School Context
Bega High School, with 950 students, 90 Aboriginal, 45 students in special education, is a comprehensive, coeducational rural high school that focuses on achieving excellent student outcomes. The school has strong community support, focuses on quality teaching and provides comprehensive welfare programs in a supportive caring environment. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society. Bega High School is a proud member of the Sapphire Coast Learning Community.

<table>
<thead>
<tr>
<th>School Priority Area (3 year horizon)</th>
<th>Intended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improved literacy and numeracy outcomes for all students</td>
<td>1.1 Increased levels of literacy and numeracy for all students in line with the state and ISER plan.</td>
</tr>
<tr>
<td>2. Curriculum and Assessment</td>
<td>2.1 Higher expectations of student performance in NAPLAN and the Higher School Certificate</td>
</tr>
<tr>
<td>3. Improved Levels of Student Engagement and Attainment</td>
<td>3.1 Enhanced school culture and practice which will lead to improved social and emotional wellbeing and skills for life for every student.</td>
</tr>
<tr>
<td>4. Aboriginal Education</td>
<td>4.1 Reduce the gap between Aboriginal student performance outcomes and those of other students.</td>
</tr>
<tr>
<td>5. Leadership and Management</td>
<td>5.1 Improved teacher and school leader capacity to support sustainable school improvement and student learning</td>
</tr>
</tbody>
</table>

This plan has been endorsed by:

Mr. Ian Moorehead
Principal (Acting)
Bega High School 30/4/2012

Mr. Paul Morris
School Education Director
Sapphire Coast and Monaro 30/4/2012
## School Priority Area: 1. Improved literacy and numeracy outcomes for all students

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Target 2012</th>
<th>Target 2013</th>
<th>Target 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase levels of literacy and numeracy for all students in line with the state and ISER plans.</td>
<td>NAPLAN results will indicate a 3% increase in the total number of year 9 students attaining bands 9 or 10 for overall literacy. (Baseline 2011)</td>
<td>NAPLAN results will indicate a 3% increase in the number of year 9 students attaining bands 9 and 10 in overall literacy. (Baseline 2012)</td>
<td>NAPLAN results will equal state averages in overall literacy. (Baseline 2013)</td>
</tr>
</tbody>
</table>

### Strategies

| 1.1.1 | Review of the roles and responsibilities of the literacy committee. |
| 1.1.2 | Cross KLA curriculum mapping for literacy and numeracy. |
| 1.1.3 | Integrate literacy into teaching and learning across all KLAs using a whole of school approach to writing. |
| 1.1.4 | Use of graphic organisers to support writing. |
| 1.1.5 | Plan, develop and implement a numeracy continuum, across stage 3&4 between Bega HS and partner schools. |
| 1.1.6 | Integrate numeracy teaching across all KLAs using a whole school approach to numeracy. |

### Indicators

- Published role statement and scope and sequence plan for the literacy committee.
- STLA completes test samples of students.
- NAPLAN data for spelling in years 7 & 9 moving towards state average.
- Evidence of spelling, writing and graphic organizers strategies embedded in T&L programs through TARS process.
- Successful mapping of numeracy stage 3&4
- NAPLAN data to be used to inform teaching practice for numeracy in Yrs 7 & 9

### Responsibility

- Literacy Committee
- In School Tutor
- STLA
- In School Tutor
- Literacy Committee
- Head teachers – faculty
- HAT, HTs BHS and APs of spoke schools
- HAT, HTs of BHS
- In School Tutor

### Time Frame

- Term 2 2012
- Ongoing
- Ongoing
- Term 1 2012
- Term 1 & 2 2012

### Resource Allocation and Funding Source (2012)

- CAP Funding ($17,500)
- C4E Funding ($17,500)
# School Priority Area:
## 2. Curriculum and Assessment

### Intended Outcomes

<table>
<thead>
<tr>
<th>2.1</th>
<th>Delivery of a broad and engaging curriculum that best meets the needs of students.</th>
<th>Target 2012</th>
<th>Target 2013</th>
<th>Target 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Offer a broad curriculum to cater for the diverse needs of our students</td>
<td>NAPLAN results will indicate a 2% increase in the total number of year 9 students attaining bands 9 or 10 in overall numeracy. (Baseline 2011 data for NAPLAN)</td>
<td>NAPLAN results will indicate a 2% increase in the number of year 9 students attaining bands 9 and 10 in overall numeracy. (Baseline 2012 data for NAPLAN)</td>
<td>NAPLAN results will equal state averages in overall numeracy. (Baseline 2013 data for NAPLAN)</td>
</tr>
</tbody>
</table>

### Strategies

| 2.1.1 | Offer a broad curriculum to cater for the diverse needs of our students |
| 2.1.2 | Implement new syllabuses incorporating the Australian Curriculum |
| 2.1.3 | Support innovative teaching and assessment practices that support learner diversity by providing engaging experiences for all students |
| 2.1.4 | Expand curriculum options and opportunities for students using information and communication technologies |

### Indicators

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Indicators</th>
<th>Responsibility</th>
<th>Time Frame</th>
<th>Resource Allocation and Funding Source(2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Offer a broad curriculum to cater for the diverse needs of our students</td>
<td>• Initiating alternative pathways of study in Yr 9 via TAFE, Reconnect, SBATS</td>
<td>2012</td>
<td>TPL Funding($12,500)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support the implementation of new syllabuses</td>
<td>2012</td>
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<td></td>
<td></td>
<td>• Provide professional learning focused on assessment for learning and feedback</td>
<td>2012</td>
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<td></td>
<td></td>
<td>• Support differentiated curriculum and assessment practices from K – 12</td>
<td>2012-2014</td>
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<td></td>
<td></td>
<td>• Provide support for curriculum sharing practices between schools</td>
<td>2012</td>
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<td></td>
<td></td>
<td>• Support expanded curriculum options in secondary schools</td>
<td>2012</td>
<td></td>
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<td></td>
<td></td>
<td>• Support the integration of technology to meet the needs of all learners</td>
<td>2012-2013</td>
<td>C4E ($22,500.00)</td>
</tr>
</tbody>
</table>
### School Priority Area: 3. Improved Levels of Student Engagement and Attainment.

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Target 2012</th>
<th>Target 2013</th>
<th>Target 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Enhanced school environment and practices which will lead to improved student engagement, social and emotional wellbeing and skills for life for every student.</td>
<td>Attendance data for years 7-10 students equal to regional average. (Baseline data from 2011) 75% of students completing year 12.</td>
<td>Attendance data for years 7-10 students exceeds regional average. (Baseline data from 2012) 80% of students completing year 12.</td>
<td>Attendance data for years 7-10 students exceeds state average. (Baseline data from 2013) 85% of students completing year 12.</td>
</tr>
</tbody>
</table>

#### Strategies

- 3.1.1 Differentiated teaching and learning practices that engage every student and improve student attainment across all stages of learning.
- 3.1.2 Explicit targets for student achievement in all subjects are identified for the HSC.
- 3.1.3 Low SES students’ performance in NAPLAN and the HSC is matched to all students.
- 3.1.4 Innovative practices developed and implemented to promote student wellbeing and engagement.
- 3.1.5 Practices developed to strengthen relationships between schools and community in supporting all students.
- 3.1.6 Improve the performance of all high achieving students from NAPLAN to the HSC.
- 3.1.7 Improve attendance by having students at risk involved with social inclusion program
- 3.1.8 Provide diversion programs for students at risk and suspended students

#### Indicators

- Increased proportion of students completing year 12.
- Broad and flexible curriculum relevant to the needs of every learner.
- Comprehensive transition practices in curriculum and student well-being.
- Implement targeted attendance improvement and suspension reduction program.
- Engage with tertiary institutions and community organizations to increase coordinated support for all students.
- Appropriate use of technology to enhance student engagement and attainment.
- Implementation of effective student well-being practices.
- Identify and increase the focus on programs to improve the performance of all high-achieving students.
- Innovations in the use of technologies supported.
- Delivery of training over a 6 month program for students to obtain accredited units of competency from Cert.II Qualifications.
- Students identified through learning support working in permaculture program around the school.

#### Responsibility

- Senior Executive & EARS
- HT Welfare
- Careers
- Reconnect
- HAT
- Senior Executive
- IT Committee & Snr Executive
- Learning Support
- G & T Committee
- Eurobodalla Adult Education Centre
- Learning support Permaculture teacher

#### Time Frame

- 2012-2014
- 2012-2014
- 2012-2014
- 2012
- 2012-2014

#### Resource Allocation and Funding Source (2012)

- TPL ($5,000.00)
- EAEC ($24000.00)
- CAP ($24,800.00)
- P&C ($5,000.00)
### School Priority Area: 4. Aboriginal Education and Training

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Target 2012</th>
<th>Target 2013</th>
<th>Target 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population.</td>
<td>NAPLAN results will indicate a 20 point incremental increase in the school mean in year 9 overall literacy and Numeracy for Indigenous students (Baseline data from 2011 NAPLAN)</td>
<td>NAPLAN results will indicate a 15 point increase in the school average in year 9 overall literacy and numeracy for Indigenous students</td>
<td>NAPLAN results will indicate a decrease in the number of Indigenous students in bands 5 &amp; 6 for year 9 for overall literacy and numeracy.</td>
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</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Indicators</th>
<th>Responsibility</th>
<th>Time Frame</th>
<th>Resource Allocation and Funding Source(2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Establishment of an AECG to improve engagement of Aboriginal parents and community in the development of programs to support indigenous students.</td>
<td>• AECG established and operating. • Diminished gap in numeracy achievement between Aboriginal students and non-Aboriginal students • A reduction in the literacy gap between Aboriginal students and non-Aboriginal students. • Increased proportion of Aboriginal students completing year 12. • Number of students receiving support in classrooms and attending homework centre. • Evidence of individual learning plans for indigenous students – developed and monitored • Retention rates for Aboriginal students from years 10-12 equal to or better than 70%. • Tutorial program developed for Koori students • Koori students involved in alternate pathways as needed such as traineeships and apprenticeships, Aboriginal language program, Aboriginal media program through TAFE. • Increased parent participation in PLP training • All staff trained over three years in “No Gap No Excuse PL program</td>
<td>• Principal • Learning Support • In School Tutor</td>
<td>2012</td>
<td>NORTA NORTA ($12400.00)</td>
</tr>
<tr>
<td>4.1.2 Implement intervention programs such as in-class tutoring, STLA intervention, PLPs, and homework centre.</td>
<td>• Principal • Learning Support • In School Tutor</td>
<td>2012-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.1.3 Develop ILPs for all indigenous students</td>
<td>• Transition Team &amp; Learning Support</td>
<td>2011-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.1.4 Use ITAS and In-School Tutors to support Koori Students 7-10.</td>
<td>• In School Tutor</td>
<td>2012-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.1.5 Maintain homework centre for Aboriginal Students two afternoons a week.</td>
<td>• Snr Executive</td>
<td>2012-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.1.6 Implement the L2L Program.</td>
<td>• HT Transition &amp; AED</td>
<td>2012</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>4.1.7 Establish a tutorial program for Aboriginal students.</td>
<td>• Snr Executive</td>
<td>2012-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.1.8 Develop networks with TAFE and UOW to support the learning of, and to develop post school pathways for Aboriginal Students.</td>
<td>• HT Welfare &amp; Careers</td>
<td>2012-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.1.9 Promote Koori community participation in learning support and mentoring programs for Koori Students.</td>
<td>• Senior Executive • Snr Executive/AB cultural awareness facilitator</td>
<td>2012-2014</td>
<td>2012</td>
<td></td>
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<tr>
<td>4.2.0 Promote Aboriginal cultural awareness program in school.</td>
<td></td>
<td></td>
<td>Reconnect Campbell Page Transition Funding - $5000.00)</td>
<td></td>
</tr>
<tr>
<td>Intended Outcomes</td>
<td>Target 2012</td>
<td>5.0 Leadership and Management</td>
<td>Target 2013</td>
<td>Target 2014</td>
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<tr>
<td>5.1 Improved teacher and school leader capacity to support sustainable school improvement and student learning</td>
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</table>

**Strategies**

- 5.1.1 Build capacity in the use of SMART data to inform and improve teaching and learning in literacy and numeracy.
- 5.1.2 Promote and support professional networks within the SCLC.
- 5.1.3 Identification and sharing of best practice to extend our most able students.
- 5.1.4 Facilitate new syllabus implementation.
- 5.1.5 Enhanced school leadership capacity for school improvement.
- 5.1.6 Restructure TARS process to focus on quality teaching.
- 5.1.7 Effective succession planning for leaders at all levels.
- 5.1.8 Supportive professional practices that build accountability in leaders.
- 5.1.9 Instructional leadership focused in teaching, learning, innovation and creativity.
- 5.2.0 Leadership quality and workforce development for Aboriginal staff.
- 5.2.1 Strategic faculty reviews each year with a school improvement focus.

**Indicators**

- Executive trained in the use of SMART data – used to make informed decisions re planning and allocation of resources.
- Professional networks evident.
- Percentage of teachers and executive attending linking conferences.
- Number of teachers leading and participating in professional networks.
- Head teachers and specialist teachers sourcing best practice and visiting schools.
- Best practice established within faculties.
- Number of staff trained in new syllabus documents and the implementation of these documents.
- TARS process revitalized.
- Support professional networks and associations.
- Provide professional learning to develop leadership and management skills.
- Provide professional learning to promote leadership development for Aboriginal staff.
- Support innovative community and educational programs, systems and initiatives.
- Improved teaching and learning and embed quality teaching elements in all programs.

**Responsibility**

- Senior Exec
- Head Teachers
- TPL Team
- HAT
- Senior Executive
- TPL Team
- Snr Executive
- Senior Executive

**Time Frame**

- 2012
- 2012-2014
- 2012-2014
- 2012-2013
- 2012-2014
- 2012-2014
- 2012-2014
- 2012-2014

**Resource Allocation and Funding**

- TPL Funding($9,000.00)