

# JUNEE HIGH SCHOOL PLAN 2012 -2014

## SCHOOL CONTEXT

Junee High School is a small rural high school which provides diverse learning opportunities for our students. We have dedicated and enthusiastic teachers who cater to the individual needs and talents of our students – ensuring each student experiences success in learning.

Our focus is on providing a positive teaching and learning environment. We have excellent resources and exceptional facilities; beautiful well-kept grounds, ready access to the latest technology in every classroom, state-of-the-art science labs and a working, productive eight hectare farm. We are a well-resourced school.

The strong partnerships we have with local businesses, clubs and the wider community including our partner schools, are critical to our success. Our students and staff are our most valued and valuable resource.

The school provides teaching and learning programs to develop confident, responsible young adults ready to meet the challenges of the future.

Our students have experienced success in Higher School Certificate examinations. The school has a varied extra-curricular program and takes part in many regional and State wide competitions and activities.

Junee High School's teaching staff is largely comprised of new scheme teachers [NST] who are delivering teaching and learning experiences that address our students as 21<sup>st</sup> Century learners.

At Junee High School we value lifelong learning and preparing students with 21st century learning strategies by:

- Promoting a positive school culture
- Focussing teaching on the Improvement of academic results
- Building genuine and sustainable community partnerships
- Implementing curriculum flexibility to enhance student learning opportunities and outcomes

## SCHOOL IDENTIFIED PRIORITY AREA/S

## INTENDED OUTCOME/S

- Literacy
- Numeracy
- Retention and Engagement

- Improved academic results in literacy and numeracy as a result of explicit contextualised teaching to enhance student learning opportunities and outcomes
- Co-ordinated whole school approach to quality teaching evident through programs, assessment tasks and professional learning.
- Improved school wide culture for learning supported by high levels of engagement and retention of students
- Valued and sustained community partnerships that are genuine

## TARGET/S

### LITERACY

1. To increase the percentage of **Year 7** students achieving at or above the minimum standard in NAPLAN **Reading**, from 78% in 2012 to 80% in 2013 and 85% in 2014
2. To increase the percentage of **Year 7** students achieving at or above the minimum standard in NAPLAN **Writing** from 63% in 2012 to 67% in 2013 and 75% in 2014
3. To increase the percentage of **Year 9** students achieving at Bands 7/8 in NAPLAN **Reading** from 39% in 2012 to 45% in 2013 and 48% in 2014
4. To increase the percentage of **Year 9** students achieving at Bands 7/8 in NAPLAN **Writing** from 18% in 2012 to 35% in 2013 and 40% in 2014

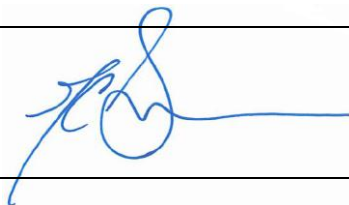
### NUMERACY

1. To increase the percentage of **Year 7** students achieving at or above the minimum standard in NAPLAN **Reading**, from 89% in 2012 to 90% in 2013 and 92% in 2014
2. To increase the percentage of **Year 7** students achieving at Bands 6/7 in NAPLAN **Date, Measurement and Space** components from 40% in 2012 to 45% in 2013 and 48% in 2014
3. To increase the percentage of **Year 9** students achieving at Bands 7/8 in NAPLAN **Numeracy** from 39% in 2012 to 45% in 2013 and 48% in 2014
4. To increase the percentage of **Year 9** students achieving at Bands 7/8/9 in NAPLAN **Number, Pattern and Algebra** components from 44% in 2012 to 46% in 2013 and 50% in 2014
5. To decrease the percentage of **Year 9** students achieving at Bands 5 in NAPLAN **Numeracy** from 32% in 2012 to 23% in 2013 and 18% in 2014

### RETENTION, ENGAGEMENT

1. To increase the overall percentage of attendance from 87% in 2012 for students in Years 7 to 10 to: 88% in 2013 and 89% in 2014
2. To increase the percentage of Year 10 students completing Year 12 from 35% in 2012 to: 40% in 2013 and 55% in 2014
3. To increase the percentage of Year 10 students completing Year 12 and/or recognised further post-school training from 45% in 2012 to 60% in 2013 75% in 2014
4. To increase the percentage of Year 6 students enrolling in Year 7 from 80% in 2012 to 82% in 2013 and 85% in 2014
5. To increase the percentage of student, parent and community engagement and satisfaction with the school, as evidenced through a standardised survey from:
  - >30% in 2010 to the 50% for students in 2011 to 60% in 2013 and 65% in 2014
  - >25% in 2010 to the 74% for parents in 2011 to 78% in 2013 and 85% in 2014
  - >15% in 2010 to 55% in 2011 for the community organisations to 70% in 2013 and 75% in 2014

PRINCIPAL'S SIGNATURE:



SED ENDORSEMENT:

DATE:

## JUNEE HIGH SCHOOL IDENTIFIED PRIORITY: LITERACY

OUTCOME/S	<ul style="list-style-type: none"><li>Improved academic results in Literacy as a result of explicit contextualised teaching to enhance student learning opportunities and outcomes</li><li>Co-ordinated whole school approach to quality teaching evident through programs, assessment tasks and professional learning.</li></ul>	TARGET/S	<b>Target 1:</b> To increase the percentage of <b>Year 7</b> students achieving at or above the minimum standard in NAPLAN <b>Reading</b> , from 78% in 2012 to: 80% in <b>2013</b> 85% in 2014					
			<b>Target 2:</b> To increase the percentage of <b>Year 7</b> students achieving at or above the minimum standard in NAPLAN <b>Writing</b> from 63% in 2012 to: 67% in <b>2013</b> 75% in 2014					
			<b>Target 3:</b> To increase the percentage of <b>Year 9</b> students achieving at Bands 7/8 in NAPLAN <b>Reading</b> from 39% in 2012 to: 45% in <b>2013</b> 48% in 2014					
			<b>Target 4:</b> To increase the percentage of <b>Year 9</b> students achieving at Bands 7/8 in NAPLAN <b>Writing</b> from 18% in 2012 to: 35% in <b>2013</b> 40% in 2014					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
			2012	2013	2014			
<p>Professional development for all teachers in data analysis including NAPLAN and HSC data.</p> <p>All staff members evaluate and use student performance information to set literacy improvement priorities. Establish procedures to review literacy performance information across the whole school.</p> <p>Implementation of strategic and targeted teacher PL in KLAS to support the teaching of literacy</p> <p>Analyse SMART DATA to identify aspects of literacy underperformance for particular student cohorts and for individual students.</p> <ul style="list-style-type: none"><li>Action plan developed to address identified</li></ul>		<ul style="list-style-type: none"><li>All teaching staff trained in the analysis of SMART Data</li><li>PL SMART Data analysed by all teachers and areas of improvement in student learning identified</li><li>Teachers completed formal data analysis process</li><li>Teachers implemented strategies to address student learning needs from NAPLAN</li><li>Student assessments provided evidence of strategy based teaching</li></ul>	✓	✓	✓	Principal Executive 2LS Learning Leaders Mentors	2, 4, 5	NP - Professional Learning (\$1,400 ) NP – Travel (\$1,000) NP – SAO (\$2,845) NP – Staffing Supplement (\$7,500) Equity Funding: \$7,000 Global PL Funds: \$2,500

<p>areas of improvement.</p> <ul style="list-style-type: none"> <li>Identify other information on student performance and analyse opportunities for its use. Report grades, Honours System, RISC</li> <li>All teaching staff train in analysis of SMART Data</li> <li>Teaching staff implementing strategies to address student learning needs from NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>The teaching of literacy skills embedded in programs and the integration of literacy acquisition skills in teaching programs</li> <li>All teachers within KLAS have planned for and implemented targeted literacy strategies including: <ul style="list-style-type: none"> <li>Comprehension - Super 6 meta-strategies</li> <li>4 spelling knowledges</li> <li>Tiered Vocabulary</li> <li>Analysis of texts</li> </ul> </li> </ul>						
<p>Executive and Learning Leaders present to staff targets effective and concise literacy strategies with specific indicators of success.</p> <p>Developed action plans to address identified areas of improvement.</p>	<ul style="list-style-type: none"> <li>Executive and Learning Leaders lead all teachers to participate in sessions to construct SMART targets in literacy</li> <li>All staff participated in PL sessions to understand and construct SMART targets in literacy</li> <li>All literacy targets contain effective and concise strategies and specific indicators of success</li> </ul>		✓	✓	Principal Executive 2LS Learning Leaders	4, 5	NP – Staffing Supplement (\$7,500) Global PL: \$4,000
<p>Whole-school literacy action plan developed and implemented across KLAS</p> <p>Evaluate and update faculty teaching and learning programs to ensure literacy demands of each syllabus are addressed.</p>	<ul style="list-style-type: none"> <li>Appointed four Learning Team Leaders to cross curriculum teams to facilitate the achievement of literacy goals.</li> <li>Whole-school literacy action plan developed and implemented with 2LS strategies embedded in all faculties</li> <li>TARs process supports literacy strategy implementation in all KLAS</li> <li>Regular monitoring of school plan undertaken to ensure targets are reflected in teaching programs</li> </ul>	✓	✓	✓	Principal Executive 2LS Learning Leaders Mentors	3, 4, 5	NP – Staffing Supplement (\$10,000) NP – SLSO (\$2,000) Equity Funding: \$6,000

Use examples of quality literacy strategies to raise the awareness of staff. Access these examples for mentoring purposes.	<ul style="list-style-type: none"> <li>Literacy PL is co-ordinated at the whole-school level</li> <li>Made copies of the students' responses to practice NAPLAN writing tasks and used these to examine student performance in reference to the NAPLAN marking guide</li> </ul>		✓	✓	Executive 2LS Learning Leaders Mentors	4	NP – Resources (\$1,000 )
Establishment of mentor positions to support teachers with implementation of quality literacy programs embedding NSW literacy policy and Secondary Literacy Strategy (2LS)	<ul style="list-style-type: none"> <li>Positions timetabled and mentoring sessions established</li> <li>Mentor communicating with executive to inform KLA literacy PL for all teachers</li> <li>Allocated and purchased literacy teaching resources linked to literacy plan</li> </ul>	✓	✓	✓	HT Manager Mentors Consultants	3, 6	NP – Casual Staff Learning (\$5,000) DEC Staffing Supplementation
Develop academic partnership with the local university to undertake action research and guide best practice in pedagogy, targeting aspiring teacher leaders.	<ul style="list-style-type: none"> <li>Accessed both the 2LS and Mentoring program, established research projects</li> </ul>	✓	✓	✓	Principal 2LS Learning Leaders Mentors	2, 6	NP – Casual Staff (\$5,000)
Collaborate with partner primary schools to use best practice models and (in 2013) action research findings to build expertise in middle school teaching for reading and writing	<ul style="list-style-type: none"> <li>Established transition documentation which identifies students' strengths and weaknesses as well as how best to ensure that each student has made a positive beginning to high school</li> <li>Promoted literacy learning opportunities between and with each school</li> <li>Used a range of curriculum options to demonstrate that literacy is a requirement in all KLAs</li> </ul>	✓	✓	✓	Principal Executive Ngumba-Dal Learning Community committee	3, 4, 6	NP – CLO (\$7,000) NP – SAO (\$1,000) Ngumba-Dal Learning Community funds: \$5,000

Establish a Learning Support Team which is proactive, identifying students who require precise and achievable support to enhance their literacy skills, knowledge, and provide them with the confidence to participate in class/cohort-based literacy development tasks.	<ul style="list-style-type: none"> <li>Developed Individual Learning Plans for at risk students.</li> <li>Student learning needs identified in teaching programs with explicit teaching strategies linked to needs and evident in ILPs</li> <li>Supported staff work to assist the teacher and teaching as well as the student and learning.</li> <li>Implemented a referral form which more accurately reflects teachers' identification of students' needs</li> </ul>	✓	✓	✓	Principal Executive (LST) Learning Support Team	2, 4, 5	NP – Staffing Supplement (\$10,000) NP – SLSO (\$7,500) DEC Staffing supplementation
Mentor staff members to develop literacy learning strategies to implement in teaching programs making reference to item analysis of NAPLAN information.	<ul style="list-style-type: none"> <li>Mentors and 2LS team leaders supported classroom teachers to examine students' performance information</li> <li>Linked to 2LS Initiative. Conducted staff PL sessions once per term to consolidate learning strategies with and the use of literacy resources</li> </ul>		✓	✓	2LS Learning Leaders HT Manager Mentors	1, 2, 3, 4	NP – Casual Staff Learning (\$5,000)
Student performance information is used as a basis for the purchase and allocation of teaching resources. The purchase of literacy teaching resources and equipment is linked to this school plan and is monitored and reviewed.	<ul style="list-style-type: none"> <li>Aligned the purchase of literacy teaching resources with program budgets and the school plan.</li> <li>Consolidated learning strategies with the use of literacy resources</li> </ul>		✓	✓	Principal Executive	3, 5	Equity Funding: \$10,000
Mentor executive staff members to monitor literacy in teaching programs.	<ul style="list-style-type: none"> <li>Established PL opportunities for team building and clarifying school plan, NP plan and HOW2Learn</li> </ul>		✓	✓	Principal Executive Mentors	2, 3	NP – Staffing Supplement (\$5,000) NP – SLSO (\$9,500)

## JUNEE HIGH SCHOOL IDENTIFIED PRIORITY: **NUMERACY**

OUTCOME/S	<ul style="list-style-type: none"><li>Improved academic results in Numeracy as a result of explicit contextualised teaching to enhance student learning opportunities and outcomes</li><li>Improved confidence and knowledge of numeracy principals</li><li>Coordinated whole school approach to quality teaching evident through programs, assessment tasks and professional learning.</li></ul>	TARGET/S	<b>Target 1:</b> To increase the percentage of <b>Year 7</b> students achieving at or above the minimum standard in NAPLAN <b>Reading</b> , from 89% in 2012 to: 90% in <b>2013</b> 92% in 2014							
			<b>Target 2:</b> To increase the percentage of <b>Year 7</b> students achieving at Bands 6/7 in NAPLAN <b>Date, Measurement and Space</b> components from 40% in 2012 to: 45% in <b>2013</b> 48% in 2014							
			<b>Target 3:</b> To increase the percentage of <b>Year 9</b> students achieving at Bands 7/8 in NAPLAN <b>Numeracy</b> from 39% in 2012 to: 45% in <b>2013</b> 48% in 2014							
			<b>Target 4:</b> To increase the percentage of <b>Year 9</b> students achieving at Bands 7/8/9 in NAPLAN <b>Number, Pattern and Algebra</b> components from 44% in 2012 to: 46% in <b>2013</b> 50% in 2014							
			<b>Target 5:</b> To decrease the percentage of <b>Year 9</b> students achieving at Bands 5 in NAPLAN <b>Numeracy</b> from 32% in 2012 to: 23% in <b>2013</b> 18% in 2014							
STRATEGIES			INDICATORS		TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
					2012	2013	2014			
Professional development for all teachers in data analysis including NAPLAN and HSC data.  All teachers analyse and use SMART DATA to identify aspects of numeracy underperformance for particular student cohorts and for individual students. <ul style="list-style-type: none"><li>Action plan developed to address identified areas of improvement.</li><li>Identify other information on student performance and analyse opportunities for its</li></ul>			<ul style="list-style-type: none"><li>All teachers completed formal Data Analysis PL SMART Data analysed by staff and areas of improvement in student learning identified.</li><li>Executive, 2LS Leaders and all teaching staff participated in PL sessions to construct SMART targets in numeracy. All numeracy targets contain effective and concise</li></ul>		✓	✓	✓	Principal Executive 2LS Learning Leaders Mentors HT Maths HT Science	2, 4, 5	NP – Staffing Supplement (\$7,500)  NP - Professional Learning (\$500)  NP – Software (\$2,000)  NP – SAO (\$2,000)  NP Consumables -

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**Target 2:** To increase the percentage of **Year 7** students achieving at Bands 6/7 in NAPLAN **Date, Measurement and Space** components from 40% in 2012 to:  
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**Target 5:** To decrease the percentage of **Year 9** students achieving at Bands 5 in NAPLAN **Numeracy** from 32% in 2012 to:  
23% in **2013**  
18% in 2014

<p>use such as report grades</p> <ul style="list-style-type: none"><li>• All teaching staff train in analysis of SMART Data</li><li>• Teaching staff implementing strategies to address student learning needs from NAPLAN</li></ul> <p>All staff members evaluate and use student performance information to set numeracy improvement priorities. Establish procedures to review numeracy performance information across the whole school.</p> <p>Using student information and make adjustments to SLSO allocation.</p>	<p>strategies and specific indicators of success.</p> <ul style="list-style-type: none"><li>• All student learning needs identified in teaching programs with explicit teaching strategies linked to needs and evident in ILPs.</li><li>• Aligned and re-presented all student assessment programs to provide evidence of strategy based teaching</li><li>• Directed support staff (SLSOs) to assist the teacher and teaching as well as the student and learning.</li><li>• Implemented a school policy that guides the allocation of teachers to classes.</li></ul>							(\$546) Equity Funding: \$5,000
<p>Mentor executive staff members to monitor numeracy in teaching programs.</p>	<ul style="list-style-type: none"><li>• Established PL opportunities for team building and clarifying school plan, NP plan and HOW2Learn</li></ul>		✓	✓	Principal Executive Mentors	1, 2, 3		NP – Staffing Supplement (\$9,500)
<p>Mentor staff members to develop numeracy learning strategies to implement in teaching programs making reference to item analysis of NAPLAN information.</p>	<ul style="list-style-type: none"><li>• Mentors, Head Teachers Mathematics and Science, and 2LS team leaders supported classroom teachers to examine students’ performance information</li><li>• Linked to 2LS Initiative. Conducted staff PL sessions once per semester to consolidate learning strategies with and the use of literacy resources</li></ul>	✓	✓	✓	Principal HT Maths HT Science Mentors 2LS Learning Leaders	1, 2, 3, 4		NP – Staffing Supplement NP – Casual Staff (\$7,500) (\$18,000)
<p>Executive and Learning Leaders present to staff targets effective and concise numeracy strategies with specific indicators of success.</p> <p>Whole school numeracy action plan developed and</p>	<ul style="list-style-type: none"><li>• Appointed four Learning Team Leaders to manage group processes and facilitate the achievement of numeracy goals.</li></ul>		✓	✓	Executive 2LS Learning Leaders	3, 4, 5		NP – Casual Staff (\$7,500) Global PL funding:



<p>implemented across the KLAS</p> <p>Evaluate and update faculty teaching and learning programs to ensure numeracy demands of each syllabus are addressed.</p>	<ul style="list-style-type: none"> <li>• Whole-school numeracy action plan is developed and implemented with 2LS strategies embedded in all faculties</li> <li>• TARs process supported numeracy strategy implementation in all KLAS at the classroom level</li> </ul>				HT Maths		\$2,500
<p>Implementation of strategic and targeted teacher PL in KLAS to support the understanding and teaching of numeracy.</p>	<ul style="list-style-type: none"> <li>• All teachers planned for and implement targeted numeracy strategies which support improvement of comprehension: <ul style="list-style-type: none"> <li>○ Graphicacy strategies for understanding visual literacy in numeracy</li> <li>○ Utilisation of the Place Value continuum of learning</li> <li>○ Place value understanding and teaching of basic strategies</li> </ul> </li> </ul>		✓	✓	Executive 2LS Learning Leaders	2, 3	NP – PL (\$600) NP – Software (\$1,000) Equity funds: \$5,000
<p>Student performance information is used as a basis for the purchase and allocation of teaching resources. The purchase of numeracy teaching resources and equipment is linked to this school plan and is monitored and reviewed.</p> <p>Establish a Numeracy Library</p>	<ul style="list-style-type: none"> <li>• Aligned the purchase of numeracy teaching resources with program budgets and the school plan.</li> <li>• Consolidated learning strategies with the use of numeracy resources</li> <li>• Appointed SLSOs to target specific learning needs</li> <li>• Purchased resources which provide rich nummary learning opportunities for a range of student abilities, needs and capacities.</li> </ul>		✓	✓	Principal HT Maths HT Science Mentors 2LS Learning Leaders TLA Finance Committee	2, 3, 5	Global and Equity funds \$9,000 NP – Software (\$1,200) NP – SLSO (\$3,299) NP – SAO (\$1,000)NP – SLSO (\$7,500) NP – Resources (\$1,168)
<p>Collaborate with partner primary schools to use best practice models and (in 2013) action research findings to build expertise in middle school teaching of numeracy</p>	<ul style="list-style-type: none"> <li>• Established transition documentation which identifies students' strengths and weaknesses and how best to ensure that each students makes a positive beginning</li> </ul>	✓	✓	✓	Principal Executive Ngumba-Dal Learning	3, 4, 6	NP – CLO (\$7,000) NP – SAO (\$1,000) Ngumba-Dal Learning Community

	to high school <ul style="list-style-type: none"> <li>Promoted numeracy learning opportunities between and with each school</li> </ul>				Community committee		funds \$5,000
Establish a Learning Support Team which is proactive, identifying students who require precise and achievable support to enhance their numeracy skills, knowledge, and provide them with the confidence to participate in set numeracy development tasks.	<ul style="list-style-type: none"> <li>Developed Individual Learning Plans for at risk students.</li> <li>Student learning needs identified in teaching programs with explicit teaching strategies linked to needs and evident in ILPs</li> <li>Supported staff work to assist the teacher and teaching as well as the student and learning.</li> <li>Implemented a referral form which more accurately reflects teachers' identification of students' needs</li> </ul>	✓	✓	✓	Principal Executive (LST) Learning Support Team	2, 4, 5	NP – SLSO (\$4,500)

## JUNEE HIGH SCHOOL IDENTIFIED PRIORITY: **RETENTION and ENGAGEMENT**

OUTCOME/S	<ul style="list-style-type: none"><li>Improved school wide culture for learning supported by high levels of engagement and retention of students</li><li>Valued community partnerships that are both genuine and sustainable</li><li>Evident improved school attendance and retention to the HSC</li></ul>	TARGET/S	<b>Target 1:</b> To increase the overall <b>percentage of attendance</b> from 87% in 2012 for students in Years 7 to 10 to: 89% in <b>2013</b> 90% in 2014  <b>Target 2:</b> To increase the percentage of Year 10 students <b>completing Year 12</b> from 35% in 2012 to: 45% in <b>2013</b> 60% in 2014  <b>Target 3:</b> To increase the percentage of Year 10 students completing Year 12 and/or recognised further post-school training from 45% in 2012 to: 60% in <b>2013</b> 75% in 2014  <b>Target 4:</b> To increase the percentage of Year 6 students enrolling in Year 7 from 80% in 2012 to: 82% in <b>2013</b> 85% in 2014  <b>Target 5:</b> To increase the percentage of student, parent and community engagement and satisfaction with the school, as evidenced through a standardised survey from: <ul style="list-style-type: none"><li>&gt;30% in 2010 to the 50% for students in 2011 to 60% in 2013 and 65% in 2014</li><li>&gt;25% in 2010 to the 74% for parents in 2011 to 78% in 2013 and 85% in 2014</li><li>&gt;15% in 2010 to 55% in 2011 for the community organisations to 70% in 2013 and 75% in 2014</li></ul>					
	STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM
			2012	2013	2014			
Ensure staff members can articulate the school’s goals and expectations.  High expectations are embedded in school and classroom routines and procedures.	<ul style="list-style-type: none"><li>New DP and other executive successfully completed induction program</li><li>All new and inexperienced staff attended induction program outlining the school’s vision, goals and expectations, particularly in relation to learning goals.</li></ul>			✓	✓	Principal Executive	1, 5	NP – SAO (\$1,000)

Appoint a Community Liaison Officer to assist and support parents in their interactions with the school	<ul style="list-style-type: none"> <li>Developed planned pathways ways to communicate with the wider school community [eg: formal and informal, different sites inside and outside of the school and accessing different methods]</li> </ul>	✓	✓	✓	Principal Executive SAM CLO	3, 5, 6	NP – CLO (\$12,000)
School documentation needs to be made more transparent, professional and accountable. Implementation of a school-based style guide.	<ul style="list-style-type: none"> <li>Developed a 'school welcome pack' for parent and students, which includes information on how to participate in numeracy initiatives in the school.</li> <li>Ensured that school promotional materials reinforce the overall school goals and expectations.</li> <li>Published and distributed the style guide to be used by all staff emphasising 'corporate image' and professionalism</li> </ul>		✓	✓	Principal Executive SAM CLO Year Advisers	2, 5, 6	NP – CLO (\$7,000) NP – Software (\$1,300) NP – SAO (\$2,000)
Mentor executive staff members in the implementation of whole-school programs as well as developing and maintaining partnerships	<ul style="list-style-type: none"> <li>All members of the executive communicating and working with community-based organisations, businesses and community service programs</li> <li>Established ongoing links with Service Clubs</li> <li>Established ongoing links with Inter-church organisations</li> <li>Established partnerships with Junee Business and Trade Group</li> <li>Established partnerships with Junee Interagency Group</li> </ul>	✓	✓	✓	Principal SAM CLO Executive	1, 3, 4, 6	NP – CLO (\$19,000)

<p>To establish more formal media connections; promoting the availability of the media to staff</p> <p>Emphasise the community high school image through local media</p>	<ul style="list-style-type: none"> <li>Publicised family-school partnership activities in the local media.</li> </ul>	✓	✓	✓	Principal CLO	6	NP – CLO (\$9,000) NP – SAO (\$1,000)
<p>Seek advice from the promotions unit about ways that the school can improve communication with the school community.</p>	<ul style="list-style-type: none"> <li>Developed and publish guidelines for school-published documents.</li> <li>Kept content up to date on the school website and include photos and student work samples to motivate and engage the school community.</li> </ul>	✓	✓	✓	Principal CLO Consultants	2, 5, 6	NP – CLO (\$5,000)
<p>Student performance information is used as a basis for the purchase and allocation of teaching resources. The purchase of literacy and numeracy teaching resources and equipment is linked to this school plan and is monitored and reviewed.</p>	<ul style="list-style-type: none"> <li>Linked 2LS Initiative. Conduct staff PL sessions at least once per term to consolidate learning strategies with and the use of numeracy resources.</li> <li>Aligned the purchase of literacy and numeracy teaching resources with program budgets and the school plan.</li> </ul>	✓	✓	✓	Principal Finance Committee	5, 6	NP – SAO (\$1,000) Equity funding: \$2,500
<p>Appoint a member of staff to perform the roles of Attendance Liaison Officer (ALO).</p> <p>Aspirational 5% improvement in attendance</p>	<ul style="list-style-type: none"> <li>Developed closer coordination with HSLO and school staff</li> <li>Developed closer communication with DEC staff, parents and teaching staff about students absences and accountabilities</li> <li>Formalised communication between the ALO and SASS.</li> <li>Implemented an electronic SMS attendance program at school</li> </ul>	✓	✓	✓	Principal Attendance Liaison Officer SASS contact	1, 2, 3, 5	NP – SAO (\$8,000) NP – Software (\$2,300) NP – Staffing Supplement (\$6,075)

Develop stronger, meaningful and lasting connections with the local community. June Business and Trade Group, Men's Shed, etc. Develop local resources in consultation with community members.	<ul style="list-style-type: none"> <li>Ngumba-Dal Learning Community partners implemented numeracy programs and the implementation of the National Syllabus.</li> </ul>	✓	✓	✓	Principal Executive Timetablers	3, 4, 6	NP – CLO (\$11,461) NP – SAO (\$2,000)
Actively promote School-based Apprenticeships and Traineeships, sources and established for students in Years 10-12	<ul style="list-style-type: none"> <li>Successfully established business links and partnerships</li> <li>Increased the number of SBATs by 20% in 2013 and a further 15% in 2014</li> </ul>	✓	✓	✓	Principal Executive Timetablers	3, 4, 6	NP – SAO (\$2,000) NP – Casual Staff (\$2,363)