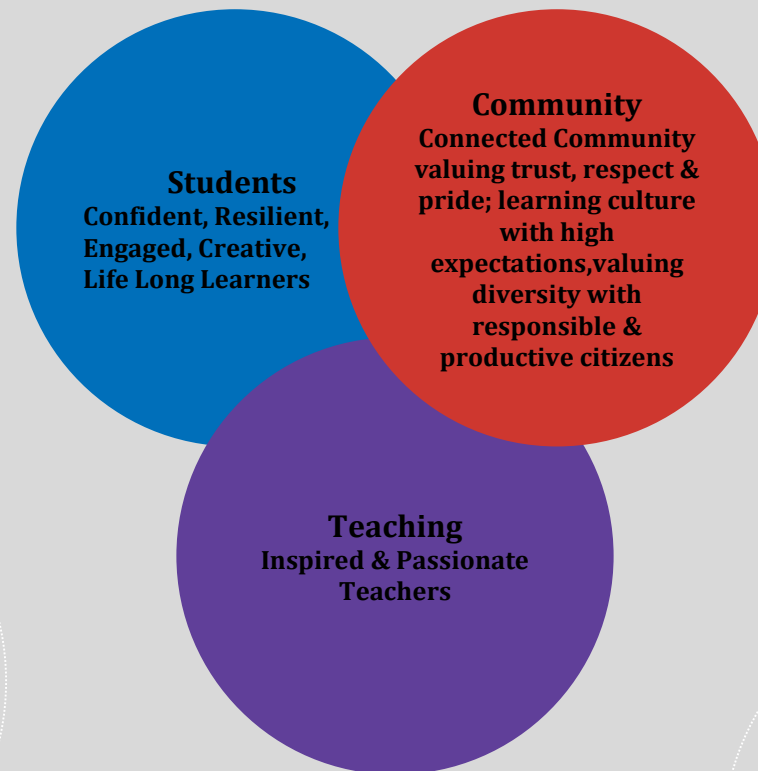


School plan 2015 – 2017

Warners Bay High School 8440





School vision statement



Warners Bay High School is a valued, dynamic learning community which enjoys strong support from the local community and from its Alumni. Students are actively engaged in their learning, resulting in assessment capable learners, with high expectations which challenge themselves to achieve their personal best.

A suite of specialised programs support the full range of learners providing quality education for all to ensure confident, creative, resilient lifelong learners. Extensive co-curricular and extra-curricular programs reflect the value of diversity by responsible, productive citizens.

Ongoing professional learning for staff fosters a culture of passion, enthusiasm and continuous improvement in student learning outcomes.

School context

Warners Bay High, situated on the eastern side of Lake Macquarie, is a comprehensive 7-12 school with an enrolment of over 1350 students. The school was established in 1966 and has enjoys a good reputation in the community for the provision of a "Quality Education for all."

The student profile is predominately Anglo-Saxon with 3.7% of students from an Aboriginal background. 6.5% of students come from non-English speaking backgrounds. The most prevalent of the 34 languages represented are Spanish, German, Cantonese, Mandarin, Italian and Tagalog.

The staff and parent community are relatively stable, with many staff and families having a long and strong connection with the school. The attendance profile for students has consistently been above state average for over ten years.

External data from HSC, NAPLAN and ESSA indicates good value – added growth. Overall in each external measure students' results are often below state average and percentage in Same School Group (SSG) of each measure in the highest band.

Student results in the band immediately below the top band are consistently and significantly above the percentage in the state and SSG. The previous school plan 2012–2014 incorporated a number of initiatives and programs to lift the performance of students into the top two bands in the HSC, NAPLAN and ESSA. These programs and initiatives, together with additional initiatives will continue and are documented in the 2015–2017 School Plan. Internal data collected through surveys of staff, students and parents (2014), along with student focus groups as part of the Visible Learning Initiative, identified staff professional learning, staff reflections and analysis of external data, indicates a strong valuing of the school's rich and varied curriculum. These, together with the extensive co-curricular and extra-curricular initiatives and activities strengthen student learning outcomes. Of significant note, students indicate the wealth of cultural programs to develop student and staff knowledge and tolerance of individual difference. These include, and are not limited to NAIDOC celebrations, Sorry Day, Harmony Day, Student Exchange, MADD Nights, Soiree, ANZAC Day, Cultural Food Days and Charity Days.

Staff survey responses indicate strong support for co-curricular programs to support and extend student learning and development. These include and are not limited to VLE/Brainfood, QLE, Student Interviews, Mentoring, HSC Study tutorials, Bridging Course, Numeracy programs, Student Welfare and Homework Help.

Technology, computer accessibility, BYOD practices and on-line learning access through MOODLE are an integral component of school life in some faculties but are not yet consistently applied across the whole school.

Together with the four partner primary schools, Warners Bay High School implements programs across the Community of Schools (CoS) to develop a co-ordinated approach to school well-being, curriculum transition and a focus on student feedback and staff feedback.

School planning process



Consultation Process

WBHS has a long history of using data to drive school improvement. Commencing in Term 4, 2013 and extending into Term 1, 2014, the school gathered data from students, staff and parents to identify three things the school does well and three things the school could do better in terms of academic, culture and technology. Student voice from 870 students gave clear directions in terms of what students believe the school does well and what the school needs to do to meet their needs. Staff and parent feedback reflected the student responses particularly in terms of what the school does well academically and culturally.

Specific feedback was sought from parents of our 51 Aboriginal and Torres Islander students, through the opportunity to contribute to the parent survey and to contribute in person during the "Yarning" meetings as part of our Junior AECG.

This data was triangulated with an extensive longitudinal analysis of external school data in terms of student learning outcomes measured through HSC, NAPLAN, ROSA and ESSA.

Internal evidence was also gathered from the school's Visible Learning program of student feedback to teachers, teacher peer feedback, student focus groups, walkthroughs and the "Tell them from Me" survey. Regular feedback was sought from parents through the P&C association.

The rich and varied data from all sources was analysed by a representative group of executive and teaching staff. The lead planning team regularly reported progress of the development of the School Plan 2015-2017 to the school executive.



STRATEGIC DIRECTION 1

Confident, Resilient,
Engaged, Creative
Life Long Learners

Purpose:

Warners Bay High School (WBHS) aims to produce highly successful life-long learners through rigorous academic and rich extra-curricular and co-curricular programs, resulting in a high public profile of success. We endeavour to have every student actively engaged in meaningful, challenging and future focusing 21st century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, as well as confident, productive citizens.

STRATEGIC DIRECTION 2

Community
Connected Community
Valuing Trust, Respect &
Pride; Learning Culture
with High Expectations,
Valuing Diversity with
Responsible & Productive
Citizens

Purpose:

Internal data collected from students, staff and parents indicates a culture of good links with the community and extensive highly valued co- and extra-curricular programs.

To lead the school into the future, stronger partnerships need to be forged which strengthen and extend current programs to position our students as responsible, contributing, informed citizens with the school as a vital partner in authentic community links.

STRATEGIC DIRECTION 3

Teaching
Inspired & Passionate
Teachers

Purpose:

In schools that excel, students are motivated, supported and inspired by teachers who are passionate about their subject area, make learning relevant and meaningful, have contemporary content knowledge and have a genuine concern for the learning, engagement and well-being of their students. Teachers practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers stay professionally aware and actively engage in their ongoing professional learning and development. WBHS provides the framework to foster, support and develop teachers who engage the full range of learners through innovative and evidence-based teaching to ensure students have the opportunity to achieve their personal best throughout their learning journey.

Strategic Direction 1: Students as confident, resilient, engaged, creative lifelong learners.

Purpose

Warners Bay High School (WBHS) aims to produce highly successful lifelong learners through rigorous academic and rich extra-curricular and co-curricular programs resulting in a high public profile of success.

We endeavour to have every student actively engaged in meaningful, challenging and future focused twenty first century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, as well as confident, productive citizens.

Improvement Measures

- 5% increase in the percentage of students scoring in the top two bands in each course in the HSC, NAPLAN Literacy & Numeracy, & ESSA external tests to at least state average or better.
- 10% increase in the number of students applying for leaderships positions in the Student Executive & SRC.
- Increased number of welfare programs to support a broader range of students.
- Increased involvement of students in extra-curricular academic programs.
- Each Focus Day for each year group has a guest speaker to build student confidence, skills &/or resilience.
- Mentoring program with senior students supporting junior students operational.
- Clubs & special interest groups established.
- Special interest groups for boys, girls & elite sports people established.

People

Students: Students will be developed through a range of challenging academic and extra-curricular opportunities to increase engagement and will be supported through welfare programs to become resilient and confident learners.

Staff: All staff will be supported through professional development and opportunities to implement/participate in innovative programs.

Parents/Carers: Strong communication and partnering with parents to build awareness and understanding of what makes a creative, resilient, confident and productive citizen.

Community Partners: Relationships with community groups and citizens will be strengthened to further develop student knowledge and application of learning.

Leaders: Aspiring leaders will be identified and targeted opportunities will increase their capabilities and enhance their development of lifelong learners.

Processes

- Continue to enhance the delivery of academic programs such as:
 - HSC mentoring
 - QLE
 - Numeracy
 - Literacy
 - Triple E
 - Visible Learning – VLE
 - Focus on Reading
 - Homework Help
 - Bridging Course
 - Elevate
 - Careers Programs
- Develop further opportunities for students to participate and engage in co-curricular activities, academic schemes and competitions such as:
 - Principal's Reading Challenge
 - Inter-school Mock Trial
 - Debating
 - Science, Geography and Maths Competitions
 - Envirothon
 - Bizfair and MoneyStuff Competition
 - Guest Speakers
 - Chess
- Continue to facilitate student access to a large range of creative, cultural, and sporting programs
- Strengthen staff application of, and student access to welfare/support programs
- Continue Peer Support, SRC and Student Executive programs and encourage further participation of students
- Continue Welfare Programs including:
 - Shine
 - Plan it Youth
 - IEP
 - PLP – Transition
 - Health Plans
 - Leapfrog
 - Implement specialised programs for boys-girls-elite sports people

Products and Practices

- Continued improvement in student learning outcomes in HSC, NAPLAN and ESSA
- Increased participation and achievement of individuals and student groups in co-curricular activities, academic schemes and competitions
- Extensive extra-curricular programs extend student interest, confidence and engagement in learning
- Welfare initiatives and support programs promote resilient and productive students
- Increased number of students applying for leadership positions and engaged in leadership programs
- Guest speakers engaged on Focus Days to build student knowledge, skills, confidence and resilience
- Senior student mentoring program to support junior students implemented
- Clubs/special interest groups to cater for student areas of interest – eg Robotics, Film/Video established

Strategic Direction 2: Community: Connected Community Valuing trust, respect & pride; a learning culture with high expectations, valuing diversity with responsible, productive citizens.

Purpose	People	Processes	Products and Practices
<p>To lead the school into the future, stronger partnerships need to be forged which strengthen and extend current programs to position our students as responsible, contributing, informed citizens with the school as a vital partner with authentic community links.</p>	<p>Students: Demonstrate cultural awareness and tolerance of difference and diversity through involvement in cultural and leadership programs Show empathy for other students in a safe and respectful environment.</p> <p>Staff: Actively encourage students and are personally involved in building informed citizens through student involvement in community programs.</p>	<p>Processes</p> <ul style="list-style-type: none"> Cultural programs Continue NAIDOC, Culture Camp, Harmony Day, Junior AECG, Sorry Day and Warners Bay Community of Schools (WBCoS), ANZAC Day, International visits, Exchange programs, sponsoring overseas students and International students. AECG/CoS Partnership agreement. Establish/extend student leadership programs Continue Peer support, Student Executive, SRC Establish structures for volunteering programs, student voice in community programs, Link students to community organisations. Effective, inclusive communication structures Continue MOODLE, website, school app, Bulletins, eDiary, P&C Increase parent meetings – curriculum focus, welfare focus, working bees. Warners Bay Community of Schools Offer sports coaching across WBCoS Combined SDDs, stronger staff links with a focus on student voice and feedback across the WBCoS. CoS staff PL in Aboriginal programs. Cultural Camp conducted in Term 4 for Aboriginal students, parents and selected staff. Harness community expertise Strong Career links with local business support Strengthen University links for research based learning. Establish a WBHS Alumni involvement in school programs and celebrating academic success. 	<ul style="list-style-type: none"> Increase in community support for school programs from minimal to extensive participation Increase in the number of cultural programs each year My Goals resource for Awabakal / WBCoS developed Increase student participation in cultural programs Growth in the leadership programs Volunteering programs established Number of students involved in CoS programs Teacher PL across WBCoS in relation to student voice and feedback Teachers consider student voice in teaching programs Increase in the number of local businesses supporting Careers University research informs teaching practice 50th Anniversary celebrations establish an Alumni Growth in use of digital communication to parents and students Growth in the number of parent meetings for curriculum and welfare Establish a Head Teacher Community Partnerships position
Improvement Measures	<p>Parents/Carers: Participate in awareness - raising for use of the school's digital communications. Regularly access MOODLE, eDiary, school app and website.</p> <p>Community Partners: Register support for the range of school programs. The University actively supports school linkages and provides the research base for Teaching and Learning Local community endorses school programs and creates opportunities for student involvement.</p> <p>Leaders: Take a leadership role in community networks and support the involvement of colleagues. Initiate, develop and implement strong community links. CoS Leaders facilitate programs to support Aboriginal students and strengthen AECG and parent links.</p>	<p>Evaluation Plan Number of implemented programs Participation in implemented programs. Number of community partnerships. Feedback from implemented programs. Student involvement in programs. Survey community perceptions of school. Kumaridha Local AECG and WBCoS Partnership Agreement completed.</p>	
<ul style="list-style-type: none"> Internal survey data collected indicates good links with the community and extensive highly valued co- and extra-curricular programs. 20% increase in the valuing of Aboriginal Education Programs (determined by internal survey). 20% increase in the valuing of cultural programs (determined by internal survey). 10% of students involved in volunteering programs. 20% of outgoing students register for the Alumni to support the school and its programs. 50% growth in the use of digital communication to parents and students. 20% growth in collaboration across CoS. Increase in numbers of JAECG programs. Increase in parent support for JAECG initiatives. Weekly support for EAL / D students. 			

Strategic Direction 3: Teaching Inspired & Passionate Teachers

Purpose

In schools that excel, students are motivated, supported and inspired by teachers who are passionate about their subject area, make learning relevant and meaningful, have contemporary content knowledge and have a genuine concern for the learning, engagement and well-being of their students. Teachers practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers stay professionally aware and actively engage in their ongoing professional learning and development. WBHS provides the framework to foster, support and develop teachers who engage the full range of learners through innovative and evidence-based teaching to ensure students have the opportunity to achieve their personal best throughout their learning journey.

Improvement Measures

- 40% of staff offer their expertise to support the ongoing development of staff skills.
- 100% of staff participate in ongoing Professional Learning programs.
- 20% of staff provide mentoring or coaching support to facilitate the ongoing development of staff within the school & across networks of schools.
- 50% of teachers work beyond their classrooms to contribute to broader school programs
- 100% of executive teachers use evidence-based teaching strategies and model instructional leadership in their faculty.
- WBHS is recognised as expert in the provision of support to pre-service, beginning and early career teachers.
- Strong University-School links through Hub School projects with

People

Students:

- Participate in Visible Learning initiatives including, the Year 7 Brainfood, Year 8 Visible Learning Expo, Year 9 Feedback Program.
- Participate in Year 10 Quality Learning Expo and Focus Group Senior Student Interviews.

Staff:

- Formulate Individualised Professional Learning Plans.
- Design and Implement an integrated staff Professional Learning program that is informed by the knowledge, skills, abilities and aspirations of individual staff members.
- Engage with professional learning that enhances classroom practice and leadership capacity.
- Engage with educational partners from the University of Newcastle to enrich and enhance pedagogical practice – as Hub Mentors.

Parents/Carers:

- Contribute to the identification of priorities for teaching and learning via a survey prior to the development of the School Plan.
- Are informed in relation to contemporary pedagogical programs and practices implemented at WBHS.

Community Partners:

- Undertake collaborative professional development with WBHS CoS with a focus on VL-feedback.
- Engage with the tertiary sector to ensure that WBHS continues to develop and implement innovative educational programs and practices – WBHS Hub for Newcastle University. See separate Action Research Project Plan.
- Utilise the expertise of external providers to enhance staff performance and wellbeing.

Leaders:

- Embrace and create opportunities for staff to develop their skills as innovative, resilient and high performing classroom practitioners and educational leaders.
- Positive and respectful relationships underpin a collaborative, collegial culture which fosters a productive learning and sharing environment.
- Staff focus on pedagogical practices based on student voice.

Processes

- VL team implements walkthroughs, student focus groups and feedback to staff and students to improve student learning.
- Articulate processes and procedures for the development of an integrated approach to Staff Professional Learning.
- Develop individual professional learning plans explicitly targeted at increasing teacher confidence in the application of Quality Teaching principles and developing leadership capacity.
- Conduct annual surveys of staff expertise and learning needs to inform the development of an integrated Staff PL Program.
- Design and implement training relating to the Teacher Development Framework.
- Expand leadership opportunities for staff aspiring to higher levels of Institute of Teaching accreditation and/or leadership positions. (BOSTES)
- Conduct a survey of parents/carers in order to establish their pedagogical priorities as an integral part of the process associated with the formulation of the 2018-2021.
- Utilise a range of communication strategies including Information Evenings, newsletters and the school website to raise awareness of the pedagogical programs and practices implemented at WBHS.
- Develop and consolidate strategic partnerships that enhance the quality of teaching and learning and are research-based, eg. Professional Placements and links with the University of Newcastle. See Project Plan.
- Facilitate access to professional development opportunities that enhance staff capacity to provide quality instruction, facilitate the achievement of positive educational outcomes by students and implement the Australian Curriculum.
- Conduct analysis of the data generated by the Year 7 Brainfood, Year 8 Visible Learning Expo, Year 9 Feedback Program, Year 10 Quality Learning Expo and Senior Student Interviews.
- Facilitate teacher professional learning that focuses on Nationally Consistent Collection of Data.
- Facilitate teacher professional learning that focuses on the integration of ICT in the classroom.

Products and Practices

- Ongoing research of Hattie & Derwick drives the focus on Visible Learning and growth Mind set through listening to student voice to improve teacher pedagogical practices.
- Instructional leadership of executive staff builds capacity of teachers & leadership development.
- Teaching staff demonstrate & share expertise, have sound content knowledge & rely on evidence-based teaching strategies.
- Individualised Staff Performance & Development Plans inform an integrated Professional Learning program implemented through School Development Days, P8 Monday meetings & Staff meetings.
- An integrated Learning Program addresses the professional learning needs and leadership aspirations of all teaching staff.
- Teachers achieve NSW BOSTES accreditation.
- Staff consistently demonstrate competence at appropriate levels within the Teacher Development Framework.
- Teachers maintain currency with VET credentials.
- Year 8/9 Focus Group with university.
- Staff well-being programs and practices promote resilient, high performing teachers.
- Staff engage in a continuous cycle of professional growth that reflects the practical application of the Quality Teaching Model.
- Student voice informs the development of quality teaching practices.
- Teachers regularly review student learning & ensure students clearly understand how to take control of and improve their learning.
- Walkthroughs are an integral part of Individualised Learning Plans which are based on teacher observation & feedback.
- Staff are competent and confident users of Information and Communication Technology.
- Strong professional relationships are established and maintained with the University of Newcastle.
- Coaching & mentoring programs are collaboratively developed & implemented to meet the needs of beginning, early career teachers & co-operating Hub School initiative teachers.
- Early career teachers have the opportunity to share their areas of interest & expertise with staff. Staff utilise Great Start – Strong Teachers, GTIL strategy.
- Short movies of various stages of lesson delivery support university lecturers with 'real life' examples of classroom practice.
- Promotional video using WBHS teachers.
- Year 11 Focus Group reviewed Teaching Degrees.
- E Newsletter

research informing practice on a regular basis.

- 100% of staff participate in walkthrough as a process to improve pedagogy to facilitate student learning.
- WBHS recognised as a lead school in Visible Learning.
- WBHS excelling in number of Band 5 and Band 6 HSC outcomes.
- 100% of mentor-teachers use language of the Standards at Graduate Level to provide written feedback to pre-service teachers.

o:\juliec\principal\school plan 2015-2017\school plan 2015-2017 2.docx



Professional Experience Hub School / University Partnership

Action Research Project Plan

Updated June, 2016.

Situational Analysis : current practices.

- Organisation through HT Teaching & Learning as school co-ordinator.
- Good working relationship with Newcastle University with WBHS taking 40 Newcastle University placements each year.
- Pre-service teacher induction program facilitated by school co-ordinator.
- Teacher mentors available in each faculty area.
- Teacher feedback a vital part of the school's Visible Learning Program, with all staff participating in 'walkthroughs.'
- Partnership team established at school and university.
- School website informative and updated regularly.

Professional Experience Partnership Plan.

- **At the school**
 - Brief staff and P&C on Partnership.
 - Outline pre-requisites for involvement as a mentor teacher (PL time for aitsl modules).
 - Volunteers nominate as mentor-teacher.
 - Mentor teachers complete aitsl modules to build capacity of mentor teachers to provide quality feedback using the language of the Australian Professional Standards for Teachers and Standard Descriptor Statements.
 - Provide briefing for pre-service teachers prior to starting their placement on school website.
 - Formalise current induction program available for distribution to other schools.
 - Continue Visible Learning teacher feedback and walkthroughs.
 - Develop short class movies related to various stages of lesson delivery to support university lecturers with 'real life', examples of teaching practice/s.
 - University staff provide training in coaching to mentor-teachers.
 - School co-ordinator to observe each intern once and complete the reports.
 - Video components of lessons to use for pre-service training.
 -
- **At the University**
 - Host a training session for university supervisors and for school co-ordinators using the language of the Australian Professional Standards for

Teachers and Descriptor Statements so that supervisors use the language of the Standards.

- University to provide the school co-ordinator with copies of any assessment tasks related to the practicum, to better support the pre-service teacher. (Note : no assignments are required in years 1&2)
- Supervisor documentation.
- Continuity of university supervisors for a 12 month period.

• Joint Initiatives

- Establish a joint program to investigate engagement of year 9 students. Establish a Year 8 and Year 9 focus group to discuss their motivating factors essential for learning.
- Establish research circles to link teaching staff with university teaching staff to discuss current educational research.
- Strengthen 'Teach Outreach' within the school to ensure more under graduates support students at WBHS.
- Trial on-line reporting for the feedback reports for pre-service teachers.
- Investigate different models for Professional Experience.
- Professor Fischetti to deliver a keynote address focusing on "Understanding how learning happens and what are the conditions for when learning is more likely to happen". School Development Day Term 1, 2016.
- Establish a stronger process of communication for "At Risk" students between the University Supervisor, school co-ordinator and co-operating teacher. Authentic written feedback should be given to the pre-service teacher and based on the Standards.
- University and school to implement a mentor training program for supervising teacher.
- Continue the School's Visible Learning Walkthroughs and extend to a peer coaching focus on teaching pedagogy.
- Establish a peer coaching process for WBHS staff to focus on the teaching practices related to the appropriate APST Standards.
- Sharing of the first year of Partnership initial outcomes – August? Joint SPC meeting.
- University prepares an electronic e-newsletter summarising pieces of emerging educational research from the University Faculty of Education. The "Research Informs Practice" newsletter, across the year, outlines research from across the disciplines to assist WBHS teaching staff stay current with educational research.
- Develop pre-service mandatory training topics. Include appropriate behaviour, DoE merit selection; Prepare as video.
- Consider shadowing program for Year 11 students with a university student and/or university Ambassador enrolled in courses of interest by the Year 11 student.
- Implement a joint School Development Day, Term 2 2017 involving University and 2 Hub Schools – WBHS and New Lambton PS.

Evaluation Strategies / Evidence of Impact

- All WBHS staff mentor teachers trained in aitsl modules 1&2.
- WBHS Induction Program for Pre-Service teachers distributed to colleague schools on request.
- Strong research partnership with a focus on teaching pedagogy established.
- University supervisors and school co-ordinators trained to use the Descriptor Statements from the BOSTES. Australian Professional Standards for Teachers when giving feedback to pre-service teachers.
- Supervising teachers have detailed knowledge of APST at Graduate Level.
- Supervising teachers have expertise in supervisory and feedback skills.
- Newly developed Professional Learning workshops / materials placed on school website.
- Process established for sharing resources with other schools – links with current schools continued and new links forged.
- WBHS staff mentor teachers using a coaching style to support pre-service teacher development (cognitive coaching).
- WBHS staff encouraged to review the Masters of Education modules – ‘Theory informing Practice’.
- WBHS staff use a growth model of written feedback against the Standards.

Partnership Team

Warners Bay High School

Dr Sharon Parkes – WBHS Principal

Ms Peta O’Keefe – Head Teacher, Teaching and Learning; School Co-ordinator

Ms Marjory Drummond – Acting Head Teacher Community Partnerships

University of Newcastle

Prof John Fischetti – Head of School Education – Faculty of Education and Arts.

john.fischetti@newcastle.edu.au

Mr Rob Metcalf – Lecturer School of Education. rob.metcalf@newcastle.edu.au

Mrs Gillian Turnbull – Placement Co-ordinator – Office PVC – Education and Arts.

gillian.turnbull@newcastle.edu.au

t:\office\juliec\principal\professional experience hub school 26.10.15.docx

Warners Bay Community of Schools My Goals Plan 2015- 2016

Background: In 2015 the Warners Bay CoS applied for a grant aimed at supporting Aboriginal cultural awareness and community partnerships and engagement. After receiving a grant of \$20 000, and working collaboratively with AECG and Aboriginal Community Liaison Officer it was decided to pursue the direction of developing our own My Goals Website and utilise the MyGoals goal setting tool to support our aims and directions.

My Goals Website aims to:
Foster partnerships, build connections and promote the work being done by communities and school in support of Aboriginal culture and education. It will encourage school to collaborate with their local communities in developing a resource that will celebrate local history, cultural information and programs that are being run to support Aboriginal Education. Our website will also provide students with an opportunity to discover more about their own heritage and identity, building self-esteem and confidence.

The MyGoal online goal-setting program aims to:
Create a place for students to interact with teachers, parents and mentors to set goals for living and learning.

Help to inspire students to build their knowledge through aspiring to and achieving their goals.
Develop feedback and goal setting skills that enhance 21st Century Learning.

MyGoals Project

PURPOSE

My Goals Website aims to:

Foster partnerships, build connections and promote the work being done by communities and schools in support of Aboriginal culture and education. It will encourage school to collaborate with their local communities in developing a resource that will celebrate local history, cultural information and programs that are being run to support Aboriginal Education. Our website will also provide students with an opportunity to discover more about their own heritage and identity, building self-esteem and confidence.

BUDGET/RESOURCES

\$20,000

PEOPLE

Students

Students will demonstrate increasing cultural awareness and build a strong cultural identity through the use and development of the MyGoals website and goal setting tool.

Staff

All staff support the development of the MyGoals website and participate in meaning relationship building experiences with the local Aboriginal Community.

Staff utilise the MyGoals goal setting tool to support student goals setting and the development of authentic PLP's.

Community

Engage in a variety of opportunities that promote/share cultural awareness and the building of strong relationships with our schools.

Celebrate our school achievements and the signing of the AECG partnership agreement.

CoS Aboriginal Education Team

Undertake MyGoals professional learning.

Coordinate the ongoing development of the MyGoals Website.

Support strong community connections and foster communication between schools and community.

PROFESSIONAL LEARNING

Professional Learning:

The CoS Aboriginal Education Team will undertake professional learning around the development of the MyGoals resources. Term 4 2015

CoS Team

The COS team will meet each term to share, plan, monitor and coordinate our projects

As follows:

2015 Term 4 week 7

2016 Term 1 week 4 & 8

2016 Term 2 week 2

2016 Term 3 week 2

2016 Term 4 week 2

Term 2 SDD

Joint afternoon to share cultural information/speakers etc (TBA)

FOCUS

Term 1:

Banner welcome page

AECG Logo story and partnership agreement

Cultural Camp Story

Setting up MyGoals goal setting tool

Term 2:

Who are we as a community?

History of our community

Monitoring of MyGoals goal setting tool

Term 3:

NAIDOC

Cultural information and artefacts

Monitoring and sharing of MyGoals goal setting tool

Term 4:

Significant sites & elders

MyGoals goal setting tool evaluation