacher and parent feedback.</td>
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<td>1.3</td>
<td>Encourage students to strive for excellence.</td>
<td>- Increase the number of students entering the Australian Mathematics Competition.</td>
<td>3/6</td>
<td>✓</td>
<td>✓</td>
<td>Maths Department</td>
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<td></td>
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<td>- Increase the number of students entering in other competitions.</td>
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<td>1.4</td>
<td>Improve students' understanding and comprehension of language specific to mathematics.</td>
<td>- Development of vocabulary and spelling lists relevant to specific topics taught.</td>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>Maths Department</td>
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<td></td>
<td></td>
<td>- Development of learning resources which enable students deconstruct the language of mathematical questions.</td>
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<td>1.5</td>
<td>Inclusion of explicit literacy and numeracy strategies embedded in Teaching and Learning Programs across all KLAs</td>
<td>- Literacy/numeracy strategies included in Programs and reflected in improved student results</td>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>HTs/ all KLAs</td>
</tr>
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<td>1.6</td>
<td>Establishment of a School Literacy Team with representatives from all KLAs</td>
<td>• Team is established, meets regularly with goals to monitor and guide school in literacy strategies.</td>
<td>4</td>
<td>✓</td>
<td>✓ STLA HTs/All KLAs</td>
<td>TPA/All KLAs</td>
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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  
• Increased sharing of TPL experiences with faculties | 4           | ✓         | DEC personnel/Literacy Team           | TPL Budget                |
| 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                     | TAFE and Peer Tutoring coordinator  |
|        |                                                                             |                                                                                               |             |           |                                       | Club NSW ($1650) & Plant It Youth ($5000) |
| 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  | TPA/All KLAs              |
| 1.10   | STLA 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           | ✓         | ✓ STLA All staff                      | STLA Budget               |
**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

**Target/s:**

- Increased overall attendance from 86% in 2011 by 0.5% p.a. to 87.5% by December 2014
- Decrease by 5% referral rates and days lost to suspension by 2014
- Increase retention rates for Years 7 to 12 from 44% in 2011 by 2% pa to 50% by 2014
- Increase the distribution of positive rewards for classroom engagement by 5% each year (2012-2014)
- Increase explicit programming of G&T, numeracy, literacy, aboriginal education and ICT strategies in all KLA teaching programs by 2014

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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 | • Improved overall attendance rates with reduced number of students on HSLO case load.  
• Purchase and implementation of web-based attendance/welfare software SENTRAL.  
• Strengthened interagency approach with local organisations in Forbes and surrounding areas to support students at risk. | 5           | ✓         | ✓        | ✓                          | T Edwards, G Smith, Year Advisors, SASS staff | 3500 Global                             |
| 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 in student recognition through merit achievement. | 4           | ✓         | ✓        | ✓                          | DP/All staff                             | 1,000 P/L                               |
| 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.  
• Introduction of new merit system 2012 aligned with PBL and attendance. | 4/5         | ✓         | ✓        | ✓                          | DP/HT/All Staff                         | -                                       |
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| 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 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 |
| 2.5    | Creation of the Mid-Lachlan Valley Community of Schools (Forbes HS and Parkes HS) including combined SDD and shared stage 6 curriculum utilising a blended approach. | • Explore and devise a structure for the sharing of various stage 6 subjects using a blended approach of face2face, Moodle and Video-Conferencing technologies.  
• Utilise staff expertise across sites in the areas of quality teaching practices and ICT. | 6 | ✓ ✓ ✓ | Senior Executive |
| 2.6    | Explore and implement a range of strategies to support the New School Leaving Age ensuring post-school success for all students. | • Dedicated stage 5/6 curriculum team established to explore curriculum pathways for all students.  
• Purchase and implementation of web-based student profiling software to monitor student pathways at school and post school.  
• Employment of NSLA officer 1 day per week 2012.  
• Community event held for students, staff, parents, community and members of industry to explore alternate school pathways and the changing world of work.  
• Exploration of a school within a school concept.  
• Post-school plans established for all year 10-12 students to be housed on EduPro on SENTRAL.  
• Implementation of School Volunteering Program? | 4 | ✓ ✓ ✓ | Senior Executive/ HT Administration | 200 000 NSLA |
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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.  
• Purchase and implementation of web-based teaching and learning software – SENTRAL Moodle. Staff provided onsite training leading to development of Moodle courses and other learning objects.  
• Subscription to Denison Moodle site.  
• Increased use of connected classrooms to access Virtual Excursions and other activities.  
• CLAS survey of all staff completed to determine staff’s ICT individual capacity.  
• Combined SDD with Parkes HS once per year with a specific focus on ICT. | 4           | ✓         | ✓         | HT all faculties           | NSW/DER Funding                  |
| 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.  
• Exploration and development of a structured middle years program to include year 5 & 6 students and specific student groups including ATSI and support unit students.  
• Employment of Community Liaison Officer.  
• 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.

Targets:

- Improve overall aboriginal attendance from 80% in 2011 by 0.5% p.a. to 81.5% by December 2014
- Ensure that 100% of aboriginal students and special needs students have a PLP and ILP which is reviewed annually for currency in 2012, 2013 and 2014
- Decrease the number of Aboriginal students appearing in the bottom two bands of Year 9 NAPLAN Reading Tests from 67% in 2011 (8 students), by 5.6% each year of the plan so that by 2014, the figure will diminish to 50%
- Ensure that at least 90% of students identified as having significant learning needs are engaged, have access to support and are improving between IEP and Reappraisal and Review Meetings.

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<tr>
<td>3.1</td>
<td>Using Sentral 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.</td>
<td>✓ Staff can easily access information about students. ✓ Increase in staff contributing to LST information.</td>
<td>3</td>
<td>✓ ✓ ✓</td>
<td>Learning Support Team</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Information Sessions at Staff meetings for Strategies with students with mental health or complex learning needs.</td>
<td>✓ Staff feel informed and able to deal with situations as they arise. ✓ Decrease in escalation of behaviours of students with mental health issues.</td>
<td>5</td>
<td>✓ ✓ ✓</td>
<td>Learning Support Team</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Provide Teacher Support sessions on individual complex students.</td>
<td>✓ Students more engaged in class. ✓ Lower percentage of suspensions for lower level behaviour for identified students.</td>
<td>5</td>
<td>✓ ✓ ✓</td>
<td>Learning Support Team</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Provide in-house TPL on a variety of disabilities including mental health, learning difficulties, Autism, sensory disabilities and intellectual disabilities.</td>
<td>✓ IEP &amp; 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.</td>
<td>5</td>
<td>✓ ✓ ✓</td>
<td>Learning Support Team</td>
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| 3.5    | Consolidation and extension of the Re-Engage Me Program (REM) and the increased use of outside agencies to support targeted 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 PLP developed collaboratively, monitored regularly and available for all staff to access. | 5/6         | ✓         | ✓         | ✓ | SIs                               |
| 3.6    | Targeted PL for all staff exploring various teaching and learning strategies targeted for ATSI students including the 8 Ways of Learning and where appropriate cultural awareness training. | • Improved ATSI attendance data.  
• 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           | ✓         |                                           | TPL Funds          |
| 3.7    | Introduction and continuation of specific literacy/numeracy programs and other opportunities for Aboriginal students including the Norta Norta tutoring programs. | • 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.  
• Norta Norta tutors employed to support year 11 and 12 identified students.  
• Employment of AEWs to support ATSI students identified for Norta Norta NAPLAN in-class tutoring. | 4           | ✓         | ✓         | ✓ | Norta Norta  
Aboriginal Literacy/Numeracy  
Recurrent Funding          |
| 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 |
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</table>
| 3.9    | Maximise educational opportunities and post-school success for all ATSI students. | • Forbes High School to be a Dare2Lead school and relevant staff to conduct a “Dare2Lead School Assessment Tool” and a thorough analysis conducted of results for improvement.  
• Conduct post-school destination surveys for all ATSI students at the beginning of each school year.  
• Continuation of school specific programs including Girri Girri Sports Academy, Norta Norta, School Based Traineeships and other external opportunities as relevant.  
• Enhanced community involvement in the school.  
• Introduction of Welcome to Country at all school functions, meetings and assemblies.  
• Aboriginal Education Team re-established to support ATSI students and to monitor programs and funding sources meeting regularly.  
• Specific role statements and performance indicators established for Aboriginal Education staff. | | 4/5/6 | ✓ ✓ ✓ | SIP |
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 3 times per year in 2012 as a forum to raise awareness about SLCF and role requirements. 100% of staff in 2012, have an individualised learning plan as a component of this.
- 100% of executive have clearly defined role statements published by end of term 1, 2012 and operational document that articulates their role in the SMP by end of term 2 2012.
- Staff surveys distributed and results conveyed outlining effectiveness of executive at Forbes HS by term 4, 2012.
- Succession planning to commence that identifies areas of need for 2012, 2013 and 2014.
- Professional Development explicitly aligned with SMP priorities and targets

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<tr>
<td>4.1</td>
<td>Review and implement EARS and TARS policy</td>
<td>• New EARS &amp; TARS policy negotiated and implemented reflecting the NSWIT standards.</td>
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<td>2/5</td>
<td>Principal and Executive</td>
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<td>• A process devised in consultation with non-teaching staff to determine their workplace effectiveness.</td>
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<td>✓</td>
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<td></td>
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<td>• Staff surveys based on the SLCF distributed and results analysed to ascertain executive effectiveness.</td>
<td></td>
<td>✓</td>
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<td>4.2</td>
<td>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</td>
<td>• Established and operational role statements specifically stating clear roles and responsibilities for all key personnel based on Lotus diagrams and other quality improvement tools.</td>
<td></td>
<td>2/5</td>
<td>Principal and Executive</td>
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<td>• All executive staff have operational documents in place that articulates their role in the SMP and</td>
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<td>✓</td>
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</table>
| 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 including the PDSA cycle. | 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 NSWT standards and various levels of accreditation  
• Various PL opportunities afforded to non-teaching staff. | 2           | ✓         | ✓          | P/L Team                 | 10,000                   |
| 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. | 2           | ✓         | ✓          | KLA Executive            | 10,000                   |
| 4.6    | Local workforce management planning including clear succession planning and building the leadership density of current and aspiring executive staff | • Three 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  |                         |
GLOSSARY

Intended Outcomes
Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Target setting guide: Start with a Verb — increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect — the percentage of students in the lower two bands of overall literacy / then state the baseline measurement — from 23% in 2011 / then state the measurement level you want to get to — to 15% / then state your time frame — by 2012. e.g. Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012

Indicators

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to observe or measure, if the strategies are working as expected.
## Funding Codes

<table>
<thead>
<tr>
<th>Colour (taken from the Palette in Word)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Low SES National Partnership e.g. employ DP</td>
</tr>
<tr>
<td>Black</td>
<td>Global Budget e.g. purchase resource</td>
</tr>
<tr>
<td>Blue</td>
<td>CAP e.g. employ teacher</td>
</tr>
<tr>
<td>Green</td>
<td>PSP &amp; PAS e.g. employ TA</td>
</tr>
<tr>
<td>Purple</td>
<td>Professional Learning e.g. attendance at R2L</td>
</tr>
<tr>
<td>Orange</td>
<td>Aboriginal Education e.g. $2500 SIP employ SLSO</td>
</tr>
<tr>
<td>Dark Red</td>
<td>Other e.g. $1000 Community Grant</td>
</tr>
</tbody>
</table>