School Context

Our school motto: ‘Creating Opportunities, Achieving Success’

Warrawong is a comprehensive, multicultural high school with 57% of our students from a range of non-English speaking backgrounds. Teachers promote high expectations and a strong work ethic so all students succeed as learners. We ensure students have a positive attitude and work hard to achieve academic success, develop social, interpersonal and employment skills and build self-esteem.

Our school has a strong history of achievement. Over the last decade, we have twice received a NSW Department of Education Director General's Award for School Achievement. In addition students, staff and the school have been awarded individual Departmental honours on several occasions and both students and staff have won many state and national awards in literacy, film making and community engagement.

At Warrawong, we cater for all students. We have selective classes to extend the most talented students and smaller class sizes across all years so students get more individual attention. We house the region's Intensive English Centre for new arrivals and a Support Unit for students with special needs. Across all years, our students make significant performance gains because of how teachers integrate literacy and technology into classroom learning. We offer an innovative senior curriculum which has significantly increased student retention. This dual strand curriculum involves both a traditional, academic HSC and a vocational HSC to develop employment skills.

Our school has excellent facilities which support our comprehensive approach to education. Recent improvements include construction of a new sports centre, canteen café complex and major upgrades to our Science facilities. In addition, we are constantly improving our digital infrastructure. Students have access to cutting edge technology including seven computer labs, a wireless network and the latest whiteboard and video conferencing technology.

To support our students’ education, we have built strong links with the community. These include our highly rated Community of Schools programs with our local primary schools, parent engagement through focus meetings and a broad range of partnerships with the local business community.

We seek to engage students through an extensive range of extracurricular initiatives. These include a strong focus on life skills, sport and the creative arts - band, choir, film and drama. Two of our most innovative and widely acknowledged programs are our annual community student film festival and our permaculture gardens, wherein students learn how to achieve a healthier and more environmentally sustainable lifestyle.

As a school, our ultimate goal is to ensure that students develop knowledge, skills, attitudes and values which will help them become responsible citizens who make a positive contribution to Australian society.
School Purpose and Ethos

Our core purpose is to engage students so they maximise their academic potential. To achieve this, we focus on raising expectations among students in every classroom and across the school. Besides academic success, we also ensure that students gain life skills, develop social awareness and build self-esteem.

Our ethos statements reflect what we are trying to achieve:

Students
1. High Expectations: ensure students have high expectations about their academic performance and attitude to school.
2. Exit Outcomes: ensure students achieve high quality exit outcomes relating to Literacy, Numeracy, Information and Technology skills, interpersonal, communication and decision making skills.
3. Student Attitudes and Values: foster attitudes and values which promote student self-worth and self-respect, self-confidence, self-discipline and encourage citizenship, tolerance and respect for others.
4. Student Wellbeing: enhance student self-esteem, mental health and wellbeing by assisting with issues relating to socioeconomic, physical, cultural or personal circumstances that may impede student learning.

Staff
5. Staff Morale: maintain high level staff well-being and engagement through excellent communication, collaborative decision making, interpersonal and staff welfare strategies.
6. Staff Professionalism: encourage staff to have high expectations about their own performance and work ethic through supportive staff professional development systems.

Community
7. School Reputation: ensure the school has a high profile and an excellent reputation with parents and the community.
8. Community Support: maintain a positive two way relationship with the community by building partnerships with parents and the broader community incorporating other local education and business links.

School
9. Harmonious Environment: maintain a safe and harmonious learning environment which caters for the needs of students from diverse cultures and backgrounds.
10. Quality Learning: engage students in learning by providing an interesting, challenging and relevant curriculum, using Quality Teaching skills and processes.
11. Enriched Curriculum: broaden student horizons about a quality lifestyle through a broad range of curricula and extra-curricular experiences and opportunities.
13. Quality Facilities: provide a quality physical environment for both students and staff through ongoing enhancement of school facilities and the physical environment.
## School Priority Area One: Continuous Improvement in Student Academic Results

### Outcomes and Targets (1 to 3 year timeframe)

| Improve student HSC results to at least match statistically similar groups (SSG) | 1. Stage 6 ALARM writing strategy teacher mentor to work with KLA Head Teachers: |
| Lift HSC student performance in the middle and tops bands | - All Stage 6 teachers will complete initial or refresher ALARM training |
| Associated Target(s) - as evidenced by: | - ALARM teacher mentor will do lesson observations to help teachers further up-skill in ALARM techniques |
| - For combined band HSC performance, reduce Band 1/2 to below 20% and increase Band 5/6 towards 20% (seek at least a 5% increase above our 2011 baseline) | - ALARM teacher mentor will run faculty meeting sessions and professional learning days to help teachers design KLA specific ALARM lessons |
| - At least 35% of subjects achieve the state mean or better in the HSC exam | |
| - HSC band performance value added (combined performance across all subjects) equals the statistically similar group (SSG) average | |
| - Yr12 student use of after school coaching rises to 50% (currently 36%) | 2. Academic support for all students: |
| - Yr11 student use of after school coaching rises to 25% (currently 8%) | - Stage 6 study skills: integrate the new IN2UNI initiative into our current class study skills program |
| Note on HSC coaching: a 2008-11 longitudinal review of student results confirms a strong positive correlation between our HSC results and student participation in coaching | - Stage 6 after school coaching (attached to homework centre): further increase student participation by highlighting the link between coaching and HSC success; take steps to further establish a Year 11 coaching culture |
| - All KLA faculties make use of data to inform their teaching and an increased number of teachers report that they use data to help improve HSC, NAPLAN and school-based academic results | - After-school homework centre: continue operation in the library from 3 to 4.00pm each Monday and Tuesday; promote its value with student, parents and staff and evaluate student satisfaction to determine its success |
| Among students, strengthen academic performance as the core purpose for school | 3. Head Teachers lead/ensure KLA professional learning so all staff: |
| Associated Target(s) - as evidenced by: | - Use of the various data analysis tools to inform their teaching eg. RAP, SMART 2, EMSAD data sheets |
| - For each year group (Yr7 to 12), at least 70% of students achieve excellent for every subject on their five-weekly academic monitoring (up from the 2011 baseline of 48-55% across all years) | - As needed participate in mentoring to support new HSC teachers and also participate in HSC marker workshops |
| - For the homework centre, build participation to an average 20 students per session | 4. Use five-weekly academic monitoring review as a tool for setting performance standards for all students: |
| For staff, strengthen the focus on student academic performance as our core school goal | - Improve management to increase the impact of academic monitoring ie. improve links with N warnings, incentive excursions, parent SMS strategy |

8480: Warrawong High School

2014 School Management Plan: last revised 30/1/2014
Lift student academic performance through improved student co-operation, focus and engagement in class  
**Associated Target(s) - as evidenced by:**
- Each teacher includes a focus on academic performance in their individual peer lesson observation strategy (part of their annual professional learning plan)
- Students enjoy lessons and are engaged through quality teaching ie. focus on quality learning environment, intellectual quality, significance
- Students enjoy lessons and are engaged due to quality classroom management and teacher-student relationships which are built on a non-adversarial approach

through strategies such as student feedback, negotiated learning (student control over what is taught), assessment to make students responsible for their own learning, explicit teaching
- Year 7/8 year advisers to support a teams approach to the literacy curriculum, learning to learn and literacy focused homework
- Each KLA to include a major focus on the use of Langford tools
- Reflect on student feedback (eg. surveys workshops) on what students want in class

2. Focus students on actions to lift their own performance:
   - Student organisation: are students prepared for class, doing homework, using a homework diary, making the required effort with notebooks, using laptops or digital devices
   - More regular contact with parents

3. Student relationships - set classroom standards for behaviour and engagement:
   - Non-adversarial classroom management skills
   - Consistent approach to student management (between teachers) ie. bring equipment, per period grade for engagement
   - Manage difficult student situations

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**School Priority Area Two: Better Student Outcomes through Quality Teaching and Professional Learning**

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<thead>
<tr>
<th>Outcomes and Targets (1 to 3 year timeframe)</th>
<th>Strategies</th>
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</table>
| Improve student literacy and numeracy as measured by Year 9 NAPLAN in line with school targets as determined through EMSAD analysis Students achievement to at least match statistically similar groups (SSG) for all NAPLAN results across all bands and including expected average growth **Associated Target(s) - as evidenced by:**
For NAPLAN Year 9 student literacy results :
- Band performance: 82% of students perform at or above min. standard (up from 79% at present)
- Band performance: 9% of students perform into the Proficient bands (up from 8% at present)
For NAPLAN Year 9 student Numeracy results : |
| **Student Literacy and Numeracy** |
| 1. Learning and Support Teachers (LaSTs): support/upskill students with high literacy needs and identified learning disabilities through both in-class support and withdrawal: |
|   - Reading Recovery: maintain a KLA focus in the use of reading materials; more pre-teaching of subject specific vocabulary |
|   - Create the Learning Centre (TLC): run by LaSTs, the room is open to all Year 7-12 students to receive 1:1 support and help with class work and academic skills |
| Note: this is a major curriculum differentiation strategy by supporting students with extension, HSC and additional literacy and numeracy needs |
| - LaSTs to implement strategies to deal with student behaviour, autism, language, |
Band performance: 85% of students perform at or above min. standard (up from 83% at present)
Band performance: 12% of students perform into the proficient bands (up from 13% at present)

In school Reading Rescue:
- Significantly increase reading ages (by 12 to 24 months) and improve lesson engagement and self-esteem in participating students
- Improved fluency rates (>100 wpm)

Staff professional learning leads to improved skills and greater classroom use of targeted literacy and numeracy strategies with their classes

Associated Target(s) - as evidenced by:
- Head Teacher Teaching and Learning, literacy professional learning co-ordinator and the librarian facilitate the explicit teaching of literacy skills so that they are embedded in all curriculum and all classrooms
- (Through the literacy team) staff access professional learning and mentor support on SMART data analysis to address specific student literacy skills

Through the development of ICT pedagogy:
- improve student interest and engagement in classroom learning
- develop student literacy skills and enable curriculum differentiation

Improve teacher and student access to technology which is faster, more accessible and more user friendly

Associated Target(s) - as evidenced by:
- An increasing percentage of students report they are more engaged in their learning because of a greater ICT focus in class
- Teachers report increased competence and confidence in their use of a greater range of ICT strategies

Information and Communication Technology Skills (ICT)

Note: 1. and 2. must be tied together for student outcomes to be most effective

1. Student performance and engagement improves through a KLA focus (teacher mentor support available) to make more use of technology as a learning tool:
- Differentiate the curriculum through higher order thinking skills, enriched tasks and writing skills relating to Blooms, student negotiated and directed curriculum, peer learning

2. Teacher mentors to continue supporting KLA professional learning to build teacher competence in the use of ICT in the classroom:
- Device environment - BYOD, laptops, interactive whiteboards
- Investigate apps to address the BYOD environment
Use the 7S/8S selective class program to build student academic expectations, attitude and performance
Increase the classroom use of specific, differentiated learning strategies to extend more capable students
Associated Target(s) - as evidenced by:
- At least 28% of 8S students significantly improve (difference over 30) in their Year 9 NAPLAN results
- Students in targeted classes are more focused, aware about what constitutes higher order, higher quality work and working to their academic potential
- Over of 80 % students, parents and staff are highly satisfied with the selective class outcomes and rate the learning experiences highly

Student Extension (for more capable, talented students)
1. Maintain the student extension co-ordinator role to manage the selective class program including testing, various surveys, student extension class events, teacher professional learning

2. Student extension co-ordinator to work with all staff who teach a selective class to build their skills and implement the various selective class programs:
   - Up-skill staff in curriculum differentiation strategies including higher order thinking skills, enriched tasks and writing skills relating to Blooms, student negotiated and directed curriculum, ICT, peer learning, peer leadership
   - Selective class teachers to participate in a lesson review process by submitting a lesson that demonstrates extension skills for review with the co-ordinator
   - cross curricular strategies including the 7S/8S expo nights, habitat day

School Priority Area Three: Increased Student Retention and Engagement through Quality Curriculum Organisation

<table>
<thead>
<tr>
<th>Outcomes and Targets (1 to 3 year timeframe)</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Raise student retention to improve student life chances (benchmark regional and state trends)</td>
<td>Curriculum Structures</td>
</tr>
<tr>
<td>Associated Target(s) - as evidenced by:</td>
<td>- Continue with an extra Stage 6 subject per line to support curriculum breadth across our two distinct Stage 6 pathways (academic and vocational)</td>
</tr>
<tr>
<td>- Increase Year 10 to 11 student retention to 90% (current average is 80-85%)</td>
<td>- Evaluate the impact of major changes to the curriculum structure ie. Stage 6 non-ATAR vocational curriculum (wider choice of less academic subjects); changes to teaching hours in Yr7-10 including increased elective time</td>
</tr>
<tr>
<td>- Increase Year 10 to 12 student retention to 70% (currently around 60%)</td>
<td>VET and School to Work Transition</td>
</tr>
<tr>
<td>Better meet the needs of all students through a more relevant academic and vocational curriculum</td>
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<tr>
<td>Warrawong High School</td>
<td>2014 School Management Plan: last revised 30/1/2014</td>
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| **Disengaged students participate in a range of programs to meet their interests and ambitions and help increase their confidence, motivation, sense of direction and employability skills**  
**Associated Target(s) - as evidenced by:**  
- Increase student participation in vocational education and training (VET) Stage 6 to 60% (currently around 50%)  
- Increase student participation in school to work and transition programs ie. TAFE, local businesses, traineeships and apprenticeships  
**Use the additional career adviser role to further develop school to work transition and individual school to work IEPs for targeted students:**  
- Targeted Yr11 JET program involving work experience one day per week  
- Increase student access to certificate I/II, TAFE/local businesses, traineeships and apprenticeships, community agency programs eg. Essential Personnel, Workplace Learning Illawarra, TAFE alternate courses  
- Employability skills including work experience, job search, resumes, interviews|
| **Improve education outcomes for special education students through enhanced curriculum and improved engagement**  
**Associated Target(s) - as evidenced by:**  
- Annual special education review shows continued development of life skills curriculum and assessment, social skills and school to work initiatives  
- Data indicates improved student learning and engagement eg. more students involved in relevant learning alternatives; fewer behaviour issues; more merits; more positive staff satisfaction  
**Special Education Students**  
1. Special education academic and social skills curriculum are being implemented with all special education classes:  
- BOS Life Skills curriculum leading to more academic outcomes supplemented by mainstream integration where ever possible  
- Teaching and learning outcomes: focus on literacy, numeracy, and technology; expand literacy resources and associated computer applications  
- Further development of student social skills and school to work initiatives  
- Teaching organisation: increase use of team teaching and withdrawal models  
2. Focus on student needs:  
- Further develop student individual education programs  
- Expand and upgrade the use of a variety of merit strategies  
- Develop programs to address the specific needs of the students in the two new classes|
| **Intensive English Centre (IEC) students experience improved academic and social outcomes after they transition into mainstream classes**  
**Associated Target(s) - as evidenced by:**  
- ESL students feel engaged and secure and are working towards maximising their academic potential  
- IEC students choose our school as their mainstream destination  
**IEC Student Engagement and Support**  
1. Evaluate and further develop IEC student support in the transition to mainstream  
2. Further improve ESL teaching in mainstream classrooms:  
- IEC and high school staff share knowledge on curriculum and teaching  
- All staff and students to participate in anti-racism sessions to reinforce protocols and encourage inclusive activities|
| **Create a community of schools middle school through a range of programs which, in terms of curriculum and teaching, have an impact in every Stage 3/4/5 classroom across the CoS**  
**Associated Target(s) - as evidenced by:**  
- Positive Principal, teacher and community evaluations indicate high quality student outcomes across each program  
- Improved student visual literacy and film making skills in writing, producing and editing films  
**Warrawong Community of Schools (CoS)**  
1. Continue to further develop CoS programs so they engage students and offer high quality student outcomes  
- Literacy strategic plan; focus on writing  
- Year 6-7 transition curriculum  
- Permaculture and environmental education  
- Digital citizenship and social media |
<table>
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<tr>
<th>Implement the national curriculum to address current systemic requirements</th>
<th>National Curriculum</th>
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<tbody>
<tr>
<td>Expand and extend extra curricula programs to address identified student needs</td>
<td>For targeted KLAs, implement the new Year 7/9 national curriculum, complete a year one evaluation of same and prepare for the Year8/10 implementation in 2015</td>
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<tr>
<td>Increase teacher access to shared curriculum and teacher professional learning amongst local high schools</td>
<td>Extra Curricula Committees</td>
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<tr>
<td>Associated Target(s) - as evidenced by:</td>
<td>Performing arts, permaculture and sport committees implement an annual work plan to extend the impact of these programs on school culture and student outcomes</td>
</tr>
<tr>
<td>- School evaluations of each initiative show a positive impact on student outcomes and teacher professional learning</td>
<td>Illawarra Partners in Education (iPie)</td>
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<tr>
<td>National Curriculum</td>
<td>Continue with joint professional learning opportunities with our iPie partners - Illawarra Sports and Figtree High Schools</td>
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<tr>
<td>- Major focus on our leadership professional learning groups</td>
<td>- Explore other opportunities to further build the iPie brand ie. Stage 6 classes, KLA professional learning, vocational education initiatives</td>
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<td>- Explore other opportunities to further build the iPie brand ie. Stage 6 classes, KLA professional learning, vocational education initiatives</td>
<td>Curriculum Networks Illawarra (CNI)</td>
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<tr>
<td>Each KLA to participate in and contribute to their professional learning network</td>
<td>School Priority Area Four: Higher Expectations Leading to a Strong, Positive School Culture</td>
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### School Priority Area Four: Higher Expectations Leading to a Strong, Positive School Culture

<table>
<thead>
<tr>
<th>Outcomes and Targets (1 to 3 year timeframe)</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Improve student attendance and punctuality and reduce fractional truancy</td>
<td>Attendance and Punctuality</td>
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<tr>
<td>Associated Target(s) - as evidenced by:</td>
<td>Head Teacher Administration to co-ordinate the attendance action plan ie. a range of strategies to improve attendance, punctuality and fractional truancy:</td>
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<tr>
<td>- Increase student attendance to 90.2% (state average) cf. 84.5% (2011 baseline)</td>
<td>- Daily, timely, consistent classroom teacher discipline strategy to reduce fractional truancy based around online period by period roll marking</td>
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<tr>
<td>- Reduce chronically late student numbers to 0.5% cf. 5% (2011 baseline)</td>
<td>- Family/school links and support for targeted chronic non-attenders including constant parent communication ie. SMS, phone calls, letters, to address attendance/absentee issues</td>
</tr>
<tr>
<td>- Reduce fractional truancy from current manageable levels to virtually zero</td>
<td>- Liaise and make more effective use of HSLO resources</td>
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<tr>
<td>- Reduce student lateness to class to virtually zero</td>
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</table>
| Student leadership has a much more significant and high profile impact across the school | **Student Leadership**
Raise the prestige and profile of the SRC through a leadership role including a high profile presence at all school events; with the SRC teacher co-ordinators:
- Organise year meetings to create two way communication between the school executive and all students to strengthen student input into school operations
- Initiate school activities such as fund raisers to highlight a cause and/or to address issues identified by the student body
- Up-skill the SRC through leadership and management training

**Associated Target(s) - as evidenced by:**
- As a group and individually, the SRC has a range of high profile leadership roles and responsibilities
- As a group and individually, the SRC displays high quality leadership skills

| Continue to build stronger, more positive relationships between students and also between students and staff | **Student Voice**
Teacher student voice team and the SRC to work together to drive initiatives:
- Students work with year advisers to facilitate/run respect lessons ie. respect for each other, community and the environment; make short films on respect which are then used as part of the lessons
- With Year Advisers, lead anti-bullying/harassment/cyber bullying program plus present our annual CoS digital citizenship training
- All students (led by the SRC) have more input into school management eg. uniform; introduce peer mediation

**Associated Target(s) - as evidenced by:**
- Student/staff surveys indicate positive relationships and mutual respect across the school; overall, students are more positive about school
- Range of student voice strategies are identified and implemented (from 2013 student surveys)

| Create an environment where targeted students display increased confidence, motivation and a sense of direction plus increased employability skills | **Student Engagement and Learning Support**
1. Continue using incentive/engagement programs for targeted Year 8-11 students who are disengaged, lacking self-esteem or unlikely to complete school ie. Permaculture living classroom; Garden art and ceramics; Pink Team positive life choices for girls; student community volunteers
- Student engagement co-ordinator to oversight all roles and programs to ensure maximum impact in terms of co-ordination and number of students involved
2. Student mentoring to support Plan B for students in crisis and in need of ongoing goal setting and additional counsellor support (JK initiative)
3. Learning support team to oversee student caseload and ensure:
- Implementation of an individual education program for each student on caseload
- Regular reviews to track and strategise on individual student outcomes
- Gains students make through a targeted program are transferred back into their mainstream classes
4. Target students to participate in community agency initiatives ie. TAFE, Links to Learning, Smith Family, health, and community services, police liaison
5. School learning support officers help implement individual education programs

**Associated Target(s) - as evidenced by:**
- Teachers observe improved mainstream classroom engagement and performance for targeted students
- Positive indicators for targeted students ie. depending on the individual students’ needs this may include any or all of: better attendance; reduction in behaviour notifications; increase in merit awards; improved academic and learning outcomes; continue at school into the next year
<table>
<thead>
<tr>
<th>Build a student culture based on positive attitudes, values and inclusivity</th>
<th>Improve student achievement and learning outcomes by providing incentives for students to learn</th>
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<tbody>
<tr>
<td><strong>Associated Target(s) - as evidenced by:</strong></td>
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<tr>
<td>- Teacher satisfaction and student class performance ratings are increasingly positive</td>
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<tr>
<td>- Positive attitude indicators for all students ie. increase in merit awards and levels; reduction in behaviour notifications and suspensions; reduction in negative academic performance notifications</td>
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<tr>
<td>- Continued increase in student participation in incentive excursions</td>
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<td><strong>School Tone, Merit and Incentive</strong></td>
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<tr>
<td>1. Continue our KLA focus on each teacher having a more proactive, central role in managing poor student behaviour ie. staff follow the discipline flowchart steps; use of SENTRAL notifications as a strategy for whole school tracking of student performance and behaviour</td>
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<tr>
<td>2. Head Teacher Welfare to oversee strategies which promote incentive excursions and the merit system such that all teachers and students participate because they are more engaged with the benefits</td>
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<tr>
<td>3. All staff strongly support initiatives which seek to create a positive school tone ie. student punctuality to class, co-operation at assemblies and in the playground, meeting school uniform standards, incentive excursions</td>
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<tr>
<td>4. Year Advisors role incorporates a greater focus on student welfare, engagement and pastoral care; current focus:</td>
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<tr>
<td>- Regular meetings to implement school initiatives with their year group ie. SRC leadership, respect, Year 7/8 learn to learn, incentive excursions</td>
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<tr>
<td>- Anti-bullying/harassment/cyber bullying program plus CoS digital citizenship</td>
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<td>More responsibility for health care plans, Aboriginal PLPs, academic monitoring</td>
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<td><strong>Gym, Fitness and Breakfast</strong></td>
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<tr>
<td>- Run a before school gym workout (7.30-8.15) and lunch time fitness program three days per week; tie the morning session to the breakfast club. While the program is open to all, specifically target students ie. health reasons, disengaged Yr7-10, causing playground issues, Aboriginal PLPs, Special ed.</td>
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**School Priority Area Five: Meeting National Benchmarks for Aboriginal Students**

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<thead>
<tr>
<th>Outcomes and Targets (1 to 3 year timeframe)</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Strengthen the identity and self-esteem of Aboriginal students</td>
<td>1. Aboriginal education worker (AEW) and Aboriginal education co-ordinator lead initiatives and involve other staff to address benchmark goals:</td>
</tr>
<tr>
<td>Aboriginal students meet national benchmarks for academic performance (literacy, numeracy), attendance and retention</td>
<td>- Closer liaison with LaSTs, Year Advisers and teacher aides to ensure Aboriginal students maximise their academic performance eg. writing skills and classroom support for personal learning plan (PLP) implementation</td>
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<tr>
<td>Build a culture where Aboriginal parents, community and the school become closer partners in the education process</td>
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8480: Warrawong High School

2014 School Management Plan: last revised 30/1/2014
**School Priority Area Six: Achieve Best Practice in School Leadership and Staff Performance**

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<thead>
<tr>
<th>Outcomes and Targets (1 to 3 year timeframe)</th>
<th>Strategies</th>
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<tr>
<td><strong>Staff perform even more effectively because of better school leadership and management systems</strong></td>
<td><strong>School Leadership</strong></td>
</tr>
<tr>
<td><strong>Associated Target(s) - as evidenced by:</strong></td>
<td>- Three additional executive - Head Teacher Welfare, Teaching &amp; Learning and Administration maintain their position after completing the annual role review</td>
</tr>
<tr>
<td>- Staff surveys indicate school leadership is increasingly effective and having a positive impact on school performance</td>
<td>- For every school position of responsibility, a role statement and/or a work plan is negotiated to guide the work (goals, roles and responsibilities)</td>
</tr>
<tr>
<td>- Staff satisfaction on the success of faculty initiatives are increasingly positive</td>
<td>- Maintain additional executive release time to strengthen and broaden both faculty and school leadership. Head Teachers will use the extra time to support staff in faculty implementation of whole school goals (academic performance, student management, professional learning) and also supervise the faculty TARs process</td>
</tr>
<tr>
<td>- Head Teachers report high success rates in faculty planning outcomes</td>
<td><strong>Teacher Management and Professional Learning</strong></td>
</tr>
<tr>
<td>- Head Teachers report that they are more effective in their role</td>
<td>- Support faculty goals with additional TPL funds</td>
</tr>
<tr>
<td>- Staff continue to report high level satisfaction with school, their work and the quality of professional learning</td>
<td>- Support leadership professional learning at all levels through EARs and the iPie leadership professional learning strategy</td>
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</table>

**Case manage each Aboriginal student to ensure implementation of their PLP**

**As required implement an individual attendance plan with the HT Administration**

**Further Aboriginal parent contact to increase engagement and support through at least two parent focus group meetings per year**

**Build Aboriginal student self-esteem through engagement:**

- Maintain the breakfast club linked to the gym fitness strategy, participation in AIME and NADOC week and our the Aboriginal art and garden programs
- Seek opportunities for cultural outlets around art, language and dance which can be shown to parents and the whole school

8480: Warrawong High School

2014 School Management Plan: last revised 30/1/2014
## School Priority Area Seven: Build a Positive Community Profile and Strong Community Relationships

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<tr>
<th>Outcomes and Targets (1 to 3 year timeframe)</th>
<th>Strategies</th>
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</table>
| Improve community perceptions by promoting the outstanding quality of our school | **Parent and Community Links**  
Use our CLO/SAO roles to work with the school executive:  
- Organise parent meetings, school community events and business links  
- Maintain parent contact on student issues: attendance, uniform, engagement  
- Use surveys and focus interviews to determine community opinions about our school, the P&C etc.  
- Help foster and maintain community links including corporate sponsorship and support, education links with other schools, university, TAFE |
| Increasingly engage and encourage parent and community participation to support our education goals | **School Promotion**  
Use our CLO/SAO roles to work with the school executive:  
- Media coverage to highlight student and school achievements  
- As needed, continue to revamp school publications, signage etc.  
- Expand the use of SMS/email to contact parents eg. notify upcoming events |
| Associated Target(s) - as evidenced by:  
- Year 7 enrolments increase from 63% (at present) to 75% of potential enrolments from local primary schools  
- Significant increase in parent and community participation in school activities and events eg. parent/teacher night, P&C, major assemblies, parent focus group meetings  
- Significant increase in the number of parents linked to the school through SMS and email  
- Parent surveys indicate parent and community perceptions are increasingly positive | **School Reports**  
- Improve school reports through a review of outcomes, teacher comments and software operations |
| Improve student respect and staff morale by providing more modern teaching facilities and a more pleasant physical environment | **School Website and FaceBook**  
- Further develop the school website and intranet to make them more accessible and user-friendly leading to increased use by students, staff and the community |
| | **School Facilities and Grounds**  
- Finish current projects: refurbish wood and metals rooms; western outdoor café; outdoor kitchen; permaculture gardens; landscaping  
- Initiate further upgrades: student toilets; agriculture/machine shed; sports stadium floor and covered walkway  
- Continue to paint and improve classrooms and corridors  
- Review progress and further develop canteen operations eg. product range, signage, student and parent helpers  
- Implement the annual school environmental management plan |