EDEN MARINE HIGH SCHOOL MANAGEMENT PLAN 2014-2016

School Context

Eden Marine High School is a co-educational, comprehensive secondary school located on the far south coast of NSW. Marine education is an important feature of the school’s curriculum and culture. The school fosters constructive and productive links across the community to maximize learning opportunities for its students and to support its positive contribution to the community. Vocational education programs are a feature of the diverse curriculum that offers students a wide range of experiences in classrooms and in the surrounding community and environs of the school. The school is one of two secondary schools and 13 primary schools in the Sapphire Coast Learning Community. The school’s values are Respect, Resilience and Responsibility and the school’s mission statement is “assist each student to reach their potential”.

<table>
<thead>
<tr>
<th>DEC Focus Areas</th>
<th>Aboriginal Education</th>
<th>Student Engagement</th>
<th>Quality Teaching</th>
<th>Literacy, Numeracy and Information &amp; Communication Technology (ICT)</th>
<th>Leadership and accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Education</td>
<td>Implementation of elements of the Aboriginal and Torres Strait Islander Education Plan 2010-2014</td>
<td>Active and positive involvement of students in a wide range of educational, cultural, sporting and other programs</td>
<td>High quality teaching and learning is consistently delivered that meets the learning needs of Aboriginal students</td>
<td>Implementation of specific programs targeting improvement in learning outcomes for Aboriginal students</td>
<td>Review of roles and responsibilities within the Aboriginal Education portfolio and operation of the Aboriginal Education Team at EMHS</td>
</tr>
<tr>
<td>Curriculum and Assessment</td>
<td>Implementation of Personalised Learning Plans (PLP) to cater more for the learning needs of Aboriginal students</td>
<td>Curriculum differentiation and adjustments evident in all subjects catering for the needs of all students</td>
<td>Professional Learning (PL) for staff in new syllabuses and curriculum implementation</td>
<td>All teaching programs have explicit processes for the implementation of Literacy, Numeracy and ICT</td>
<td>Provision of PL opportunities for staff in identified curriculum areas</td>
</tr>
<tr>
<td>Engagement and Attainment</td>
<td>Development and implementation of community mentor programs</td>
<td>Evidence of improved student engagement through meeting targets in attendance, discipline intervention and student attainment</td>
<td>Improved learning outcomes for all students through the delivery of quality teaching and learning programs that maximises student engagement</td>
<td>Increased use of ICT to engage students in their learning</td>
<td>Development and supervision of systems and processes to measure the achievement of engagement and attainment outcomes</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>Improved NAPLAN outcomes as identified through PLP’s and learning need analysis</td>
<td>Attainment of positive student attitude and progress</td>
<td>Staff using SMART data and Literacy/Numeracy Continuums in tracking student achievement</td>
<td>Targeted explicit programs to improve student learning outcomes</td>
<td>Supervision and PL practices in place to achieve improvement in student learning outcomes</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Seek and strengthen opportunities to engage community and parents in Aboriginal education initiatives</td>
<td>Continued implementation of the Positive Behaviour for Success (PBS) Framework in improving school culture</td>
<td>Development and implementation of systems to provide feedback and support for teachers on their practice</td>
<td>Continued implementation of the EMHS ICT Strategic Plan and Literacy/Numeracy initiatives</td>
<td>Strategic Plan and Scope &amp; Sequence implementation for school and DEC structural changes in 2015 - 2016</td>
</tr>
</tbody>
</table>

Principal: [Signature]  Date: 8.5.2014  Director, Public Schools NSW: [Signature]  Date: 3.5.2014

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### Aboriginal Education

#### OUTCOMES

1.1 All staff members have a greater understanding of Aboriginal students and how they learn

1.2 Links between EMHS and the Aboriginal Community continue to be strengthened

#### STRATEGIES

**1.1a** Professional learning for all staff provided in Aboriginal Education

**1.1b** The Aboriginal and Torres Strait Islander (ATSI) Education Plan 2010-2014 is presented to staff and is implemented through reviewed policies and procedures

**1.1c** Review of roles and responsibilities within the Aboriginal Education portfolio and operation of the Aboriginal Education Team at EMHS

**1.2a** Continuation of an Aboriginal Community Engagement Officer (ACEO) position within the school

**1.2b** Develop and implement community-based programs for identified students at risk

**1.2c** Continued development of an Aboriginal Cultural Program.

**1.2d** Develop and deliver workshops for Aboriginal parent / carers

**1.2e** Participation in “Dare to Lead” snapshot and Aboriginal Teacher-Mentor program

#### INDICATORS

- Completion of Modules 4 and 5 of “No Gaps No Excuse”
- ATSI Education Plan embedded in school practices and policies
- Roles and Responsibilities published and operational
- Aboriginal student mentor groups established and Aboriginal cultural workshops developed and delivered. Increased participation by the Aboriginal community in the education of students
- Establishment of a “Bush Tucker” garden
- School snapshot undertaken with recommendations implemented PL and support opportunities for Aboriginal staff

#### TIMEFRAME

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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</thead>
<tbody>
<tr>
<td><strong>1.1a</strong></td>
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<td><strong>1.1b</strong></td>
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<td><strong>1.1c</strong></td>
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<tr>
<td><strong>1.2a</strong></td>
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<td><strong>1.2d</strong></td>
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<td><strong>1.2e</strong></td>
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</tbody>
</table>

#### RESPONSIBILITY

- Aboriginal Education Team
- Principal / Executive
- Aboriginal Education Team
- Aboriginal Education Team / Learning and Support team
- Principal and Aboriginal Education Team
- Principal and Aboriginal Education Team

#### RESOURCING

- Allocation Strategies
- 1.1a – 1.3d
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>RESOURCING</th>
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</thead>
<tbody>
<tr>
<td>1.3 Every Aboriginal student achieves to the best of their ability and engagement targets for Aboriginal students are met</td>
<td>1.3a Develop and review of specific programs to improve student outcomes in: Literacy, Numeracy, Science and Technology and engagement</td>
<td>Programs implemented with explicit positive learning and engagement outcomes for students including “Healing With Knowledge”</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>Principal / Executive / ACEO Eden Elders</td>
<td>Resource Allocation Strategies 1.1a – 1.3d</td>
</tr>
<tr>
<td>1.3b Strengthen the practice of development, review and implementation of student PLP’s through the use of ICT</td>
<td>Student PLP’s reviewed and updated on a semester basis</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>Principal / ACEO</td>
<td>ACEO and Year Advisors</td>
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<tr>
<td>1.3c Strategies to improve Aboriginal student attendance and suspension to levels that equal or better the average for all students in the school</td>
<td>Aboriginal student attendance incentive program established and implemented</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>ACEO / Learning and Support Team</td>
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<td></td>
<td>Improved NAPLAN outcomes for Aboriginal students as identified through targets</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>Learning and Support Team</td>
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<tr>
<td></td>
<td>School data indicates working towards targets in attendance and discipline interventions</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>Principal</td>
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<td></td>
<td>Increased student engagement in a variety of school settings as identified through student surveys</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>Principal</td>
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<tr>
<td>1.3d Promote and achieve Aboriginal student participation in School-based Apprenticeships and Traineeships</td>
<td>Aboriginal students participating in School-based Apprenticeships and Traineeships</td>
<td>2014: X, 2015: X, 2016: X</td>
<td>Principal / Careers Advisor</td>
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## Student Engagement

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<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td><strong>2.1 Monitor use of data analysis by teachers to better inform teaching practice</strong></td>
<td><strong>2.1a</strong> Ongoing PL support for staff in the use of data to inform teaching practice</td>
<td>Feedback provided via TARS and EARS processes of explicit evidence in faculty teaching and learning programs</td>
<td><strong>TARGETS</strong></td>
<td><strong>2014</strong></td>
<td><strong>2015</strong></td>
</tr>
<tr>
<td><strong>2.2 Ongoing implementation of the PBS framework across the school</strong></td>
<td><strong>2.2a</strong> Stage 2 implementation of the PBS framework</td>
<td>Improve levels of engagement for all students as indicated by PBS survey data analysis</td>
<td><strong>2.2.1</strong></td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>2.3 Improved student engagement in attendance, discipline intervention and student attainment</strong></td>
<td><strong>2.3a Scope and sequence for the implementation of recommendations for whole school reviews in Welfare/Discipline, Attendance and Learning &amp; Support</strong></td>
<td>Staged implementation of recommendations for whole school self-evaluation in Welfare/Discipline, Attendance and Learning &amp; Support</td>
<td><strong>2.3.1</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>2.3b Implement a revised whole school student attendance action plan and practices for early identification of attendance concerns</strong></td>
<td>Improvement in student attendance and retention levels across all years All teachers engaged in targeted identification and intervention programs for student attendance Improved attendance rates by students with a history of high absenteeism Increased student referrals to LST</td>
<td></td>
<td><strong>2.3.2</strong></td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>2.3c Implementation of recommendations from Welfare / Discipline self-evaluation 2013</strong></td>
<td>Scope and Sequence for self-evaluation implemented</td>
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<td>X</td>
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<tr>
<td>OUTCOMES</td>
<td>STRATEGIES</td>
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<td>TARGETS</td>
<td>2014</td>
<td>2015</td>
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<tr>
<td>2.4</td>
<td>2.4a</td>
<td>Mentoring and intervention programs for students at risk are implemented with positive outcomes for students</td>
<td>2.4.1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>2.4b</td>
<td>EMHS Outreach Centre operating with increasing student attendance</td>
<td>2.4.2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>2.4c</td>
<td>Development, implementation and review of Personalised Learning Plans (PLP’s) for students with learning difficulties and those recognised as underperforming</td>
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<td></td>
<td>2.4d</td>
<td>Evidence of implementation of whole school curriculum and assessment differentiation practices</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.5</td>
<td>2.5a</td>
<td>Continued collaboration with partner schools in the development and delivery of a middle school curriculum to complement the introduction of the Australian Curriculum</td>
<td>2.5.1</td>
<td>X</td>
<td>X</td>
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<td>2.5</td>
<td></td>
<td></td>
<td>2.5.1</td>
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</table>

**Student Engagement (Continued)**
## Quality Teaching

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>RESPONSIBILITY</th>
<th>RESOURCEING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Improved learning outcomes for all students through the delivery of quality teaching and learning that engages students.</td>
<td><strong>3.1a</strong> Supervision and support of teaching staff through the TARS and EARS process with an emphasis on the delivery of quality teaching and learning</td>
<td>Evidence of a diverse and flexible curriculum that meets the needs of all students Development and implementation of PLP’s for high performing students</td>
<td>3.1.1</td>
<td>X X</td>
<td>Resource Allocation Strategies 3.1 – 3.2</td>
</tr>
<tr>
<td></td>
<td><strong>3.1b</strong> Maintain a broad range of vocational education and training programs for students in Stages 5 and 6 leading to Cert. I and Cert. II credentialing</td>
<td>Stage 5 and Stage 6 curriculum patterns contain a variety of vocational and training pathways for students Greater utilisation of the Metals Trade Training Centre facility</td>
<td>X X X</td>
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</tr>
<tr>
<td>3.2 Develop and support the professional learning needs of staff across the school to promote best practice in the delivery of quality teaching and learning.</td>
<td><strong>3.2a</strong> Develop, support and implement individual staff PL plans</td>
<td>Individual PL for all teaching staff are developed and implemented</td>
<td>3.2.1</td>
<td>X X X</td>
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<tr>
<td></td>
<td><strong>3.2b</strong> Staff access to a variety of PL opportunities with a focus on quality teaching</td>
<td>Staff engage in PL opportunities and apply this learning to their professional practice</td>
<td>X X X</td>
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<tr>
<td></td>
<td><strong>3.2c</strong> Continued collaboration with tertiary institutions to support the delivery of quality pre-service teacher programs.</td>
<td>Evidence of the strengthening of links with a number of tertiary institutions Creation of a leadership role in the school to coordinate partnerships with tertiary institutions</td>
<td>3.2.2</td>
<td>X X</td>
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</tbody>
</table>
# Literacy, Numeracy and Information Communication Technology (ICT)

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
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<th>RESPONSIBILITY</th>
<th>RESOURCING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Support the professional learning needs of staff in the use of ICT in teaching and learning</strong></td>
<td>4.1a Continued development and support for the use of ICT as a tool in 21st Century Learning pedagogy</td>
<td>Evidence of high use of ICT to engage students in their learning Ongoing refinement and development of the EMHS Moodle</td>
<td>2014 2015 2016</td>
<td>ICT Team / Executive</td>
<td>Resource Allocation Strategies 4.1 – 4.2</td>
</tr>
<tr>
<td></td>
<td>4.1b Provide equitable access to ICT through the purchase of additional devices for use by all students with a broad range of complex learning needs</td>
<td>Trial implementation of a BYOD model in semester 2, 2014 for whole school implementation in 2015</td>
<td>4.1.1</td>
<td>ICT Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1c Employment of an ICT Support Officer to maintain ICT infrastructure</td>
<td>ICT Support Officer appointed. Continued implementation of the school’s ICT plan with PL of staff integrating ICT into classrooms</td>
<td>X X X</td>
<td>ICT Team / Executive</td>
<td></td>
</tr>
<tr>
<td><strong>4.2 Explicit programs and learning outcomes targeting improvement in Literacy and Numeracy</strong></td>
<td>4.2a Employment of Learning support Officers (LSLO) to work with teachers in classroom settings to support student learning</td>
<td>Continued improvement in NAPLAN results for lower performing students to equal or better state averages in the bottom bands</td>
<td>4.2.1</td>
<td>Learning and Support Team Executive</td>
<td></td>
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<tr>
<td></td>
<td>4.2b Targeted TPL to support the explicit teaching of Literacy and Numeracy across the curriculum</td>
<td>An increase in the number of students operating at, or above, national benchmarks to equal or better state averages for Literacy and Numeracy. Teaching programs identify the explicit teaching of Literacy, Numeracy and ICT from years 7-10</td>
<td>4.2.2</td>
<td>Learning and Support Team Executive</td>
<td></td>
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<tr>
<td></td>
<td>4.2c Continuation of modified Numeracy and Literacy intervention programs for students with learning difficulties</td>
<td>PL in Literacy and Numeracy is reflected in classroom practice Intervention programs in place</td>
<td>X X X</td>
<td>Executive - Faculties</td>
<td></td>
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<tr>
<td>OUTCOMES</td>
<td>STRATEGIES</td>
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<tr>
<td><strong>5.1 Maintain and further develop leadership capacity across partner schools with a focus on the executive and teachers aspiring to higher leadership positions</strong></td>
<td><strong>5.1a Staff participation in leadership programs</strong></td>
<td>Active promotion and support for staff undertaking leadership position opportunities</td>
<td>X</td>
<td>X</td>
<td>Executive</td>
</tr>
<tr>
<td></td>
<td><strong>5.1b An increase in the number of whole school roles undertaken by both executive and non-executive staff</strong></td>
<td>Evidence of a number of staff prepared to undertake leadership positions within the school</td>
<td>X</td>
<td>X</td>
<td>Executive</td>
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<tr>
<td></td>
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<td>Staff participation in executive shadowing/mentoring programs</td>
<td>X</td>
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<tr>
<td></td>
<td><strong>5.1c Active leadership and participation by EMHS staff in the Sapphire Coast Learning Community (SCLC)</strong></td>
<td>Evidence of EMHS staff in leadership roles within the SCLC</td>
<td>X</td>
<td>X</td>
<td>Principal</td>
</tr>
<tr>
<td><strong>5.2 Implementation of a Strategic Plan for school and DEC structural changes in 2015 – 2016</strong></td>
<td><strong>5.2a The development and implementation of a whole school transition plan to accommodate a reduction in executive positions in 2015</strong></td>
<td>Scope and sequence for transition completed to ensure completion of planning for the start of 2015</td>
<td>X</td>
<td></td>
<td>HT Administration (Additional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the roles and responsibilities of all staff within the school</td>
<td>X</td>
<td></td>
<td>Executive</td>
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<tr>
<td></td>
<td></td>
<td>Review of decision-making structures within the school to identify opportunities for aspiring leaders</td>
<td>X</td>
<td></td>
<td>Senior Executive</td>
</tr>
<tr>
<td></td>
<td><strong>5.2b The provision of professional learning opportunities and strategic planning for the implementation of LMBR and LSLD in 2015</strong></td>
<td>School leaders providing training and support for all staff to effectively transition to LMBR in 2015</td>
<td>X</td>
<td>X</td>
<td>Principal / SAM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LMBR implementation plan developed and implemented</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5.3 Supervision and PL best practices in place to achieve improvement in student learning outcomes</td>
<td>5.3a Ongoing review of TARS and EARS practices across the school</td>
<td>TARS and EARS completed as per identified scope and sequence</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5.4 Systems and practices in place across the school to support the professional learning of all staff</td>
<td>5.4a The revision of professional learning (PL) and support structures for new scheme teachers and supervisors</td>
<td>Moodle updates and enhanced supervision strategies in place</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>5.4b Continued collaboration with tertiary institutions to deliver pre-service teaching programs</td>
<td>Continued opportunities for pre-service teachers from a number of tertiary institutions to undertake practicums at EMHS</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5.4c Establishment of a professional learning portfolio as a leadership role in the school to lead PL, teacher accreditation and tertiary partnerships</td>
<td>Role statement developed and concessional allocation identified</td>
<td>X</td>
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</tbody>
</table>
Targets

Aboriginal Education

| 1.1.1 | All staff have completed all modules of the PL program “No Gap No Excuse” by the end of the 2014 school year |
| 1.2.1 | ACEO employed full-time in 2014. Position to be reviewed in Term 4, 2014 for 2015 |
| 1.2.2 | 80% of all Aboriginal students are involved in mentor programs by the end of 2015 |
| 1.3.1 | “Healing with Knowledge” Aboriginal Student at Risk program operating in Term 3, 2014 |
| 1.3.2 | All Aboriginal student Personalised Learning Plans (PLP’s) reviewed and updated by the end of Term 2 and at the end of Term 4 |
| 1.3.3 | Aboriginal Student Attendance Incentive program in place by the end of Term 2, 2014 |
| 1.3.4 | An increase in the number of students in the higher bands from Year 7 into 9 for Aboriginal students based on NAPLAN testing compared to 2013 |
| 1.3.5a | Aboriginal student attendance rates improved by 10% in 2014 compared to 2013 |
| 1.3.5b | Aboriginal student suspension rates decreased by 15% in 2014 compared to 2013 |
| 1.3.6 | Maintain Aboriginal student participation in school-based apprenticeships & traineeships in 2014-2016 |

Student Engagement

| 2.2.1 | 85% of students find lessons to be appropriate to their needs and interests. |
| 2.3.1 | Implementation targets for whole school self-evaluation areas as identified in scope and sequence achieved by the end of 2014 |
| 2.3.2 | Whole school student attendance is at or above 90% by the end of 2014 |
| 2.4.1 | The process of identifying and implementing appropriate student intervention programs is in place |
| 2.4.2 | All students enrolled in the Outreach Program meet attendance and learning outcomes identified in student PLP’s |
| 2.5.1 | A 5-8 middle school Community of Schools (CoS) curriculum model developed for implementation in partner schools in 2015 |
### Quality Teaching

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<tbody>
<tr>
<td>3.1.1</td>
<td>PLP’s developed and implemented for identified high performing students</td>
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<tr>
<td>3.2.1</td>
<td>All staff have developed and implemented a Personalised Professional Learning Plan in consultation with their supervisor</td>
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<td>3.2.2</td>
<td>A role statement for a Professional Learning Portfolio position in the school is developed and a resource allocation made for 2015</td>
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### Literacy, Numeracy and Information & Communication Technology (ICT)

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<tbody>
<tr>
<td>4.1.1</td>
<td>Trial implementation of a “Bring Your Own Device” (BYOD) model in semester 2, 2014 for 2015 whole school implementation</td>
<td></td>
</tr>
<tr>
<td>4.2.1</td>
<td>All SLSO’s are employed in areas of need to support improved outcomes for identified students</td>
<td></td>
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<tr>
<td>4.2.2</td>
<td>Improved Literacy and Numeracy outcomes from Year 7 into 9 students based on NAPLAN testing as identified through above average state growth</td>
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### Leadership and Accountability

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<tbody>
<tr>
<td>5.2.1</td>
<td>A scope and sequence for whole school transition to a reduction in executive positions is completed and implemented. Planning for 2015 is completed in Term 4, 2014</td>
<td></td>
</tr>
<tr>
<td>5.2.2</td>
<td>Roles and responsibilities for specific personnel are in place by the end of Term 3, 2014</td>
<td></td>
</tr>
<tr>
<td>5.4.1</td>
<td>Review the SCLC Moodle to support all teachers seeking accreditation through the implementation of Australian Teaching Standards by the end of 2014</td>
<td></td>
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<tr>
<td>5.4.2</td>
<td>A professional learning role statement and portfolio is established and resourced appropriately by the end of 2014</td>
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</table>
## Aboriginal Education Resourcing

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TOTAL COST</th>
<th>RESOURCE DESCRIPTION</th>
<th>FUNDING SOURCE</th>
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<tbody>
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<td>GLOBAL</td>
<td>PROF.LEARN</td>
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<td>5</td>
</tr>
<tr>
<td><strong>1.1a</strong> Professional learning for all staff provided in Aboriginal Education</td>
<td>$500</td>
<td>Release of staff to prepare Module 4 and 5 “No Gap No Excuse” delivery</td>
<td>$500</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Payment to community elders to assist as facilitators</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1b</strong> The Aboriginal and Torres Strait Islander (ATSI) Education Plan 2010-2014 is presented and implemented</td>
<td>$1000</td>
<td>Release of staff to coordinate planning with local Aboriginal community</td>
<td>$1000</td>
<td>X</td>
</tr>
<tr>
<td><strong>1.1c</strong> Review of roles and responsibilities within the Aboriginal Education portfolio and operation of the Aboriginal Education Team at EMHS</td>
<td>$1000</td>
<td>Release of staff to coordinate planning</td>
<td>$1000</td>
<td>X</td>
</tr>
<tr>
<td><strong>1.2a</strong> Continuation of an Aboriginal Education Officer (AEO) position within the school</td>
<td>$80000</td>
<td>Employment of AEO for 2014</td>
<td>$20000</td>
<td>$25000</td>
</tr>
<tr>
<td><strong>1.2b</strong> Develop and implement a number of community-based programs for identified students at risk</td>
<td>$80000</td>
<td>Employment and training of community mentors</td>
<td>$80000</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport of students and provision of learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.2c</strong> Continued development of an Aboriginal Cultural Program</td>
<td>$4000</td>
<td>Release of staff to coordinate planning with local Aboriginal community</td>
<td>$2000</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Payment to community elders to assist as facilitators</td>
<td>$2000</td>
<td></td>
</tr>
</tbody>
</table>

EMHS Management Plan 2014-2016
## Aboriginal Education Resourcing (Continued)

<table>
<thead>
<tr>
<th>STRATEGY</th>
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<th>FUNDING SOURCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2d</strong> Develop and deliver workshops for Aboriginal parent / carers</td>
<td>$1500</td>
<td>Release of staff to coordinate planning with local Aboriginal community</td>
<td>$1500</td>
<td>1 4 5 6</td>
</tr>
<tr>
<td><strong>1.2e</strong> Participation in “Dare to Lead” snapshot and Aboriginal Teacher-Mentor program</td>
<td>$3800</td>
<td>Implementation of program by “Dare to Lead” facilitators</td>
<td>$3800</td>
<td>X</td>
</tr>
<tr>
<td><strong>1.3a</strong> Develop &amp; review specific programs to improve student outcomes in: Literacy, Numeracy, Science and Technology and engagement</td>
<td>$15000</td>
<td>Purchase of resources to support learning and engagement</td>
<td>$15000</td>
<td>X</td>
</tr>
<tr>
<td><strong>1.3b</strong> Review and strengthen the utilisation of student PLP’s through the use of ICT</td>
<td>$2000</td>
<td>Funding to support trial implementation of MyGoals platform</td>
<td>$2000</td>
<td>X X</td>
</tr>
<tr>
<td><strong>1.3c</strong> Strategies to improve Aboriginal student attendance and suspension to levels that equal or better the average for all students in the school</td>
<td>$1000</td>
<td>Staff release for program development</td>
<td>$1000</td>
<td>X X</td>
</tr>
<tr>
<td><strong>1.3d</strong> Promote and attain Aboriginal student participation in School-based Apprenticeships &amp; Traineeships.</td>
<td></td>
<td></td>
<td></td>
<td>X X X</td>
</tr>
</tbody>
</table>
## Student Engagement Resourcing

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TOTAL COST</th>
<th>RESOURCE DESCRIPTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1a Ongoing PL support for staff in the use of data to inform teaching practice</td>
<td>$5000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$5000</td>
<td>4 X</td>
</tr>
<tr>
<td>2.2a Stage 2 implementation of the PBS framework</td>
<td>$28000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$28000</td>
<td>X</td>
</tr>
<tr>
<td>2.3a Scope and sequence for the implementation of recommendations for whole school reviews in Welfare/Discipline, Attendance and Learning &amp; Support</td>
<td>$5000</td>
<td>Release of staff to coordinate planning</td>
<td>$5000</td>
<td>X</td>
</tr>
<tr>
<td>2.3b Implement revised attendance action plan and practices for early identification of attendance concerns</td>
<td>$8000</td>
<td>Release of staff to coordinate planning</td>
<td>$4000</td>
<td>X X</td>
</tr>
<tr>
<td>2.3c Implementation of recommendations from Welfare / Discipline self -evaluation</td>
<td>$1000</td>
<td>Release of staff to coordinate planning</td>
<td>$1000</td>
<td>X</td>
</tr>
<tr>
<td>2.4a Maintain a variety of mentoring and intervention programs for students at risk</td>
<td>$20000</td>
<td>Release of staff to coordinate planning and administration. Student resource support</td>
<td>$20000</td>
<td>X</td>
</tr>
<tr>
<td>2.4b Continued operation and expansion of the EMHS Outreach Centre</td>
<td>$24000</td>
<td>Employment of SLSO 3 days per week</td>
<td>$12000</td>
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</table>
## Student Engagement Resourcing (Continued)

<table>
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<tr>
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<td></td>
<td></td>
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<td>GLOBAL</td>
<td>PROF.LEARN</td>
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<tr>
<td>2.4c</td>
<td>$80000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$30000</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>2.4d</td>
<td>$15000</td>
<td>Release of staff to coordinate planning</td>
<td>$5000</td>
<td>$10000</td>
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<tr>
<td></td>
<td></td>
<td>Employment of SASS support</td>
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</tr>
<tr>
<td>2.5a</td>
<td>$5000</td>
<td>Release of staff to coordinate planning</td>
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## Quality Teaching Resourcing

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<tr>
<td></td>
<td></td>
<td></td>
<td>GLOBAL</td>
<td>PROF.LEARN</td>
</tr>
<tr>
<td>3.1a</td>
<td>$30000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$15000</td>
<td></td>
</tr>
<tr>
<td>3.1b</td>
<td>$1000</td>
<td>Planning and coordination</td>
<td>$1000</td>
<td></td>
</tr>
<tr>
<td>3.2a</td>
<td>$5000</td>
<td>Release of staff to coordinate planning</td>
<td>$5000</td>
<td></td>
</tr>
<tr>
<td>3.2b</td>
<td>$30000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$30000</td>
<td></td>
</tr>
<tr>
<td>3.2c</td>
<td>$1000</td>
<td>Planning and coordination</td>
<td>$1000</td>
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</table>
## Literacy, Numeracy and Information & Communication Technology (ICT) Resourcing

<table>
<thead>
<tr>
<th>STRATEGY</th>
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<td>Aboriginal</td>
<td>Low Socio-Ec.</td>
</tr>
<tr>
<td><strong>4.1a</strong> Continued development and support for the use of ICT as a tool in 21st Century Learning pedagogy</td>
<td>$30000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$20000</td>
<td>$10000</td>
</tr>
<tr>
<td><strong>4.1b</strong> Provide equitable access to ICT through the purchase of additional devices for use by all students with a broad range of complex learning needs</td>
<td>$70000</td>
<td>ICT Resourcing</td>
<td>$20000</td>
<td>$50000</td>
</tr>
<tr>
<td><strong>4.1c</strong> Employment of an ICT Support Officer to maintain ICT infrastructure</td>
<td>$35000</td>
<td>Employment</td>
<td>$35000</td>
<td></td>
</tr>
<tr>
<td><strong>4.2a</strong> Employment of Learning support Officers (SLSO) to work with teachers in classroom settings to support student learning</td>
<td>$60000</td>
<td>SLSO Employment</td>
<td>$10000</td>
<td>$40000</td>
</tr>
<tr>
<td><strong>4.2b</strong> Targeted TPL to support the explicit teaching of Literacy and Numeracy across the curriculum</td>
<td>$20000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$20000</td>
<td></td>
</tr>
<tr>
<td><strong>4.2c</strong> Continuation of modified Numeracy and Literacy intervention programs for students with learning difficulties</td>
<td>$60000</td>
<td>0.6 Employment</td>
<td>$30000</td>
<td>$30000</td>
</tr>
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</table>
## Leadership and Accountability

<table>
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<tbody>
<tr>
<td>5.1a Staff participation in leadership programs</td>
<td>$5000</td>
<td>Release of staff to attend targeted PL</td>
<td>$5000</td>
<td>2014 X 2015 X 2016 X</td>
</tr>
<tr>
<td>5.1b An increase in the number of whole school roles undertaken by both executive and non-executive staff</td>
<td></td>
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<tr>
<td>5.1c Active leadership and participation by EMHS staff in the Sapphire Coast Learning Community (SCLC)</td>
<td>$1000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$1000</td>
<td>2014 X 2015 X 2016 X</td>
</tr>
<tr>
<td>5.2a The development and implementation of a whole school transition plan to accommodate a reduction in executive positions in 2015</td>
<td></td>
<td></td>
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<td>2015 X</td>
</tr>
<tr>
<td>5.2b The provision of professional learning opportunities and strategic planning for the implementation of LMBR and LSLD in 2015</td>
<td>$10000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$10000</td>
<td>2015 X 2016 X</td>
</tr>
<tr>
<td>5.3a Ongoing review of TARS and EARS practices across the school</td>
<td></td>
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<td></td>
<td>2015 X 2016 X</td>
</tr>
<tr>
<td>5.4a The revision of professional learning (PL) and support structures for new scheme teachers and supervisors</td>
<td>$15000</td>
<td>Release of staff to coordinate planning and attend targeted PL</td>
<td>$15000</td>
<td>2015 X 2016 X</td>
</tr>
<tr>
<td>STRATEGY</td>
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<td>Low Socio-Ec.</td>
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5.4b Continued collaboration with tertiary institutions to deliver pre-service teaching programs

5.4c Establishment of a professional learning portfolio as a leadership role in the school to lead PL, teacher accreditation and tertiary partnerships

X