SCHOOL CONTEXT

Warners Bay High School (WBHS) is a large comprehensive school with an enrolment of 1372 students. The school is situated in a middle socio-economic community in Lake Macquarie. The student profile is predominantly Anglo-Saxon with 1.5% of students from an Aboriginal background and a small percentage of students from a Language Background Other Than English (LBOTE). The staff and parent community are relatively stable with many staff and families having a long and strong connection with the school.

The school enjoys a strong reputation for quality education in the community and the attendance profile for students has been consistently above regional and stage average for the past five years (2008-2012). However NAPLAN and SMART data indicate that the average scaled score growth of our students in Year 7 and 9 has consistently been below state and SSG means in relation to literacy (writing and grammar and punctuation) and numeracy, and have been under-represented in the top performance bands in the School Certificate and the Higher School Certificate. The school does not receive funding for any equity programs, but has an allocation of 1.2 Learning and Support Teachers to support the implementation of programs for students experiencing difficulties with literacy and numeracy and employs 2.5 Support Officers to support the integration of students with diagnosed disabilities.

Despite the implementation of targeted Literacy and Numeracy Programs over a number of years, the school has been unable to achieve a sustained improvement in the literacy and numeracy performance of students across the board, particularly those with the capacity to operate at the top end of the scale. Interventions with students of lower ability in both literacy and numeracy have been far more successful as is evident in the value-added data.

In 2012 the Focus on Reading program was introduced as a joint initiative of the Local Management Group with Middle Years funding. It would be premature to comment on the impact of this program at this stage, however preliminary observations have been encouraging and both WBHS and its partner Primary Schools have reaffirmed their on-going commitment to the implementation of this program.

A strong emphasis on the improvement of literacy and numeracy is evident in the 2012-2014 School Plan, with priorities in:
- Continuous improvement in student learning outcomes achieved in NAPLAN – Literacy, NAPLAN – Numeracy, ESSA and the HSC, and
- Building a strong culture of success, innovation and participation within the school.

The school has a range of three year targets in spelling, writing, punctuation and grammar, and numeracy aimed at significantly increasing the percentage of students achieving in the proficient bands in NAPLAN, whilst continuing a tradition of being under-represented in the bottom two bands, The school has also set ambitious targets for increasing the percentage of students achieving at or above the expected growth in writing and numeracy from Years 7 to 9.

To assist in achieving these outcomes the school has invested significant resources in:
- The provision of professional learning opportunities for staff to develop their skills in teaching reading, writing and numeracy and monitoring student achievement in these areas.
- Student data analysis to inform the practice of evidence based teaching.
- Networking within the WBH Local Management Group (LMG) to develop programs and initiatives to ensure curriculum continuity and effective transitions from Years 6 to 7.
- The activities and initiatives of the WBHS Literacy and Numeracy School Improvement Teams (SIT)
- The continued implementation of a differentiated Literacy program for all Year 8 students that is embedded in the Science curriculum to explicitly teach literacy skills. This program will be moved to Year 7 in 2014.
- The continued implementation of the Focus on Reading Program.
- The development and implementation of targeted Individual Educational Plans for students with identified literacy difficulties.
- The continued implementation of targeted literacy intervention programs addressing phonemic awareness, reading fluency, comprehension and spelling by the Learning and Support Teachers.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
1. Continuous improvement in student learning outcomes achieved in HSC, NAPLAN – Literacy, NAPLAN – Numeracy and ESSA results 2. Information Communication Technology (ICT) engages, extends and deepens student learning and understanding. 3. The curriculum and school programs position students for post school employment opportunities with Asian countries and/or culture. 4. The WBHS community of schools reflects a strong and connected learning community in curriculum, student welfare, staff professional learning and ICT. Other significant initiatives: staff and students build a strong culture of success, innovation and participation within the school.	• WBHS maintains and strengthens its profile as a high performing comprehensive high school in the Hunter/Central Coast Region • All staff take responsibility for improving student learning outcomes and practice evidence based teaching. • The performance of boys is not dissimilar to the performance of girls across all stages. • ICT is used extensively and effectively across the school to engage, support and extend student enquiry, learning and higher order thinking. • An Asia literate curriculum positively positions WBHS students for a post-school career with our closest global neighbour - Asia • The WBHS Local Management Group (LMG) has programs and initiatives to support curriculum continuity, effective Year 6 to 7 transition for student engagement and well-being, staff professional learning and ICT links between the high school and partner primary schools. ▪ Extensive leadership programs support and engage staff and students in learning programs. ▪ Extensive, extra-curricular and co-curricular programs extend student participation, interest and engagement in learning. ▪ A culture of success and celebration of student achievement is evident across academic, sporting and cultural endeavours.

TARGET/S

PRINCIPAL'S SIGNATURE   Dr. Sharon Parkes.

SED ENDORSEMENT   DATE 17/10/13

SCHOOL IDENTIFIED PRIORITY
1. Continuous improvement in student learning outcomes achieved in HSC, NAPLAN-Literacy, NAPLAN-Numeracy and ESSA results.

OUTCOME/S	TARGET/S
▪ WBHS maintains and strengthens its profile as a high performing comprehensive high school in the Hunter/Central Coast Region ▪ All staff takes responsibility for improving student learning outcomes and practice evidence based teaching. ▪ Student results in HSC, NAPLAN and ESSA are at or above state average and Like School Group data for the top two performance bands. ▪ The participation of boys in academic, co-curricular, extra-curricular and leadership programs is similar to that of the participation of girls. ▪ The performance of boys reflects a normal distribution.	• Increase the percentage of students scoring the top two bands in HSC, NAPLAN, and ESSA external tests to at least state average or better. • Using the DASA Matrix for the analysis of SMART data for the classroom, a shift from Phase 2 to Phase 3 in the Matrix. • Increase the academic outcomes and participation of boys in academic, co-curricular and extra-curricular programs. • To ensure that WBHS consistently performs above state average in all aspects of literacy as measured through NAPLAN tests. • To ensure that WBHS consistently performs above state average in all aspects of numeracy as measured through NAPLAN tests. • To decrease the percentage f Year 9 students performing below National Minimum Standards in NAPLAN writing from 23.3.% (2012) to 15%in 2014. • To increase the percentage of Year 9 students achieving at or above expected growth in NAPLAN numeracy from 55.3% (2012) to 60% in 2014. • To increase the percentage of Year 9 students achieving Band 9 in NAPLAN numeracy from 6.2% (2012) to 12% in 2014.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Analysis of Data: ▪ Regular and thorough analysis of data is used to inform teaching and learning programs across each KLA. ▪ Head Teachers model and support staff usage of SMART data to tailor teaching and learning programs to student needs. ▪ Executive staff analyse student data using SMART and/or RAP package to examine issues of interest, trends and recommendation for action at the faculty and whole school level. ▪ Executive staff collaboratively develop programs for continuous improvement in student learning outcomes based on thorough analysis of qualitative and quantitative data.	▪ Staff using SMART data to assess the literacy and learning needs of students in their classes. ▪ Staff using the SMART data item analysis to inform their explicit teaching programs. ▪ WBHS consistently performs above state average in ESSA tests. ▪ All staff take responsibility for improving student learning outcomes and undertake evidence based teaching.				All staff All Head Teachers All Executive All Executive	

STRATEGIES	INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/BUDGET
Whole School ▪ Implement Visible Learning as a strategy to listen to student voice to improve student learning. ▪ All VL team members participate in at least two 'walk throughs' and pay it forward with one other colleague in their faculty ▪ Develop and implement a 100 day action plan for VL ▪ Use Videoed student documentaries group 'voice' in relation to their learning for teachers to change pedagogical practices	▪ Average effect size from pre to post test of 0.4 or greater for all participants in the project ▪ Effective feedback to students is evident in work samples and articulated by students ▪ VL team members have learning intentions and success criteria for 30% of lessons ▪ Teachers talking openly and honestly about student learning and achievements ▪ Teachers working collegially in teams talking about student learning		√		DP Curriculum & VL team	Empowering Local Schools (ELS) funding
In English: ▪ Continue ongoing evaluation of programs and annual program review. ▪ Continue to utilise Rap package data to target specific weaknesses in HSC courses with explicit teaching ▪ Continue to analyse NAPLAN data and modify Year 7 and Year 9 NAPLAN programs accordingly ▪ Continue intervention processes to maintain communication and effect positive pressure on students to achieve in Extension I and II English. ▪ In Year 11 standard & advanced English explicitly teach the skills for short answers and creative writing section of the Area of Study paper. ▪ All Staff register completion of the explicit teaching program. ▪ Condense the Close Study of Text and increase time for the Area of Study to work on the more difficult Synthesised Response. ▪ Continue to mentor and coach individual students out of class time. ▪ Systematic approach to tutorials offered as additional teaching opportunities.	▪ Quality Teaching Model and exemplary teaching practices evident in teaching programs and classroom practice. ▪ Modified teaching programs ▪ Improvement in results in the targeted areas.	√ √ √ √	√ √ √ √ √ √ √ √ √	√ √ √ √ √ √	Head Teacher English English Faculty Head Teacher English Extension I & II teachers. HSC English teachers	TPL Budget

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
In Science: ▪ Designate a specific time to analyse the HSC, NAPLAN and ESSA data through Faculty meeting time.	▪ Faculty meeting designated to SMART data analysis. Staff confident accessing and analysing data.	√	√	√	Science Staff	
	▪ Substantive conversation between staff about student achievements.	√	√	√		
▪ Activities and program strategies include student decision making and negotiation of homework and assessment tasks.		√	√	√	Science Staff	
▪ Implement mandatory study folders – explicitly teach the verbs;	▪ Trend data shows continued upward growth		√		A/HT Science	
▪ Implement a weekly homework task – always a past HSC question linked to the week before. Annotated written feedback given ▪ Scaffold how to study science						
▪ Weekly tutorials in Biology	▪ Increased value added growth		√			
▪ Teachers to have high expectations for the quantity and standard of student work required to achieve the high bands			√			
▪ Analysis of RAP packages to identify specific areas where students are underperforming. Explicitly teach the verbs and scaffold quality responses	▪ Increased number of Band 5 and Band 6 results at HSC level	√	√			
▪ Focus on Chemistry and Physics. Initiate regular homework consisting of past paper questions as study folders. ▪ Encourage HSC Science teachers to undertake HSC marking ▪ ESSA analysed to identify order representation in top band and over representation in the band before the top band	▪ Teacher understanding of the standard required for students to achieve Band 5 & 6 ▪ More extended responses included in assessment tasks and class activities. ▪ Rigorous formative and summative assessment tasks developed to include multiple topics		√			

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
In Science (Cont) ▪ Stage co-ordinators and Senior HSC teachers are informed of technology / resources and updates. All senior courses to be equipped with appropriate resources that allow for effective learning experiences.	▪ Strong value-added growth evident in all aspects of the curriculum as measured through the HSC.				Science Staff	
In Languages: ▪ Faculty programs revised to incorporate targets determined from the analysis of data. (SMART/RAP) ▪ French programs re-written.	▪ Increase in the number of students scoring Band 5 from Band 4 in French and Japanese	√	√	√	Head Teacher Languages	
▪ Continue to provide native speaking tutors for senior students ▪ Continue links with French university lecturers, sister schools, hosting Japanese and French students.	▪ Language students continue to perform well and use their language in post-school options	√	√	√	Language staff	
In TAS: ▪ Train staff to use data packages to encourage staff to use the data for their classes.	▪ TAS faculty minutes record staff training. ▪ Faculty practices indicate consistent use of data for tailoring teaching to student needs for improvement and development. ▪ Thorough analysis of HSC data results in changes to teaching programs and practices with improved TAS results.	√	√	√	Head Teacher TAS	
▪ Provide folder to show exemplary responses needed to score Band 6			√		HT TAS & HSC teachers	
▪ Model folio expectations and provide explicit instruction. Scaffold major work portfolio with explanations for each section			√		HT TAS TAS HSC teachers	
▪ Continue digital resources for students and place on the 'P' drive			√		TAS HSC teachers	
▪ Provide extra tutorials/additional assistance/utilise Facebook contact/voice recording of notes			√		All HSC TAS teachers	
▪ Use Facebook for practice of multiple choice in Food Technology			√		Food Technology Teacher	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
In History: ▪ From the Rap package target specific weaknesses in HSC courses with explicit teaching. ▪ Analysis of Year 7 NAPLAN results to target specific weaknesses in the Year 8 History Literacy program. ▪ Encourage staff to HSC mark and share their learning with the faculty. ▪ Practice multiple choice HSC Ancient History ▪ Students practice analysis responses in class ▪ Increase homework tasks given to Extension students ▪ Continue to extend History Extension students with access to Sydney University Library ▪ Expand student access to guest speakers and Study Days in Ancient and Modern History.	▪ Movement of more students into the higher bands. ▪ Improvement in these areas noted in the RAP package statistics. ▪ Improved written skills noted in History tasks. ▪ Increased number of HSC teachers participate in HSC marking ▪ HSC results are aligned with state average ▪ Results for Extension History reflect state average ▪ More diverse resources displayed in project bibliography ▪ More diverse/better knowledge of the course displayed in Assessment tasks and improved results in Bands 5 & 6.	√ √ √ √	 √ √ √ √ √	 √ √	History teachers All Executive Head Teacher History HT History and History Staff Head Teacher History History staff	
In Social Science: ▪ Staff utilise faculty time to analyse HSC and NAPLAN data to inform faculty priorities and quality teaching practices. ▪ Analyse and dissect student data using the RAP package as part of a formal evaluation process, to identify specific examination issues and trends in HSC Geography, Business Studies, Legal Studies, Economics and Society and Culture, then provide explicit teaching in areas of weakness; explicit teaching of concepts. ▪ Analyse PIP results to identify strengths and areas for more teacher intervention. Model the mini-PIP in Preliminary course to provide more explicit assistance with research and primary analysis.		√	√ √	√	Head Teacher Social Science HT Social Science HSC Society & Culture teacher	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
In Social Science (Contd) ▪ Staff to regularly analyse faculty assessment data and create evaluation summaries as part of a formative feedback process to students and to inform further planning. ▪ Year Co-ordinators in Social Science are provided with opportunities to collaboratively develop, evaluate and refine faculty programs, assessment procedures and tasks. ▪ HSC teachers are involved in HSC marking, mentoring and shared tutorial programs to support the needs of individual students in school holidays; shared teaching based on teacher skills and expertise; individual tutorials. ▪ Programs to be modified to provide explicit evidence of the Quality Teaching Model. ▪ Use IT Facebook communication for on-line annotated feedback on student tasks to lift performance. ▪ Develop strong teacher – student rapport with teacher mentors.	▪ Movement of students from Band 5 to Band 6 in all Social Science HSC courses as a result of informed and explicit teaching to individual student needs. ▪ High frequency of IT interactions between teacher and student in relation to tasks and teacher feedback		√			
Library: ▪ Encourage English classes to book lessons (maybe once each term) in the Library to facilitate students reading for pleasure	▪ Increase in student borrowing of fiction books across all year groups.	√	√	√	English teachers and Teacher Librarians	
In Creative & Performing Arts: ▪ Analysis of NAPLAN results to drive programming and classroom initiatives. ▪ Use of SMART and RAP to develop strategies for improvement and development.	▪ Faculty programs are contemporary and reflect direct understanding of the role of data in teaching and learning. ▪ Teaching practices reflect a pro-active approach to the teaching of understood weaknesses and strategies for movement of student outcomes to higher bands.	√ √	√ √	√ √	Head Teacher CAPA	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Creative & Performing Arts (Contd) ▪ Use of RAP data and components reports to explore weaknesses in specific questions and components i.e. practical versus theoretical, in Music, Drama and Visual Arts. ▪ Use of TARS process to develop understandings of the value and usage of data analysis in teaching, learning, programming and assessment planning.	▪ Music, Drama and Visual Arts teaching practice targets specific aspects of the subjects structure to improve results. ▪ Specific focus on theoretical components to improve overall results and create equity in student achievement.	√ √	 √	 √		
Analysis of Data ▪ Staff trained in analysis and interpretation of SMART data.	▪ Increased number of staff members who are able to competently and confidently analyse SMART data.	√	√	√	All Head Teachers	
▪ Staff trained in the use of the Results Analysis Package	▪ Increased number of staff members who are able to use the RAP.	√	√	√	All Head Teachers	
▪ SMART data used to inform the development and refinement of whole school Literacy and Numeracy strategies.	▪ Staff to implement whole school Literacy and Numeracy strategies which are responsive to student needs.	√	√	√	Head Teacher Teaching and Learning HSLO, Literacy SIT, Numeracy SIT	
▪ SMART data used to monitor value added as a result of involvement in the Triple E Program.	▪ SMART data indicates growth in the academic achievements of Triple E students from Years 7-12.	√	√	√	Head Teacher Teaching and Learning	
Top Bands ▪ SMART data used to inform and refine Triple E program content and learning experiences.	▪ A dynamic GATS Program that promotes high levels of student engagement and achievement.	√	√	√	HT Teaching and Learning GATS Team	
▪ Examples of best practice identified and shared collegially. ▪ Continue to interview and monitor senior students, implement seminars, tutorials mentoring and support based on need. ▪ Extend the senior mentoring program	▪ On-going professional dialogue between staff members ▪ Increased number of students scoring Bands 5 & 6 at HSC level across all courses. ▪ Increased number of senior students participating in the mentoring program.	√	√	√	Whole staff Panel including: Senior Executive, Year Advisers, Career Adviser DP Curriculum and designated staff member	
▪ Continue the Year 10 Bridging Course to assist students with appropriate course selections for Stage 6.	▪ Bridging Course implemented in Term 4 after QLE.	√	√	√	DP Curriculum	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
Top Bands (Contd)						
▪ Continued identification of students who are achieving Band 6 outcomes in practical components of CAPA but not in theoretical aspects then providing tutoring of written components to improve overall results.		√	√	√	Head Teacher CAPA	
▪ Continue intervention process such as Body of Work / Performance, PIP, reports to maintain communication and effect positive pressure on students to achieve.					Head Teacher CAPA HT TAS HT Social Science	
▪ Continue interviews for Year 11 & 12 students to ensure students are focused and organised and to determine the additional support requested.	▪ High student participation in seminar, tutorials and vacation lessons.	√	√	√	Principal DP Curriculum DP Welfare Year Advisers Career Advisers	
▪ Monitor progress of the high performing students in Extension courses.	▪ Only students capable of Extension courses undertake the course				DP Curriculum	
▪ At whole school level, enter students in external competitions.	▪ Student involvement in Science and Mathematics competitions	√	√	√	Head Teacher Science Head Teacher Mathematics	
▪ Continue interviews for Year 11 & 12 students to ensure students are focused and organised and to determine the additional support requested.	▪ High student participation in seminar, tutorials and vacation lessons.	√	√	√	Principal DP Curriculum DP Welfare Year Advisers Career Advisers	
▪ At whole school level, enter students in external competitions.	▪ Student involvement in Science and Mathematics competitions	√	√	√	Head Teacher Science Head Teacher Mathematics	
In Mathematics:						
▪ Employ a tutor to provide assistance to Year 9 students in both calculator and non-calculator strategies	▪ Increased numbers of students in top bands for Numeracy	√	√	√	Head Teacher Mathematics	$4600 from P&C
▪ Tutorial Programs run for Senior Students to provide HSC style questions and appropriate feedback and model answers.	▪ Increased numbers of students in Bands 5 & 6 in HSC courses.					

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
In Mathematics (Contd)						
▪ All Year 7 and 8 students to be provided with Numeracy style homework books to enhance Numeracy skills	▪ All Year 7 and 8 students to be provided with Numeracy style homework books to enhance Numeracy skills	√	√	√	HT Maths/DP Curriculum	
▪ Continue to counsel students to choose courses commensurate with their capacity and particularly in extension courses			√	√	HT Mathematics DP Curriculum	
▪ Encourage student participation in talented students' days			√	√		
▪ Implement more explicit practice with specific HSC questions			√	√		
▪ Analyse RAP package to determine weaknesses in specific topics where the correct answer was below state average (especially in multiple choice)		√	√	√		
▪ Place an emphasis on lifting student expectations			√	√		
▪ Seek advice from schools with high performances in Mathematics			√	√		
▪ Introduce half yearly exams in Years 11 & 12				√		
In Technology:						
▪ Implement centralised MOODLE based self-testing / learning activities for self-paced learning extension.	▪ Students using MOODLE to extend their learning and receive fast feedback on tasks.				Technology SIT Head Teacher Admin/VET/Technology	
In Science:						
▪ Continue the Science strategies focused on ESSA improvement.	▪ Strategies implemented for ESSA improvement.	√			Head Teacher Science	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
In PD/H/PE ▪ Improve extended writing in PD/H/PE (build text structures; elaborate; build sentences; cohesion; drive towards conceptual thinking) ▪ Differentiate the curriculum in particular for boys with lower literary levels ▪ Provide explicit instruction as to how to make study notes in CAFS; scaffolding responses, tutorials ▪ Utilise ex-students (with high expectations) as mentors for current students	▪ Strong value-added growth evident for all students across the bands				HT PD/H/PE HT Teaching and Learning	
Literacy: ▪ Develop and implement a differentiated Literacy program for all Years 7 and 8 students that is embedded in the Science curriculum.	▪ WBHS consistently performs above state average in all aspects of literacy as measured through NAPLAN tests. ▪ The percentage of Year 9 students performing below National Minimum Standards in NAPLAN writing decreases from 23.3% (2012) to 15% in 2014.		√	√	Literacy SIT LASTs Support Staff HT Science Science faculty	ILNNP Funding
▪ Develop and implement targeted Individual Educational Plans for students with identified literacy difficulties.	▪ Individual Education Plans that are responsive to the identified literacy needs of students. ▪ More than 80% of targeted students meet or exceed their individual benchmarks for achievement.	√	√	√	LASTs	
▪ Establish a Focus on Reading program with Module 1 a Focus on Comprehension. ▪ Target staff training in the implementation of the program.	▪ Focus on Reading professional learning program rated highly by staff involved. ▪ Student progress is evident in assessment and comprehension tasks. ▪ Target teachers understand and explicitly teach comprehension strategies.	√	√		Principal and LMG Principals. Focus on Reading team & co-ordinator	Exemplary Project – Middle Years funding - $10,000

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Literacy cont. ▪ Encourage the use of MOODLE for revision and extension of student learning and to improve literacy skills.	▪ Increasing student use of MOODLE for all tasks. ▪ Increased staff use and competence in using MOODLE for learning and revision.				All Staff Head Teacher Technology	
▪ Engage with the Literacy Continuum via structured professional learning experiences.	▪ Successful completion of professional learning activities. ▪ Increased capacity of staff to apply the Literacy Continuum effectively	√	√	√	Literacy SIT All faculties	
In Support Welfare: ▪ Establish student areas for improvement based on trend data from the NAPLAN results to drive program development.	▪ All staff use NAPLAN data to drive program development and student weaknesses to raise students from the lower bands to mid bands.	√	√	√	Classroom teachers and the SIT literacy team	SIT funding allocations
▪ Continue implementation of targeted literacy intervention programs addressing phonemic awareness, reading fluency, comprehension and spelling	▪ Significant improvement in the performance levels of the majority of participants in each of these programs.	√	√	√	LASTs	
▪ Conduct pre-tests for all LAST identified student in Term 1 of each year and post-tests Term 4 of each year to assess the success of the school's literacy programs.	▪ All students participating in the LAST programs increase their reading ages by at least 20% throughout the year.	√			LAST	Photocopy costs, purchasing of new resources - $800
▪ Provide the History and Social Science faculties with LAST literacy developed programs for continuation in 2012.	▪ Year 8 students participating in the LAST Literacy program in Social Science and History achieve higher bands in Year 9 NAPLAN assessment.	√	√	√	Staff in Social Science, History and LAST	LAST funding for photocopying - $500

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING/BUDGET SOURCE
		2012	**2013**	**2014**		
▪ Incorporate ICT into Literacy programs including the Diary of a Wimpy Kid, but also extending it to IPad programs where possible.	▪ Students participating in the LAST programs achieve greater results through enhanced usage of ICT.	√	√	√	LAST	Purchase 8 x IPads
In History: ▪ Expand the Year 8 Literacy program to target weaknesses demonstrated in the Year 7 NAPLAN data. ▪ History participation and embedding strategies of explicit teaching of comprehension into the classroom. **In Creative and Performing Arts:** ▪ Embedding of visual and verbal literacy strategies in all Music, Drama and Visual Arts programming.	▪ Weekly homework for Literacy in Year 8 demonstrates practice of vocabulary and reading skills (spelling tests). ▪ Students and staff use common vocabulary and strategies in the classroom. ▪ Improved understanding of comprehension skills displayed in source analysis in skills tests. ▪ All units of work reflect a unified approach to the teaching of literacy in the Creative and Performing Arts.	√ √ √	 √		Head Teacher History History staff. Head Teacher CAPA	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING/BUDGET SOURCE
NUMERACY & MATHEMATICS ▪ Articulate and implement a whole school approach to teaching of numeracy including extensive teacher Professional Learning within mathematics and across KLAS.	▪ Development of an inclusive Numeracy Action Plan with a focus on teacher professional learning and pedagogical change.		√		ILNNP Steering Committee	**Total ILNNP Funding $263,446** ILNNP Funding 20 release days $8000 Resources $4000
	▪ PL conducted for Numeracy SIT focusing on the teaching pedagogy for numeracy concepts.			√		
▪ Analyse NAPLAN data to develop a revised scope and sequence identifying areas of weakness from NAPLAN data.	▪ Numeracy scope and sequence published and promoted with actions for all KLAS.		√		Numeracy SIT Leader	4 x 0.5 teacher release days $600
▪ Development and implementation of new differentiated learning units for 7 & 8 mathematics focusing on specialised numeracy concepts..	▪ New Learning units completed for 7&8. Mathematics, focusing and incorporating concepts from the Australian Curriculum		√		Numeracy Co-ordinator	10 teacher days $4000
▪ Collection of baseline data for numeracy from Year 7 & 8 students measured against the Numeracy Continuum as the basis for new intervention programs.	▪ Development and implementation of targeted numeracy intervention programs for students identified as being at risk and operating below or well below baseline data.		√		Head Teacher Mathematics LAST	10 teacher days $4000 Resources $300
	▪ Units of work written for each class which link to the numeracy continuum.		√			
					Numeracy Facilitators (4)	12 teacher days $4800
	▪ Identified student needs for all years 7&8.					

STRATEGIES	INDICATORS	TIMEFRAME		RESPONSIBILITY	FUNDING/BUDGET SOURCE
• Teacher release T3/4 2013; T1/2 2014 to develop and co-ordinate numeracy program and deliver Numeracy Program. Teachers released by additional 1.00 mathematics stage 4 teacher.	• Numeracy Program units of work delivered one period per week for each year 7&8 class with three teachers delivering per class.	√	√	Numeracy Co-ordinator	0.6/week 40 days $39154 1.0 teacher for 4 terms $84835
• Bi-annual monitoring of student progress against numeracy continuum.	• Students assessed against the numeracy continuum from 47% being at "expected" rate to 60% by 2014. Changes to the numeracy project made as identified.	√	√	Numeracy Facilitators	4 teacher release days $4000
	• Increased capacity of staff to utilise the numeracy continuum for student assessment from 1% 2013 to 60% 2014..	√		Head Teacher Mathematics	
• Conduct Visible Learning Focus Groups for mathematical students in years 7 & 8 and high performing year 9 girls.	• Visible Learning student voice data informs teachers' pedagogical practices.	√	√	DP Curriculum	10 teacher release days $4000
• Conduct Visible Learning Focus Group for Stage 5 high performing female mathematics students in relation to the students perceptions of the importance of mathematics and the barriers to their success and value added growth.	• Focus groups, walkthroughs, lesson observations, team teaching, model teaching conducted to support teacher reflection based on student learning needs.	√	√	DP Curriculum	0.26 teacher release days $10,400
• Engage academic partner from University of Newcastle to review pedagogical practices and provide advise and support and review assessment tasks.	• Professional Learning conducted for mathematics staff led by the academic partner	√	√	ILNNP Steering Committee	Academic fee $8000 48 Teacher release days $19200
• Consolidate year 8 numeracy project and implement non-calculator maths tuition one period per week for all year 8 students using Mathsmate program.	• Students and staff using the language of numeracy demonstrating knowledge and understanding of technical numeracy terms.(survey and observation)		√	Head Teacher Mathematics	5 teacher release days $2000 Resources $7,800

STRATEGIES	INDICATORS	TIMEFRAME		STRATEGIES	INDICATORS
• Implement numeracy strategies across KLAS 7-12 through explicit classroom activities and staff Pl.	• The percentage of Year 9 students achieving at or above expected growth in NAPLAN numeracy increases from 55.3% (2012) to 60% in 2014.		√	Numeracy SIT	30 Teacher release $12000
	• The percentage of Year 9 students achieving band 10 in NAPLAN numeracy increases from 6.2% (2012) to 12% in 2014				Planners $9325
	• Students using study planners to assist with organisation				
• Enrol all mathematical students into "Maths On-Line".	• Students utilise maths on-line for maths tutorials		√	Head Teacher Mathematics	$8.00/head $8500
• Past test students to determine growth against the numeracy continuum. • Teacher Professional Learning and sharing.	• Post test assessment of student growth indicates improvement.	√	√	Head Teacher Mathematics DP Curriculum	25 teacher days $10000 Resources $1000
• Provide specialist tutoring in mathematics to interested students as part of the Homework Help Program.	• Current university ex-WBHS students with a passion for mathematics and highly developed knowledge in mathematics employed as tutors in the Homework Centre		√	Numeracy Co-ordinator	4 tutors 1.5 hrs/week for 30 weeks $7200 Hospitalities $1000
• Employ guest speakers "Maths & Me" who are using higher levels of mathematics in their training or employment.	• A regular series of quest speakers highlight the value of mathematics in post-school employment		√	Numeracy Co-ordinator	10 guest lectures $2000 Hospitalities $500
• Conduct parent workshop in terms 4 & 1 (2014) for Year 7 & 8 parents to better understand how mathematics is being taught, how parents can assist and the "Maths On-Line" tutorial program	• 2 parent meetings conducted with a 20% increase from the first meeting to the second meeting.	√	√	Head Teacher Mathematics	4 teacher days $1600 Hospitalities $500
• Implement a "Celebrate Mathematics" event to generate interest in mathematics and allow the students with a passion for mathematics to wok with like-minded students.	• The "Celebrate Mathematics" event shows strong involvement and interest from students		√	Head Teacher Mathematics	4 teacher days $1600 Hospitalities $800
• Administration cost for Numeracy Project	• SASS support 2 hours/week for 40 weeks at $30/hour	√	√	SAM	$2468

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
In History: ▪ Target specific numeracy skills shown in Timelines and analysis of graphs found in sources.	▪ Improved results in skills tests which display numeracy skills.	√	√	√	History staff	
In Creative and Performing Arts: ▪ Raise the awareness of numeracy concepts in CAPA through explicit teaching of concepts such as the relationship between size and meaning in Art, rhythmical notation in music and spatial connections in Drama.		√	√	√	CAPA Staff	
Quality Teaching: ▪ Review of teacher programs and classroom practice through visitations, discussions, registrations.	▪ The Quality Teaching model consistently underpins, and is evident in classroom practise.				Principal Faculty Head Teachers	
▪ Teachers develop a deep knowledge and understanding of the Quality Teaching Model.	▪ All staff members participate in an on-going professional development program addressing the practical application of the Quality Teaching Model.	√	√	√	Deputy Principal Curriculum, Head Teacher Teaching and Learning**,** QT Team	
▪ The Quality Teaching Model informs the development of all teaching and learning programs.	▪ Elements of the Quality Teaching Model are explicitly addressed in all teaching and learning programs.	√	√	√	All faculties	
▪ The Quality Teaching model informs teaching practices.	▪ Classroom teaching practices reflect the principles and elements of the Quality Teaching Model.	√	√	√	All teaching staff	
▪ Teachers use the elements of the Quality Teaching Framework to provide scaffolds for professional self-reflection and dialogue.	▪ Teachers use the elements of the Quality Teaching Model when addressing TARS requirements.	√	√	√	Faculty Head Teachers and teaching staff	
▪ Elements of the Quality Teaching Model inform the development of assessment tasks.	▪ Elements of the Quality Teaching Model are addressed in all assessment tasks.		√	√	Faculty Head Teachers and teaching staff	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
Boys: ▪ Establish a Boys Leadership School Improvement Team to develop strategies to increase the participation of boys in academic, co-curricular, extra-curricular and leadership programs.	▪ The performance of boys matches the ongoing increases in the performance of girls as measured by NAPLAN (Years 7 & 9), and Higher School Certificate (Year 12). ▪ The percentage of boys scoring in the "outstanding" category for Focus Outcomes is similar to that of girls scoring in that category. ▪ The percentage of boys scoring in the "usually" Category for Personal Profile outcomes is similar to that of girls scoring in that category. ▪ The number of boys nominating for leadership positions for SRC and Student Executive is similar to that of girls.	√	√		Boys Leadership SIT	
	▪ An increased number of Commendations awarded to boys at each end of term assembly.	√	√			
	▪ An increase in the number of boys nominating for leadership positions.	√	√			
▪ Establish a mentor program for Year 12 boys targeting capable boys not achieving to their potential.	▪ An increase in value-added growth for boys at HSC level.	√	√		DP Curriculum/Boys Mentor	
▪ Implement Lillico teaching strategies recommended by the 2008 Boys Education Focus Group. ▪ Conduct individual analysis of results from SMART data to identify additional strategies for engagement of boys.	▪ Increased performance of boys in NAPLAN, ESSA and HSC data.				DP Welfare Boys Leadership SIT	
▪ Implement review of achievements of successful boys across all KLA's to try to underpin strategies for future use both in programming and classroom management. ▪ Develop intervention strategies focusing on Year 8 boys. ▪	▪ Lillico classroom teaching principles evident in teaching practices.		√	√	Boys Leadership SIT	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Boys: (Contd) ▪ Continue Principal's Reading Challenge (PRC) with a particular focus on the involvement of boys.	▪ Increase number of boys participating in the PRC.	√	√	√	Library staff	
▪ Invite successful male ex-students to talk to junior boys to encourage them to strive for their personal best.	▪ Increased academic outcomes for boys	√	√	√	Boys Leadership SIT	
▪ Invite specialists in the education of boys to workshop with boys and parents. ▪ Encourage senior boys to mentor and support junior boys who exhibit leadership potential.		√	√			
▪ Implement specialist intervention programs for boys at risk of not completing a full secondary education including Bounce-back, Plan-It-Youth and Career and Transition (CAT) team intervention.		√	√	√	CAT team Careers Advisers Head Teacher Student Welfare	

| SCHOOL IDENTIFIED PRIORITY |||||
| 2. Information Communication Technology (ICT) engages, extends and deepens student learning and understanding. |||||

OUTCOME/S	TARGET/S
▪ ICT is used extensively and effectively across the school to engage, support and extend student enquiry, learning and higher order thinking. ▪ Students develop ICT competence through using ICT effectively and appropriately when investigating, locating, refining and verifying different data to communicate their ideas and understandings. ▪ Information Skills in the school engage learners in constructing knowledge with digital literacy embedded in the Information Skills process. ▪ The information part of Information and Communication Technology (ICT) is taught as part of research and assignments.	▪ Increase in the percentage of teachers using ICT on a regular basis to engage the full range of learners.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Continue incorporating ICT workshops and evaluation systems into School Development Days ▪ Development and implementation of School Development Day with ICT focus ▪ Conduct workshops and video conferencing facilitated by Technology SIT	▪ Increased teacher participation in professional learning in ICT ▪ An ICT focus is embedded into teaching learning programs across the KLA's and implemented to engage the full range of learners.	√	√	√	Head Teacher Technology Leadership SIT	
▪ Increase staff knowledge and use of MOODLE for lesson consolidation and revision programs.	▪ Students demonstrate perceptions and conceptions that are based on knowledge, skills and understanding of the fundamental logic and conventions that underpin ICT use and can transfer from one ICT environment to another.					
▪ Increase staff skills in on-line content and resource development so that on-line activities can be explicitly accessed in class and at home.	▪ Students consistently exhibit good digital citizenship and effective digital literacy skills.					
▪ Implicitly teach ICT skills through assignments.	▪ Language classroom have interactive whiteboards.	√	√		Technology SIT	
In Mathematics: ▪ All classes in Stage 5 have an ICT task.	▪ ICT incorporated into mathematics classes.	√	√	√	Head Teacher Mathematics	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
In TAS: ▪ ICT to be explicitly stated in Teaching Programs in TAS	▪ ICT being implemented in all TAS classrooms across all courses.	√	√	√	All TAS staff Head Teacher TAS	TAS Budget TPL Budget
In Social Science: ▪ Faculty staff are provided with Professional Learning and Development opportunities to develop ICT competence and to ensure that there is an ICT focus embedded in the delivery of courses.	▪ Increased usage of technology (Smartboard and Projector based lessons) to deliver course material and teach specific geographical skills.	√	√		Head Teacher Social Science	TPL Budget Social Science Budget P&C Funding
In Technology: ▪ Audit KLA programs for provision of ICT skills in teaching and assessment	▪ Explicit ICT components in all KLA's for Years 9 and 10	√			Head Teacher Technology KLA Head Teachers	
▪ Investigate and trial tablet technology and support applications for Stage 4 classes	▪ Increased engagement in Junior classes		√		Head Teacher Technology Technology SIT	
▪ Development of Smartboard/Projector based lessons in each KLA to utilise and showcase staff DER laptop capacity.	▪ Increased utilisation of available technology within the classroom.	√			Head Teacher Technology Technology SIT	
▪ Increase effectiveness of DER Rollout program through consultation with KLA's to produce a needs based software delivery session to Year 9 students.	▪ Increase on-task time with DER laptops in all KLA's allowing for more knowledge based preparation of lessons.		√		Head Teacher Technology Technology SIT	
▪ Development of staff in next generation technology including web2.0 and tablet based delivery.	▪ Increased number of staff trained in Online teaching methodologies.	√			Head Teacher Technology Technology SIT	
In the Library ▪ Teacher librarian addresses Executive meetings re Information Literacy and the Information Skills process. ▪ Teacher Librarian addresses Full Staff Meeting re Information Literacy and the Information skills Process. ▪ Head Teachers notify Teacher Librarians (TL's) tasks where Information Skills Process and Digital Literacy skills will be a focus. ▪ TL draws a matrix to ensure that Information and Digital Literacy skills are explicitly included across the whole school. ▪ TL works with teachers and classes re the development of Information and Digital Literacy Skills.	▪ Matrix developed to explicitly teach and assess Information Literacy Skills across the whole school. ▪ Information and Digital Literacy Skills are included progressively across all school years. ▪ Responsible digital citizenship is taught and practised by all students. ▪ Bibliographies for assignments include a variety of resources, e.g. books periodicals, papers, online, visual, movies and human. ▪ An ICT focus includes finding and using information effectively	√	√		Teacher librarians Executive All teachers.	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
In Welfare Support: ▪ Work with the AP LAST to enhance LAST knowledge and involvement in ICT.	▪ Enhanced knowledge of up to date research in the area of LAST ▪ Collegial educational leadership with the AP LAST to enhance LAST ICT skills ▪ Greater number of schools with LAST's involved in the ITC, video-conferencing program. ▪ Enhanced student engagement and achievement.	√ √ √	 √ √	 √	Head Teacher Welfare	T&D funds for release time LAST support groups Approx. $1000 a year
In History: ▪ Target specific History teachers to access Professional Learning Experiences in Technology ▪ Increase staff knowledge and use of MOODLE for lesson consolidation and revision programs. ▪ Expand History MOODLE pages including class pages and embed resources and assessment tasks (such as Year 10) ▪ Increase staff skills in on-line content and resource development so that on-line activities can be explicitly accessed in class and at home. ▪ Implicitly teach ICT skills through assignments.	▪ Increased teacher participation in professional learning in ICT ▪ Improve teacher usage of technology in the classroom. ▪ Increase student usage of MOODLE and teacher's class pages.	√ √	√ √	√ √	Head Teacher Technology Leadership SIT Head Teacher History History teachers Year Co-ordinators.	
In English: ▪ Continue to increase and improve ICT skills in teaching and learning programs. ▪ Provide staff with Professional Learning and Development opportunities to develop ICT competence. ▪ Continue to facilitate informal support within the faculty to develop ICT skills and increase use of MOODLE.	▪ Explicit ICT strategies evident in teaching and learning programs. ▪ Increased student engagement. ▪ Increased staff confidence and utilisation of technology within the classroom.	√	√	√	Head Teacher English English Faculty	TPL Budget
In Creative and Performing Arts: ▪ Development of lessons and assessment tasks in Music using the concepts of SMART Board/laptop learning ▪ Introduction of tablets and Flat screen TV's into the Visual Arts/ Digital Media Classrooms to provide students with direct access to Visual Graphics, technique and media manipulation and Art History and Criticism Aps.	▪ Explicit teaching of ICT components of the Music syllabus ▪ Increased number of students achieving success in both junior and senior classes in 4D and Digital Media.	√ √	√ √	√ √	CAPA Staff	

<table>
<tr><td colspan="7">SCHOOL IDENTIFIED PRIORITY
3. The curriculum and school programs position students for post school employment opportunities with Asian countries and/or culture.</td></tr>
</table>

OUTCOMES	TARGET
▪ An Asia literate curriculum positively positions WBHS students for a post-school career with our closest global neighbour – Asia.	▪ Growth in the percentage of Stage 5 and Stage 6 students undertaking studies related to Asia.

STRATEGIES	INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/BUDGET
▪ Introduction of Chinese Beginners to the Senior (Stage 6) curriculum ▪ Incorporation of Asian cultural awareness into Social Science and History Stage 5 and Stage 6 programs. ▪ Investigation of Stage 5 International Studies for incorporation into the Social Science curriculum 2012-2013. ▪ Incorporation of an increased use of teaching resources which have an Asian focus. ▪ Embed and extend Japanese and Chinese language acquisition and cultural awareness into the Languages KLA. ▪ Application for federal and/or state government funding to support the growth of an Asia-literate curriculum. ▪ Promote to students, the post school options for Asia-literate students.	▪ The degree to which WBHS complies with the Australian Curriculum cross-curriculum priority for engagement with Asia. ▪ International Studies offered as an elective for Stage 5 students. ▪ The success of Stage 6 Chinese Beginners as a viable HSC option for students. ▪ The growth of an Asia-literate curriculum across KLA's. ▪ The promotion of post-school options for Asian-literate students. ▪ Asian language study made available for all Stages.	√ √ √ √	 √ √ √ √	 √ √ √	Head Teacher Languages	
▪ Initiate and implement Harmony Day (11.3.12)	▪ Students participate in awareness raising of the culture in other countries by participating in Harmony Day festivities	√	√	√	Head Teacher Social Science Head Teacher Languages	
▪ Provide opportunities for staff and students to travel to Asia	▪ Japan trip successfully completed.	√	√	√	Head Teacher Languages Head Teacher Social Science	
In Social Science ▪ Staff actively promote International studies through extra-curricular activities and encourage students to engage ideas, beliefs and practices across a wide range of cultures with an emphases on the cultures of Asia.	▪ International Studies becomes a popular elective option for Stage 5 students.	√	√		Head Teacher Social Science	
In English: ▪ Continue to expand the study of Asia related literature and films.	▪ Growth of an Asia related curriculum across the school.	√	√	√	Head Teacher English English Faculty	Faculty Budget
In Creative and Performing Arts: ▪ Development of an Asian Focus in the study of contemporary. Chinese Art in Stage 6 through visitation to the "White Rabbit" Gallery in Sydney.	▪ Students develop an understanding of social, cultural and political issues of contemporary Chinese society and its relationship with Western traditions.	√	√	√	Visual Arts Staff	

SCHOOL IDENTIFIED PRIORITY 4. The WBHS community of schools reflects a strong and connected learning community in curriculum, student welfare, staff professional learning and ICT.		

OUTCOME/S	TARGET/S
▪ The WBHS Local Management Group (LMG) has programs and initiatives to support curriculum continuity, effective Year 6 to 7 transitions for student engagement and well-being, staff professional learning and ICT links between the high school and partner primary schools. ▪ Year 7 NAPLAN data indicates student performance in the top two bands is at or above state average and at or above Like School Group data.	i. Increase from Level 1 to Level 2 on the Middle Years Transition matrix by end 2012 ii. 60% of students of Years 5-7 reach expected growth target

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
▪ LMG Principals develop a strategic plan to implement the Focus on Reading program. ▪ Project team leads analysis of LMG data (SDD1 Term 1 2012). Regular LMG meetings drive project and facilitate communication to project members. Project team members use an action research model. Processes developed for sustainability of project by training additional leaders in each LMG school. (ongoing) ▪ Focus on Reading Project Team interrogate LMG data to identify student strengths and weaknesses in comprehension for Middle Years students to establish the need for change in pedagogy. Collaborative TPL in Focus on Reading across the LMG, led by LMG trainers.	▪ An effective middle year's program operates across the LMG with a focus on reading. ▪ Consistent practices for the teaching of comprehension operate across the LMG. ▪ Research is used effectively as evidence-based school planning ▪ Action research model implemented ▪ Common, shared solutions to identified problems ▪ Staff Professional Learning programs are conducted regularly across the LMG. ▪ Middle Years Focus on Reading implemented. ▪ Project staff engaged in the professional learning program	√	√	√	LMG 18 Principals Principal F o R team leader at WBHS	Exemplary Middle Years Project Funding 2011 ($10000)

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
• Train two facilitators (one primary, one secondary) to deliver the Focus on Reading comprehension intensive professional learning program across the LMG. At the high school, Science, History, social Science staff teaching the Triple E Year 8 class are undertaking the training program together with the relevant Head Teachers, DP Curriculum, HT Teaching and Learning and Principal	▪ Project staff undertaking the professional reading and engaging in the review of the articles.	√	√	√		
	▪ Project staff undertaking between module activities and sharing at the group level.	√	√	√		
	▪ A language for the consistent teaching of comprehension strategies is evident across the LMG.		√	√		
	▪ Year 7 NAPLAN data indicates an increase in the number of students scoring the high band.		√			
	▪ Progress on the LMG project is measured against the Middle Years Transition Matrix from Level 1 to Level 3 by 2014.					
▪ Teacher Professional Learning for the use of the Observation Matrix for student use of the super six comprehension strategies.	▪ Teachers confident to use the Observation Matrix.	√	√			
	▪ Teachers report more confidence in the use of the Observation Matrix.					
	▪ Classroom observations indicate project teacher modelling comprehension strategies.					
	▪ Year 7 lessons more adequately reflect the ICT abilities of students.		√			
▪ Participate in LGM Comprehension program ▪ Focus on Reading facilitators / LMG teachers share Super Six comprehension strategies / pedagogy as part of the implementation process. ▪ Development of observational rubric (Likert scale) for each of the descriptors in the Super Six comprehension strategies.	▪ Students use common vocabulary and comprehension strategies in the classroom.	√			Year 7 & 8 Triple E staff Head Teacher T&L History, Social Science and Science staff DP Curriculum Principal	
	▪ Improved understanding by students of comprehension skills					
	▪ Skills Tests display better use of comprehension strategies for source analysis					
	▪ Observation for teaching practices for the teaching of inferential comprehension indicates effective and consistent teacher modelling and scaffolding in the higher order thinking skills					

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
	Teacher interviews indicate satisfaction with the implementation of the Super Six comprehension strategies. Ongoing student monitoring (pre/post) indicates improved understanding / test scores on higher order comprehension items.					
In Transition: ▪ A range of activities designed to facilitate the effective transition of students from Year 6 to 7 are implemented.	▪ A comprehensive program of Transition activities is negotiated with partner primary schools and promulgated in Term 1 each year. ▪ Science, Technology, LOTE and other co-curricular activities are conducted by WBHS staff at our partner primary schools each year. ▪ The Year 7 for a Day Program continues to flourish. ▪ GATS programs offered by the CAPA and LOTE faculties continue to be fully subscribed. ▪ Retention rates from our partner Primary Schools to WBHS continue to exceed 90%.	√	√	√	Head Teacher Teaching and Learning, Head Teacher Welfare Science staff, TAS staff Head Teacher Teaching and Learning, All staff CAPA staff, Languages Staff	A range of activities designed to facilitate the effective transition of students from Year 6 to 7 are implemented.

OTHER SIGNIFICANT INITIATIVES
Initiatives and programs for staff and students build a strong culture of success, innovation and participation within the school.

      (i) Leadership   – **faculties**

                       – all students

                       – Staff Institute teachers and all staff

                       – Staff aspiring leaders

OUTCOME/S	TARGET
▪ "Faculty Planner" used to support and guide effective faculty management.	▪ Head Teachers review "Faculty Planner" with staff and develop a strategic plan based on components of the Planner.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Faculty					All staff	
▪ Conduct an evaluation of the faculty using the "Faculty Planner" as a diagnostic tool.	▪ All staff participate in the Faculty Planner through MOODLE.	√			Faculty Head Teachers	
▪ Collaboratively develop a 3 year faculty strategic plan focusing on priority areas identified from the Faculty Planner	▪ Faculty strategic plans completed (attached as appendix to School Plan)	√			Monitoring by DP Curriculum	
	▪ Faculty strategic plans implemented					
	▪ All staff actively participate in the faculty improvement strategies	√	√	√		
▪ Develop a diagnostic tool to identify priority areas for executive development	▪ Diagnostic tool available for members of the executive to complete.	√			Planning Team led by DP Curriculum	TPL
▪ Executive develop a 3 year individual strategic plan	▪ All members of the executive contribute to and finalise a 3 year strategic plan	√	√	√	Principal / DP / HT	TPL
In English:						
• Conduct an evaluation of the faculty using the "Faculty Planner" as a diagnostic tool.	• All staff participate in the Faculty Planner through MOODLE.	√			Head Teacher English	
• Collaboratively develop a 3 year faculty strategic plan focusing on priority areas identified from the Faculty Planner	• Faculty strategic plans completed (attached as appendix to School Plan)	√			English Faculty	
	• Faculty strategic plans implemented					
	• All staff actively participate in the faculty improvement strategies					

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
All students - participation ▪ Monitor student attendance rigorously	▪ Improved student attendance rates for each year group.	√	√	√		
▪ Use on-line roll marking to act on partial truancy	▪ Partial truancy eliminated	√			Head Teacher Admin/VET/Technology	
▪ Investigate the absences of students whose attendance falls below 85%.		√	√	√		
▪ Work with parents to actively intervene in cases of poor student attendance.		√	√	√		
▪ Use data and student feedback to address systems which discourage regular attendance.		√	√	√		
▪ Enhance curriculum pathways relevant to student capacities and interests.	▪ Increased participation of students in non-traditional curriculum pathways leading to increased retention Years 9-12.	√			Career and Transition Team Careers Adviser DP Curriculum	
▪ Develop systems to monitor and improve senior student period zero attendance.	▪ Improve attendance of senior students to early morning classes.	√			Head Teacher Admin/VET/Technology	

OTHER SIGNIFICANT INITIATIVES

Initiatives and programs for staff and students build a strong culture of success, innovation and participation within the school.
    (i) Leadership   – faculties
                     – **all students**
                     – Staff Institute teachers and all staff
                     – Staff aspiring leaders

OUTCOME/S	Leadership opportunities consistently operate for students and staff to take up leadership positions.	TARGET/	▪ Increased percentage of students and staff aspiring to a range of leadership positions.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Student Leadership: ▪ Conduct regular meetings with Student Executive to strengthen student involvement in school governance.	▪ Number of students engaged in SRC and Student Executive programs ▪ Increased number of students applying for leadership position in the Student Executive.	√	√	√	Principal	
▪ Conduct regular meetings with SRC and action as per SRC plan.	▪ Increased number of students regularly involved in SRC activities.	√	√	√	SRC Co-ordinator	
Student Well-being: ▪ Upgrade resources in line with current best practices in special education. ▪ Continue to work with the LAST Assistant Principal Hunter/Central Coast to achieve this.	▪ Support faculty members will have a clear understanding of the resources available. ▪ LAST students access more relevant materials to support their literacy/numeracy development.	√ √	√		HT Student Welfare LAST	No funds required LAST Budget - $1000
▪ Develop and maintain an updated and improved financial register to keep track of financial expenditure and SLSO employment.	▪ Current spending is monitored and adjustments made to spending to meet financial end of year requirements.	√	√	√	Head Teacher Welfare	No funding

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
▪ Develop and maintain an improved student learning support database.	▪ Students are placed in alphabetical order with support needs and relevant IEP, RMP or Health Care Plans on T Drive "Welfare".	√			Head Teacher Welfare	Integration funds for release time to develop the financial and LSD spread sheets - $600 (funding support)
▪ Establish the cost of Focus Days in each year group to ensure the Welfare budget does not go over the allocated funding.	▪ Costs within the Welfare budget are projected earlier in the year with specific amounts allocated for each program including additional welfare programs.	√	√	√	Head Teacher Welfare	$300 x 3 Focus Days = $900 (Welfare Budget)
▪ Allocate specific amounts of funding for each Welfare program including SHINE, DARE, Better Futures, Mentoring and Year 6-7 costs.	▪ Extra-curricular welfare programs remain within budget.	√	√	√	Head Teacher Welfare	Hospitality, release of SLSO when needed, releases staff for Year 6-7 Transition. Approx. $700 Welfare Budget. Approx. $1200 for Year 6-7 Transition
▪ Conduct regular reviews of photocopying expenditure and decrease photocopying costs through shared information about Support students through the Welfare folder on T Drive.	▪ Photocopying costs are reduced by 20%	√	√	√	Head Teacher Welfare SLSO	Approx. $800 a year
▪ Increase email and MOODLE communication of assignments and homework for support students rather than photocopied versions to reduce costs.	▪ Increased use of MOODLE between staff and students to communicate learning activities.	√	√	√		

<table>
<tr><td colspan="6">OTHER SIGNIFICANT INITIATIVES
Initiatives and programs for staff and students build a strong culture of success, innovation and participation within the school.
     (i) Leadership   – faculties
               – all students
               – **Staff Institute teachers and all staff**
               – Staff aspiring leaders</td></tr>
</table>

OUTCOME/S	TARGET/S
▪ A range of programs operate to support staff accreditation and ongoing professional learning.	▪ Increase in the percentage of staff accredited with the NSW Institute of Teachers.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Institute of Teachers and all Staff: ▪ Maintain and refine induction program for new staff.	▪ Increased number of staff accredited with the NSW Institute of Teachers.	√	√	√	Head Teacher Teaching & Learning	
▪ Initiate mentor support / coaching / shadowing for Institute of Teachers staff.		√	√	√		
▪ Mentor beginning teachers through faculty programs and strategies and assist in their attainment of accreditation.	▪ Number of staff engaged in professional learning to maintain accreditation.	√	√	√		
In Science: ▪ Science faculty to promote student success beyond the classroom that includes parents and whole school community.	▪ Science achievements published in Bay Bulletin, Daily Notices and School Website.	√	√	√	Science Staff	
▪ Professional learning and development opportunities are created for all faculty members that include mentoring, leadership and sharing professional strengths.	▪ Increased number of staff attending PL workshops	√	√	√	Science Staff	
▪ Programs to show exemplary teaching strategies and shared with all staff members.	▪ Explicit teaching strategies evident in programs for all staff and students to access.	√	√	√	Science Staff	
▪ Evaluation procedures are refined and allow for explicit program development from Stage Co-ordinators.	▪ Stage co-ordinators have program evaluations and implement changes to programs.	√			Science Staff	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
▪ Programs to show areas of differentiation and strategies used in Teaching and Learning activities. ▪ Allocation of budget requirements distributed to all Faculty members. Staff to be given an opportunity to engage in resource management. ▪ Encourage the creation of a Student Environmental Representative council and participation of interested students to promote a positive image and illustrate the commitment of our students to improving the aesthetic appeal of WBHS	▪ Programs demonstrate explicit activities to show differentiated activities. ▪ Faculty meeting to include Budget review. Open communication regarding resource management. ▪ Active participation of students in the creation and promotion of a student Environmental Representative Council	√			Science Staff	
		√	√		Science and Social Science staff	
In Social Science: ▪ Create teaching and professional learning opportunities to assist Social Science staff in creating differentiation in faculty programs and in the classroom. ▪ Actively promote student successes through the Bay Bulletin and School website to parents and in the school community.	▪ Enhanced teacher understanding and implementation of strategies which cater for the different learning needs of students. ▪ An increased awareness by the school community of the success of students in Social Sciences.	√	√		Head Teacher Social Science and staff	TPL funding
		√				
In English: ▪ Improve faculty meeting organisation and structures through faculty input into agendas and the distribution of agendas and minutes ▪ Encourage all members of the faculty to promote faculty activities and successes to the school's communication systems. ▪ Continue to promote a range of professional learning and development opportunities appropriate to staff experience, expertise and requirements.	▪ Increased staff input into faculty meetings ▪ Improved communication of faculty activities and successes. ▪ Number of staff engaged in professional learning.	√			Head Teacher English English Faculty	TPL Budget
		√				
		√	√	√		
In Student Welfare: ▪ Implement weekly support Faculty meetings and provide professional development for SLSO's during Period 8 Monday faculty time.	▪ Greater and improved communication in the support faculty. ▪ Provide training and development for SLSO and whole school staff. ▪ Increase participation in LAST support groups ▪ Extend the ICT Wimpy kid program with other schools and LAST's to create a culture of community learning.	√			Head Teacher Welfare DP Curriculum	No funds needed

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
▪ Provide direct training and development for whole school staff in areas of special education relevant to school needs. ▪ Attend SLSO support groups and T&D. **In History:** ▪ Target specific History teachers to participate in a range of leadership opportunities i.e. Executive meetings, National Curriculum consultation process. ▪ Strengthen Head Teacher skills through participation in HT Network days **In Creative & Performing Arts:** ▪ Encourage all members of the faculty to contribute to the school's communications systems such as the Bay Bulletin, School Website etc. ▪ Encourage delegation and responsibility of resource management within the faculty ▪ Ensure accurate data analysis is used to plan future directions in teaching and learning. ▪ Staff continue to seek opportunities to promote and engage the CAPA students and their achievements.	▪ Extend the Year 6-7 Transition program by incorporating Student Executive members and broadening the content delivered to make it more meaningful and relevant. ▪ Promote the Support Faculty across the school and community through greater recognition in the Bay Bulletin and School Magazines. ▪ Enhanced staff understanding of areas of special education and ability to implement support strategies in teaching and learning programs and classroom management. ▪ Increased participation of teachers in Leadership opportunities at Executive meetings. ▪ Improve network connections and skills. ▪ A more comprehensive view of what is happening in the CAPA faculty and all successes and initiative are conveyed to the school and the wider community. ▪ A more structured and streamlined management of resources and the purchasing of equipment. ▪ Creation of direct links between faculty programs and data analysis. ▪ Successful participation in competitions and events providing students and staff with the important understanding of links to "Real World" opportunities.	√ √ √ √ √ √ √	√ √ √ √ √ √ √	√ √ √ √ √ √	Head Teacher Welfare SLSO Head Teacher Welfare School staff Head Teacher History Whole faculty Whole faculty Whole faculty Head Teacher CAPA CAPA staff	TPL $400 for dinner Faculty budget CPA Newsletter

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
New Scheme Teachers and all staff ▪ An annual survey of staff skills, interests and aspirations is undertaken to inform the development of a whole school TPL Plan.	▪ The professional development needs of individual staff members are identified via a locally developed on-line survey.	√	√	√	DP Curriculum, HT Teaching and Learning, HT Admin/Technology	
	▪ The professional development needs of individual staff members are appropriately addressed through the provision of TPL opportunities.	√	√	√	DP Curriculum, HT Teaching and Learning, Leadership SIT	
▪ Maintain and refine Induction Program for new staff.	▪ All new staff members complete a comprehensive Induction Program .	√	√	√	Head Teacher Teaching and Learning, All Executive	
	▪ All new staff members receive a comprehensive briefing on faculty policies, programs and practices.	√	√	√	Faculty Head Teachers	
▪ Assist New Scheme Teachers in their attain accreditation of Professional Competence with the NSW Insititute.	▪ All New Scheme Teachers receive appropriate targeted support as they pursue accreditation.	√	√	√	HT Teaching and Learning Faculty Head Teachers	
	▪ All New Scheme Teachers complete Institute accreditation requirements within specified timeframes.	√	√	√	HT Teaching and Learning, Faculty Head Teachers and New Scheme Teachers	
▪ Initiate mentor support/coaching/ shadowing	▪ A program for collegial support operates across the school.		√	√	Leadership SIT	
▪ Assist New Scheme Teachers in maintaining Professional Competence.	▪ All accredited staff members are engaged in on-going professional learning in order to maintain accreditation.	√	√	√	New Scheme Accredited Staff	
	▪ An efficient system facilitates the monitoring of the accreditation status of all staff members.	√	√	√	HT Teaching and Learning	
Students ▪ International students are provided with appropriate academic and social support to facilitate their learning.	▪ All International students receive appropriate targeted support for specific for specific learning needs. ▪ All international students achieve academic outcomes that are consistent with their aptitude and aspirations.	√	√	√	HT Teaching and Learning Class teachers, ESL teachers	

<table>
<tr><td colspan="6">OTHER SIGNIFICANT INITIATIVES
Initiatives and programs for staff and students build a strong culture of success, innovation and participation within the school.
     (ii) Co-curricular</td></tr>
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OUTCOME/S	TARGET/S
▪ Staff and students positively engage in interschool visits with sister schools in Japan and through visits to France	▪ Encourage intercultural awareness; promote overseas student exchanges and increase linguistic imput. ▪ Increased communication of school achievements.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
▪ Host students from Japan: (22 students in August from Suginami High School; 3 students for 5 weeks from Heian High School in Term 3; and 2 students for Term 3 from Hokkaidoo High School) ▪ Host students from France: (4 students from France in July for 3 weeks) ▪ Students travel overseas under auspices of WBHS ▪ Continuation of CAFÉ Blabla for HSC students of French ▪ Establishment of Café Jap for senior students of Japanese. ▪ Continuation of accessing the tutor in Chinese for HSC Chinese Beginners class.	▪ Profile of intercultural awareness raised among staff and students ▪ WBHS students willing to travel overseas as exchange students. ▪ Language uptake increased. ▪ HSC Language results improved.	√ √			Languages faculty	Student Exchange fund
▪ Investigate methods of acquiring consistent contributors from all faculties to the official school website.	▪ Increased WBHS developed material on Website	√			Website Team	
▪ Celebrate achievements through systematic cataloguing on website	▪ Increased number of "hits" on school website for Achievement based pages.	√			Website Team	
▪ Participation of Hunter Institute of TAFE outreach programs ▪ Individual and small Gp mentoring of disengaged and unengaged students.	▪ Improved attendance at learning institutions (TAFE/School) ▪ More appropriate subject choices ▪ Improved attendance ▪ IEP's created for students	√ √	√ √	√ √	CATS team Hunter TAFE CATS team	Submissions School to Work Staffing School to Work CATS budget (2013-2014)
▪ Create CATS team budget to provide Individual Education Programs for targeted students	▪ Funds allocated to CATs budget		√	√	Principal Head Teacher Admin /Careers	School Global Budget School to Work

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
▪ Continue QLE program	▪ Student participation and completion of QLE program and QLE interviews	√	√	√	Career Advisers QLE Teachers	School to Work
▪ Flexible Vocational Curriculum Pathways for students (non HSC/ATAR).	▪ Student participation in program. Successful transition of students into workforce.	√	√	√	Career Advisers CATS team DP Curriculum Work Studies teachers Hunter Institute TAFE	Submissions School to Work
▪ Increased knowledge and expertise of Careers Advisers and CATS teachers through T&D	▪ Staff members attend CATS conferences and Tertiary open days	√	√	√	Career Advisers CATS team members	TPL funds Careers Budget CATS Budget (2013/14)
In History						
▪ Participation in MUNA	▪ Increased profile of WBHS	√			Head Teacher History	
▪ Year 9 B1 class to attend Newcastle ANZAC Day commemoration at Civic theatre	▪ Improved discussion in class on the role of ANZACs	√			History staff	
▪ Visit of Vietnam veterans and Nam Bus to provide first hand experiences of Vietnam	▪ Improved skills in students to discuss Vietnam experiences.	√	√	√	History staff	
▪ Participation of Year 8 students in Medieval Day	▪ Improved understanding of life in the Middle Ages	√	√	√	History staff	
▪ Elective History students to participate in excursions to practice constructing History through Newcastle and Sydney Museums.	▪ Improved understanding by students of the construction of History	√	√	√	History staff	
In Social Science:						
▪ Staff seek opportunities for students to engage in relevant community interactions such as guest speakers from the Department of Fair Trading, local Court House and increase participation in the National Geographic Competition, the Inter--school Mock Trial Competition, BizFair Day, the NSW Money Stuff competition and Harmony Day. ▪ Staff implement fieldwork excursions across Stage 4, 5 and 6 to enhance understanding of geographical issues and the management and protection of our environments.	▪ Improved skills by students to make legal, financial and commercial decisions. ▪ Greater number of students undertaking Social Science electives and Stage 6 courses. ▪ Increased student performances in fieldwork based tasks and application of skills developed through geographical inquiry.	√	√	√		
In English						
▪ Continue and improve attendance of students from all stages at performances and workshops	▪ Increased participation of students at performances. ▪ Development of an awareness of the link between textual understanding and appreciation and performance.	√	√	√	English Faculty	
▪ Develop generic good news letter to send to parents.	• Increased participation of students in learning.	√				

OTHER SIGNIFICANT INITIATIVES
Initiatives and programs for staff and students build a strong culture of success, innovation and participation within the school.
        (iii) Extra-curricular

OUTCOME/S	TARGET/
▪ A Culture of success, satisfaction and participation is evident in school climate and culture.	▪ Extended number of extra-curricular programs offered to extend, support and engage student participation in school life.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
▪ Continue and improve participation in exhibitions, performances, competitions and reviews by highlighting student successes, possible outcomes and future directions. ▪ Implement three performance / exhibition evenings per year to highlight student achievement and contribute to the cultural awareness of students, family and community.	▪ Through exhibitions and performances students develop an awareness of success, high expectations and pride.	√	√	√	Head Teacher CAPA	
▪ Contact previous Year 12 cohort to track destinations, Utilise this data to promote student achievement and recognise the variety of post school options available.	▪ Post school destination data collected and used to promote student post-school opportunities and successful outcomes from schooling.	√			Principal Careers Adviser	
▪ Report data to students, parents, C/A's and staff. ▪ Implement more opportunities to increase student participation in academic, sporting and cultural competitions, including newspaper competitions; arts poster competitions; public speaking; ANZAC Day involvement; Model United Nations (MUNA); Volunteer program.	▪ A large percentage of students participating across a range of extra-curricular activities.	√	√	√	All staff as appropriate for the faculty	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
▪ Continue Principal's Reading Challenge (PRC).	▪ Increase number of students participating in the Principal's Reading Challenge across the year groups.	√	√	√	Librarian & Library staff	
▪ Continue involvement in zone, regional and state debating.	▪ School Debating Team involved in competitions.	√	√	√	English Faculty	
▪ Career Pathway Planning activities	▪ Student attendance at career expos; WBHS Year 11 and 12 subject selection night and mini Career expo; Tertiary awareness excursions; Work experience and Work placement.	√	√	√	Careers Advisers CATS team NORTA NORTA co-ordinator	School To Work Careers Budget CATS budget (2013/14)
▪ Identify disengaged and unengaged students to participate in outside agency and partnership Broker courses and activities.	▪ Student participation in, and completion of, Plan-It-Youth; Bounce-back and Step Up programs; Community Garden project.	√	√	√	Careers Advisers CATS team Partnership Brokers	Federal Government School to Work
At the executive level ▪ Organise Year 7 Parent meetings and workshops for MOODLE and Maths	▪ Improve the connection between the parents and the school familiarises new parents with WBHS ▪ Provide support and contacts for parents.	√ √			Head Teacher History	
In English: ▪ Continue involvement in zone, regional and state debating and Public Speaking competitions. ▪ Increase the range of external competitions that students participate in. ▪ Reintroduce Creative Writing Club **In the Library:** ▪ Enter a WBHS team in the NSW Junior Chess League Knockout competition each year. ▪ Conduct school competitions in various divisions for both Chess and Checkers.	▪ School Debating Team involved in competitions. ▪ Student involvement in a range of writing and English competitions. ▪ ▪ School team successfully competing and representing our school in the NSW Junior Chess League Knockout competition. ▪ Increased numbers of students participating in the School Chess and Checkers competitions	√ √ √ √	√ √ √ √	√ √ √ √	English Faculty Debating Coordinator English faculty Teacher Librarian	Debating Budget GATS – costs for competition GATS - trophies

OTHER SIGNIFICANT INITIATIVES
Initiatives and programs for staff and students build a strong culture of success, innovation and participation within the school.
(iv) Aboriginal Education

OUTCOME/S	TARGET/S
▪ Aboriginal Education perspectives are embedded into teaching and learning programs across each KLA ▪ The performance of Aboriginal students represent a normal distribution.	▪ Strong value-added growth is evident for all Aboriginal students.

STRATEGIES	INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/BUDGET
▪ Implement Personalised Learning Plans for all Aboriginal students.	▪ Aboriginal students achieve predominantly in the proficient and high Bands in NAPLAN, HSC & ESSA	√	√	√	Aboriginal Education SIT Leader	
▪ Link Aboriginal students to Wollotuka at Newcastle University.						
▪ Meet Aboriginal students on a regular basis to monitor achievements of the PLP's ▪ Meet parents of Aboriginal students once per term.	▪ Parents of Aboriginal students report effective relationships with WBHS	√	√	√	P HT Student Welfare Aboriginal Education SIT	
▪ Continue Junior AECG with regular meetings and support for elected executive members.	▪ Junior AECG meets each term and undertakes activities for "Sorry Day" and NAIDOC Week.	√	√	√	Aboriginal Education co-ordinator and Principal	
▪ Support elected Junior AECG representative to attend Minimbah AECG meetings.					Aboriginal Education Co-ord Principal	
▪ Continue Homework Hub Tuesday and Thursday afternoons 3.30pm – 5.00pm in the Library.	▪ Homework Hub operational with students being tutored by an employed tutor assisted by senior students as tutors. ▪ Aboriginal and non-Aboriginal students attend the Homework Hub.	√	√	√		Norta Norta funding P&C funding
▪ Identify individual Aboriginal students for cultural investigations in Art, Music and Drama.	▪ An awareness of the value of Indigenous Culture is evident in the arts framework.	√	√	√	Head Teacher CAPA	
▪ Publish the WBHS Message Sticks story	▪ WBHS Message Sticks story published	√			Principal	
▪ Promote the WBHS Message Sticks story booklet to staff and to the LMG schools.	▪ WBHS Message Sticks story booklet distributed to LMG Principals.	√			Principal Faculty Head Teachers.	