Using the 2011-2016 Business Plan and key Department of Education documents, this plan has been developed to refine Donnybrook District High School’s focus for the remaining two years. It has been a collaborative effort involving staff, parents and School Board and together, we have developed the strategic directions for the future that will support our students to be successful learners who have pride in themselves and their community. The plan forms part of a collection of documents including operational plans and the Delivery and Performance Agreement.

The targets and milestones contained in this plan indicate the level of progress towards achieving our three priority areas:

1. Excellence in Teaching & Learning
2. School Community Partnerships; and
3. Learning Environment

Successful students are the focus of our school improvement. Our business is assessed in relation to the impact on student learning. Our school improvement cycle has three elements; we assess data and other evidence related to student achievement and school operations; we plan improvement strategies; and we action them.

Ethos

The purpose of Donnybrook District High is to develop our students, over time, as creative, independent learners, who are co-operative and expressive individuals with a positive self-image, who strive to maximize their full potential through the challenges of the curriculum and interaction with their peers.

The school will do this by providing a challenging curriculum and an orderly, supportive environment, so that the students become sufficiently skilled in making decisions that lead to them becoming productive and contributing members of society.

Values

At Donnybrook District High School we are:

- Committed to learning AND achieving our potential.
- Accepting of our unique self AND will strive to care for and develop self.
- Respectful and caring for others AND their rights and their property.
- Committed to developing social and civic responsibility through involvement in school and community activities.
- Committed to developing a responsible and responsive attitude to the natural, social and cultural environment.
- Our Values are a strong feature evidenced in the daily life of our school.
- Our Values are translated and expressed in the language of our students.
Excellence in Teaching & Learning
Teachers provide quality learning opportunities where students are fully engaged and reach their potential

<table>
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<tr>
<th>STRATEGIC DIRECTIONS</th>
<th>STRATEGIES</th>
<th>TARGETS/MILESTONES</th>
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<tbody>
<tr>
<td><strong>STAFF CAPACITY</strong></td>
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</table>
| Build staff capacity to meet the diverse and changing needs of our school community. | ▪ Share teacher expertise, through collaborative meetings, mentoring and support to promote ongoing staff learning.  
▪ Provide opportunities to attend and share evidence based professional learning.  
▪ Promote differentiation of curriculum delivery and student assessment.  
▪ Develop and refine Whole School English and Mathematics Plans.  
▪ Develop cluster area targets in English and Mathematics. | ▪ Full implementation of the Western Australian Curriculum Phase 1 (depending on advertised timelines).  
▪ Teaching staff work towards implementation of the Western Australian Curriculum Phases 2-3 as applicable (depending on advertised timelines).  
▪ Teaching staff report against Phase 1 of the Western Australian Curriculum Standards (depending on advertised timelines).  
▪ General Capabilities and Cross Curricula priorities are evident in teaching.  
▪ Whole School English and Mathematics Plans embedded throughout K-10.  
▪ From 2015 establish a positive trend in NAPLAN results against the National average. |

**Review/Planning 08/05/2015**
Professional Learning Communities (PLCs) are established and are providing an opportunity for collaboration and support. Mentoring is in place for 2 staff and for others it will be at a point of need. Staff are being provided with an opportunity to attend Professional Learning (PL) in line with the Business Plan and specific Personal Needs. PL attended so far includes Teacher Development School (TDS) workshops, Explicit Teaching and Instructional Skills, Strategies and Tactics, Learning Difficulties and Intervention, IPads, Diana Rigg, Speech for Writing and Explicit Teaching. Through the established PLCs we need to plan for staff who have attended PL to share the knowledge and ideas gained. Focus on curriculum differentiation through appointment of SAER/LSC and whole school PL on School Development Day (SDD). Development of a Whole School English Plan is underway. Format has been developed in line with Western Australian Curriculum. Due to staff workload and need to prioritise their efforts and focus, cluster area targets will be left until 2015 NAPLAN results are released and analysis is completed.

**Review/Planning 31/07/2015**
The Semester 1 Action Learning Model proved to be an effective instrument for supporting staff to share knowledge/experience, collaborate and support one another. The Model had enough flexibility in it to adapt to the identified needs throughout Terms 1 and 2. The Semester 2 Action Learning Model is being tailored to meet the current context and address specific needs. Staff input into the focus of the Action Learning Model and the PLC sessions is being sought and utilised. Differentiation of curriculum delivery requires a continual emphasis placed upon it to ensure that all students’ needs are being met. Development of a Whole School English Plan needs to be a priority for Semester 2.

**Review/Planning 16/10/2015**
The Action Learning Model and time devoted to PLCs is providing opportunity for both Primary and Secondary staff to collaborate and share expertise, whilst importantly providing a mechanism to gain support. A number of staff have attended Professional Learning and upon their return have successfully shared their learning with staff within their PLCs. Expertise has been brought into the school on several occasions allowing greater access to Professional Learning for all staff. As a school this is an area we need to pursue further in 2016. Development of a Whole School English Plan was prioritised in Term 3 and will be finalised in Term 4 ready for implementation in 2016. The development of a Whole School Mathematics Plan is currently underway and will document practice that is becoming embedded within the school. Both Primary and Secondary staff are required to drill down into NAPLAN data as well as look at the overall needs of the whole school. This will support whole school planning. The 2015 NAPLAN results and analysis will be used to develop cluster area targets.
Review Planning 18/02/2016
The Primary and Secondary Action Learning Models were developed in collaboration with staff in order to reflect the needs of the Department of Education, school and PLCs. The concept of PLCs is developing throughout the school and beginning to have a positive impact in a number of areas. The Whole School English Plan is finalised and currently in operation. The Whole School Mathematics plan needs to be finalised Early in Term 1. Cluster area targets are being developed and refined by each PLC and Secondary English and Mathematics teachers. These targets are based on NAPLAN and focus on 2017 progress and results.

Review/Planning 30/06/2016
Primary PLCs have continued to utilise action learning processes to respond to student needs at phases of learning. Action Learning has included development of IEPs (K-10), strategies for teaching, setting measurable targets for students at risk and comparison of assessment tools. This was augmented by whole of primary professional learning facilitated by Dianna Rigg who also helped develop a whole school plan and approach to sequential phonemic awareness, sight words and spelling. This program is now in place from K-6. Secondary teachers delivering Cert 1 courses have undertaken a demanding schedule of professional learning to qualify for signing off students in their respective certificate courses. There is a need to build some capacity for on-going monitoring to support assessment and planning. Both the Maths and English Trackers are proving problematic due to our split-site server set up. Other strategies and processes are being researched.

PROFESSIONAL STANDARDS

<table>
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<tr>
<th>Align Performance Management to the Australian Institute for Teaching and Leadership (AITSL) Professional Standards.</th>
<th>Provide opportunities for assessment and self-reflection against the AITSL standards.</th>
<th>All staff self-reflect on their professional practice for continuous improvement (e.g. AITSL Professional Standards).</th>
</tr>
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<tbody>
<tr>
<td>Introduce an Action Learning Model for Performance Management.</td>
<td>Implement peer classroom observation and support.</td>
<td>Classroom planning is connected to operational and strategic plans and measured via self-reflection in Performance Management.</td>
</tr>
<tr>
<td>Staff National School Opinion Survey (NSOS) results are positive.</td>
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Review/Planning 08/05/2015
An Action Learning Model has been put in place for both Primary and Secondary staff. The Action Learning Model is focussing the work of our PLCs and forming the basis of staff Performance Management (PM). The Action Learning Model has direct links to the AITSL standards, but we will need to focus staff more on these standards and allow them the opportunity to reflect against these. Through the PLCs we are developing a model for peer classroom observation and support.

Review/Planning 31/07/2015
Primary teachers are currently developing a Peer Observation Model to support their PLCs. Secondary teachers will utilise a Peer Observation Model to support their Professional Learning associated around Classroom Management Strategies (CMS).

Review/Planning 16/10/2015
The Action Learning Model that was developed for Semester 1 and Semester 2 has definite links to the AITSL standards and is attempting to introduce staff to classroom observation and support. Secondary staff Performance Management has been linked directly to the Action Learning Model and this has allowed staff to focus on both personal needs as well as the needs of the school. The cross-school collaboration has proved effective and beneficial for Secondary staff. Primary staff Performance Management hasn’t been as closely linked to the Action Learning Model as was intended. The Action Learning Model was always intended to be a flexible document that supported both personal and school needs. The Primary approach will be reviewed ready for 2016.

Review Planning 18/02/2016
The Action Learning Model has direct links to the AITSL standards with staff encouraged to reflect against these standards during implementation. Successful models of peer observation and support will be explored during Semester 1. A set of expectations for 2016 was developed for both Primary and Secondary staff and will be linked to staff Performance Management.

Review/Planning 30/06/2016
PLCs have continued, with teachers expected to reflect regularly on their own learning in relation to PLC agenda and AITSL professional standards. Performance
Management meetings will be used to develop a better understanding if the extent to which the staff reflect against the standards. Performance Management processes in Term 3 will provide teachers with opportunity to share their reflections and plan for growth. Formal Peer Observation requires developing. Informal Peer Observation is taking place in some areas of the school.

DIGITAL FLUENCY

| Strengthen digital fluency across all year levels and learning areas as appropriate. | Provide opportunities for professional learning to enhance pedagogy. |
| | Promote intentional teaching to develop skill, competency and application of technologies across all year levels and all learning areas. |
| | Develop a connection between Information and Communication Technology (ICT) and critical and creative thinking General Capabilities. |
| | Plan for sustainability of ICT to meet future needs. |
| | General Capabilities in ICT and critical and creative thinking are embedded in teaching and evident in student learning. |
| | Increase student access to and availability of ICT. |

Review/Planning 08/05/2015
The school has invested heavily in laptops and iPads this Semester. There were 32 laptops purchased to place in the Secondary Humanities class and 32 laptops purchased for the Upper Primary classes. There were also two class sets of iPads purchased for Junior Primary classes. Two teachers who are receiving a class set of iPads are attending PL and will be required to trial strategies etc and support teachers to utilise iPads. The Administration team will need to work closely with staff to ensure they have the capacity to utilise our investment in ICT.

Review/Planning 31/07/2015
Planning for 2016 has commenced with a focus on Science, Technology, Enterprise and Mathematics (STEM) to drive teaching and learning in this specialist area across both campuses.

Review/Planning 16/10/2015
Teachers who have direct access to class sets of iPads continue to increase their ability to utilise these devices to enhance learning. These teachers willingly pass on their knowledge to staff who are interested in accessing iPads in the future. The school has reviewed its ICT plan to support programs and planning for 2016. A Science, Technology, Engineering and Mathematics (STEM) program is being introduced in the Secondary school. The Primary ICT teacher is introducing new technology and learning within the ICT program on the Junior Campus.

Review Planning 18/02/2016
One Primary and one Secondary teacher attended a STEM PL session late in 2015. STEM program has been implemented in the Secondary school for Year 9 and 10 students which is supporting critical and creative thinking. STEM is also being provided to Year 5 and 6 students as part of their Options program. Further PL and support is required across the school to achieve our targets and milestones in this particular area.

Review/Planning 30/06/2016
Purchase of iPads for Secondary Mathematics, English and HASS, with full implementation beginning Term 3. iPads for Year 1 purchased early Term 2 and commissioned by middle of Term 2 (due to ongoing wi-fi issues). Teachers from Year 1 to Year 4 engage in discussion around effective use of iPads and are exploring a large variety of opportunities for children. Primary Science specialist, K Taafte, also uses ICT for summative evaluation of most science lessons. Years 3-6 now have access to class sets of laptops which are being used to enhance teaching and learning opportunities across the curriculum. Associate Principal, Jeff Brown and Secondary ICT coordinator, Nigel Edwards, attended Leading Curriculum ICT training early in Term 2, and received a package to support our STEM program and Nigel is working with the Primary ICT coordinator to implement the new WA Technologies ICT curriculum. Teacher’s attention to be drawn to this on SDD Term 3 and hands–on sessions will commence in PLCs once the resources arrive.
<table>
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<tr>
<th>STATE AND NATIONAL REQUIREMENTS</th>
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<tbody>
<tr>
<td>Embed the Western Australian Curriculum in planning, teaching and assessment.</td>
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<tr>
<td>- 2015-16 Implement Western Australian Curriculum: English, Mathematics, Science and History in planning, teaching, assessment and reporting.</td>
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<tr>
<td>- 2015-16 Familiarise Western Australian Curriculum: Geography and link into History planning.</td>
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<td>- 2015-16 Specialist teachers familiarise Australian Curriculum; Health and Physical Education and Arts.</td>
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<tr>
<td>- 2015-16 Familiarise Western Australian Curriculum; Civics and Citizenship, Economics and Business and Technologies.</td>
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<tr>
<td>- Implement and embed General Capabilities and Cross-Curricula priorities in planning, teaching and assessment as appropriate.</td>
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<tr>
<td>- Teachers moderate in reported areas.</td>
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<tr>
<td>- Full implementation of the Western Australian Curriculum Phase 1 (depending on advertised timelines).</td>
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<tr>
<td>- Teaching staff work towards implementation of the Western Australian Curriculum Phases 2-3 as applicable (depending on advertised timelines).</td>
</tr>
<tr>
<td>- Teaching staff report against Phase 1 of the Western Australian Curriculum Standards (depending on advertised timelines).</td>
</tr>
<tr>
<td>- General Capabilities and Cross Curricula priorities are evident in teaching.</td>
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<tr>
<td>- Evidence of moderated teacher judgement in Western Australian Curriculum Phase 1.</td>
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</table>

**Review/Planning 08/05/2015**
Teaching staff are implementing Western Australian Curriculum as per SCASA guidelines. Whole School Planning in all core areas will further support and embed the teaching of the curriculum. We need to ascertain where staff are at with familiarisation of Phase 2 and 3 learning areas. General Capabilities and Cross Curricula priorities are embedded in WA Curriculum and we need to refocus staff on their importance and look for ways to show a connection in our whole school planning. Through PLCs there is a focus on assessment.

**Review/Planning 31/07/2015**
Both Primary and Secondary teachers have begun familiarising themselves with year syllabuses for Humanities and Social Sciences (Civics and Citizenship, Economics and Business, Geography and History), Health and Physical Education, Technologies and The Arts. Secondary teachers are encouraged to work with their cross school colleague to support this process and attend Professional Learning that is offered within our region.

**Review Planning 18/02/2016**
PLCs and Cross School collaboration will be utilised to support planning and assessment. Secondary teachers are focussing on cross curriculum planning to further support learning.

**Review/Planning 30/06/2016**
Primary PLCs have continued to ensure curriculum implementation meets system expectations. Development and implementation of whole school English and Maths plans has not yet moved to Secondary. Secondary specialists familiarising themselves with the Western Australian Curriculum to meet expected timelines.

**STUDENT ACCOUNTABILITY**

| Students adopt increasing responsibility and accountability for learning. |
| - Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting. |
| - Evidence students are engaging in self-reflection and goal setting to identify their strengths and focus areas. |
| - Lower Secondary students working towards participating in a meaningful and relevant pathway. |
**Review/Planning 08/05/2015**
The whole school Instructional Skills, Strategies and Tactics PL reminded staff of the importance around accountability and checking for understanding. Upper Primary and Secondary staff are looking to enhance the way their students can self-reflect and set meaningful goals.

**Review/Planning 31/07/2015**
All staff attended an introductory session on Positive Behaviour Support. The Administration team are currently ascertaining the desire to implement PBS at Donnybrook District High School as to be successful it requires at least 80% of staff support. PBS is an evidence based approach that provides a framework for improving student academic and behaviour outcomes.

**Review/Planning 16/10/2015**
Primary staff were provided with an opportunity to work with a teacher from Geographe Primary (TDS) on lesson design during the latest School Development Day. Further Professional Learning in this area is being pursued by some Primary staff. Further work in this area will be incorporated into our 2016 Action Learning Model and PLCs. PBS was supported by staff and will be introduced in 2016.

**Review Planning 18/02/2016**
PBS Training commences in the middle of Term 1. Two additional Certificate Courses have been introduced to the Year 9 and 10 students resulting in Agrifoods Operations, Engineering and Hospitality on offer. These Certificate courses are supporting engagement and attendance and providing relevant and meaningful opportunities for the students. This year there is an increasing number of students who have secured workplace learning which is further supporting their desired pathways.

**Review/Planning 30/06/2016**
Teachers continue to use the gradual release model for teaching and most make targets for each lesson explicit, either through rubrics or goal setting discussion. Plenary sessions are now included in lesson design in Mathematics (3-6) and follow on from the use of end of lesson and end of day round circle reflections conducted in most classrooms. Year 4 classrooms conduct termly self-reflection and goal setting sessions which are shared with and signed off by parents. Secondary students are encouraged to take responsibility for handing in of work at the best standards possible and are provided with clear expectations of content and timelines. IEPs and differentiated curriculum are being increasingly used at the Secondary level to support individual needs, with cross curricular development of these shared by all teachers. The Secondary Work Experience/Work Placement policy and procedures were overhauled in Term 2 to meet Department of Education requirements and importantly provide increased rigour and expectations around this opportunity.

### School Community Partnerships
Positive involvement, connection and collaboration with our school community

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<tr>
<th>STRATEGIC DIRECTIONS</th>
<th>STRATEGIES</th>
<th>TARGETS/MILESTONES</th>
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<tbody>
<tr>
<td>RELATIONSHIPS</td>
<td>▪ Continue to provide formal and informal involvement of our community in the identification and implementation of the future directions of Donnybrook District High School.</td>
<td>▪ Parent National School Opinion Survey (NSOS) results are positive.</td>
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<td>▪ Communicate to parents through a variety of mediums.</td>
<td>▪ Results and feedback are analysed and discussed and actions planned and implemented to address areas of concern.</td>
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<td></td>
<td>▪ Timely and ongoing communication of relevant class, school and community events.</td>
<td>▪ Positive School Board feedback regarding school’s self-assessment and performance of school as measured by Board meeting minutes and surveys.</td>
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<td></td>
<td>▪ Promote consistency of key directions and initiatives.</td>
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<td></td>
<td>▪ Build on current partnerships and initiatives and</td>
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</tr>
<tr>
<td></td>
<td>▪ Parent National School Opinion Survey (NSOS) results are positive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Results and feedback are analysed and discussed and actions planned and implemented to address areas of concern.</td>
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<td></td>
<td>▪ Positive School Board feedback regarding school’s self-assessment and performance of school as measured by Board meeting minutes and surveys.</td>
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</table>
Review/Planning 08/05/2015
Nominations for the School Board were high and this has resulted in a dynamic and diverse Board that is reinvigorated and committed to supporting the school. We currently communicate to parents through newsletters, letters, emails, sms messaging and the school’s website. Parent email distribution lists have been established and staff use of these varies. Staff are encouraged to use these regularly as the feedback from parents has been positive. Timely communication to parents is an area that requires addressing as parents are becoming frustrated at the short time period around notification of events etc. The detailed Term Planner at the beginning of the term is assisting, however staff need to ensure notes go out well ahead of an event. As a school we need to explore ways to ensure the school’s directions and initiatives are communicated to the school community. Secondary are looking at placing an article regularly into the local paper as all of the positive work is being overshadowed by a minority group of students. The Primary Campus Garden Project is an initiative that will support developing partnerships.

Review/Planning 31/07/2015
The school has adopted Skoolbag to support our communication with the Donnybrook School Community. We have been through the initial start-up phase and are now in the process of finalising the set-up which will then allow parents and carers to download the App and communication between home and school to commence. A plan is in place to survey parents on their thoughts surrounding the future direction of the school. The Administration team are keen to ensure we are developing a school that is meeting the needs of our School Community. This was meant to have occurred through ‘Survey Monkey’, however with the planned use of Skoolbag it has been put on hold for a few weeks as this App will allow surveys to be distributed and responded to very easily. The Excursions Policy was reviewed and modifications made to ensure it is in line with the Department’s Policy and also to support staff in communicating effectively with parents regarding excursions and camps. The Front Office staff are endeavouring to meet the expectations that are being placed upon them with communication between school and home and whilst this is a work in progress, improvements have been made.

Review/Planning 16/10/2015
The Administration team is very conscious of the need to continue its focus on this key area. Work is taking place which is documented throughout this review.

Review/Planning 18/02/2016
The development of a Kitchen Garden at both the Junior and Senior Campus has strengthened links with the community. Through the generous support of local business and industry, these projects have been fast tracked. Further work around the development of partnerships is taking place to enhance these learning environments. As per requirements all parents and carers will be given an opportunity to complete a National Schools Opinion Survey early in 2016. The take up of Skoolbag is occurring, but rather slowly at this point in time meaning it can’t be fully utilised.

Review/Planning 30/06/2016
Community partnerships are at a level of what local business does for us. We see a need to determine how we can help create stronger two-way partnerships. Participation in the Balingup Farm field day was positive. Invitation to parents’ membership of our PBS team is in process (via school board) and the poor response from parents to our behaviour expectation request may be attributed to the use of less effective communication (Newsletter). Our communication methods are a bit inconsistent at present seeing the use of paper newsletters, school bag app, sms, website, class blogs and connect community(developing) – work to be done here.

MARKETING

Ensure the distinctiveness of the school meets the expectations of the School Community • Survey school community to develop a clear understanding of their expectations. • Results and feedback are analysed and discussed and actions planned and implemented.

Review/Planning 08/05/2015
An Exit survey is distributed to all parents who withdraw their children prior to Year 10. Feedback is being collated. We need to survey the school community to ascertain their thoughts on what programs we implement to meet the needs of their students. Survey Monkey will achieve this as long as we keep it short and simple.

Review/Planning 31/07/2015
Student numbers across both campuses have fallen in Semester 2. This will have a significant impact on staffing and programs in 2016, unless a large number of
enrolments occur before the end of the school year and at the beginning of 2016.

**Review/Planning 16/10/2015**
Primary parents and carers were surveyed on Specialist programs. Results from this survey are being used to support planning for 2016 and beyond.

**Review Planning 18/02/2016**
Exit surveys were distributed to all families who left the school at the end of 2015. Return response was minimal with only two parents responding. As per requirements all parents and carers will be given an opportunity to complete a National Schools Opinion Survey early in 2016.

**Review/Planning 30/06/2016**
The poor response from parents to our behaviour expectation request may be attributed to the use of less effective communication (Newsletter). This will be revisited in Term 3. Communication regarding parent expectations is open and honest between most parents and teachers. Where particular parents had concerns, solid processes were in place to address these concerns.

### BRANDING

| Ensure consistent branding across all communications. | Implement a consistent style guide in all printed and online material and templates. | Donnybrook District High School style guide used in all communications and templates. |

**Review/Planning 08/05/2015**
The quality of our communication and overall professionalism is improving. As a school we are still working on developing a format that staff will be able to utilise.

**Review/Planning 16/10/2015**
This is an area the school needs to continue to focus upon to alter the perceptions of the school community.

**Review Planning 18/02/2016**
The School Handbook, together with the Contributions and Charges and Personal Items List were updated at the end of 2015. Year 7 and 8 Course Outlines were developed and the Year 9 and 10 Course Outlines were updated.

**Review/Planning 30/06/2016**
Teachers are aware of the requirements. There is still some desire to individualise class messages to parents to suit “junior” contexts. Exploring further options such as ‘Class Dojo’.

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### Learning Environment
Provide vibrant and motivating spaces and opportunities for student learning and well-being

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<tr>
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<th>TARGETS/MILESTONES</th>
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<tbody>
<tr>
<td><strong>SPLIT SITE</strong></td>
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<tr>
<td>Build on the current facilities to create contemporary and purposeful facilities.</td>
<td>Buildings and facilities are maintained/improved to meet the current and future needs of the school.</td>
<td>Evidence of enhancements to the environment by means of planned and documented improvements.</td>
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<td></td>
<td>Ensure sufficient and effective use of school resources.</td>
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<td></td>
<td>Enhance the physical aspects of the classroom and learning environment that promote</td>
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</table>
**Review/Planning 08/05/2015**
The restructure of the Secondary and the support of the 3+ Program has required the development of a new textiles room. Administration team will need to work with the Finance Committee to gain the most from the one line budget. More thorough cost centre planning and budgeting is needed. Additional or replacement furniture is being purchased when required.

**Review/Planning 31/07/2015**
The Finance Committee recently approved an application for funding to transform the Primary Campus Library into a more purposeful and engaging facility.

**Review/Planning 16/10/2015**
The school's older buildings and facilities require a substantial amount of maintenance that goes beyond the funds allocated to the school. Work is prioritised around meeting OSH standards. Reduced funding for 2016 is ensuring the Administration team pays closer attention to the spending that is taking place by Cost Centre Managers. Cost Centre allocations will be less in 2016, however staff will be able to access Reserve Account funds to support implementing strategies within the school’s plans. The school has successfully sought a large amount of sponsorship from the local and wider community to support the planned Kitchen Garden and Horticultural program, allowing these to be fast tracked ready for 2016.

**Review Planning 18/02/2016**
The structure of the Primary and Secondary timetable in 2016 is supporting the use of both facilities and resources on both campuses. Secondary Agriculture students utilise the Kitchen Garden at the Junior Campus. Year 5 and 6 students are provided with an Options program delivered by Secondary specialists in Secondary facilities. Year 4 students are taught Art by a Secondary specialist. Secondary teachers are supporting Primary Sport and Primary Phys Ed Specialist is support Year 7 sport.

**Review/Planning 30/06/2016**
Undercover area blinds installed. Quotes for new shed to cater for loose parts play and improved sports equipment storage have come in- looking at approx. $21000. Having the Secondary Art and STEM specialists working at the Junior campus is well received by students, parents and teachers. We are looking to expand this opportunity for students in the future. Concerns regarding damp and peeling paint at the Junior campus canteen are being addressed. Gutters have been removed rather than replaced in some veranda areas on the Junior campus. New desks and chairs have been purchased for the Year 5/6 classrooms and are a huge improvement. New shelving and furniture have enhanced the Library facilities. Looking to support the Libraries create ‘Makerspace’ areas to enhance these facilities.

### PERSONAL AND SOCIAL

<table>
<thead>
<tr>
<th>Provide a safe, caring and inclusive learning environment.</th>
<th>Support students with Special Needs through tailored support program and resourcing.</th>
<th>Maintain high participation in extra curricula activities (eg D&amp;T, Choir, Music etc.) as measured by regular, enthusiastic attendance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide opportunities for increased personal and social growth.</td>
<td>Evidence of student engagement in reflective learning practices to identify their strengths and focus areas and plan for improvement.</td>
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<tr>
<td></td>
<td>Promote and model school values and provide explicit instruction in this key area.</td>
<td>Identify the specific skills and understanding students require to effectively monitor and support mental health and well-being.</td>
</tr>
<tr>
<td></td>
<td>Develop students ability to monitor and support their own and others mental health and well-being.</td>
<td>Student National School Opinion Survey (NSOS) results are positive.</td>
</tr>
<tr>
<td></td>
<td>Acknowledge and celebrate the success of our students.</td>
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<tr>
<td></td>
<td>Review Managing Student Behaviour policy and procedures</td>
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</table>

**Review/Planning 08/05/2015**
The appointment of a SAER/LSC teacher has the potential to support students at educational risk. Personal and Social Growth, together with Values Education is covered in the Primary and Secondary school by the Health teachers. The Secondary GROW program won’t be operating in Semester 2, instead Year 9/10 electives will be timetabled and a program that supports developing values will be put in place for the Year 7/8s. Assemblies provide a terrific forum to acknowledge success and this works well at the Primary campus. Secondary students are reluctant to be acknowledged in front of their peers. The Year 7/8 program being put in place instead of GROW will also be aiming to support changing a culture that has developed. Managing Student Behaviour policy has been reviewed and is ready to take to School Board. Admin team are keen to look at Positive Behaviour In Schools.

Review/Planning 31/07/2015
Staff use of Documented Plans (IEPs and IBPs) to target the specific needs of high and low achieving students and/or groups of students varies. Many staff have successfully developed/reviewed Documented Plans at Weeks 5 of Terms 1 and 2 and are on track for Week 5 of Term 3. However some staff haven’t worked to these timeframes and are being supported to make certain they are developing and utilising Documented Plans as requested by the Administration team. Positive Behaviour Support has the potential to focus the school and the community in this key area of Personal and Social Development.

Review/Planning 16/10/2015
Additional EA support was given to the Junior Primary to support English, in particular Spelling. Health continues to be a big focus throughout both the Primary and Secondary school. The school Psychologist and Chaplain, together with a number of outside agencies are supporting Primary and Secondary students. An end of year Presentation Assembly is planned that will support celebrating the success and achievement of our students. GROW ended up continuing in Semester 2 and a number of alternative programs were trialled in this period with some success.

Review Planning 18/02/2016
Student with Special Needs Disability Resourcing is being directed entirely at the utilisation of Education Assistants in 2016. In addition to this, funding has been put aside to support PL for both Education Assistants and Classroom Teachers. Staff are expected to produce their Documented Plans (IEPs, GEPs and IBPs) by the end of Week 5 Term 1. These will then be reviewed in Week 5 of Term 2. PBS Training commences in Week 5. The Managing Student Behaviour Policy requires reviewing as a result of changes to the Department’s policy in this area.

Review/Planning 30/06/2016
Additional EA support has been implemented, with 0.6FTE now in both the Junior (Yr1/2) and Middle clusters (Yr3/4) in addition to the 3 full time SN EAs working in those areas. Loss of two SEN students has reduced budget substantially and will impact on plans for Semester 2. Merit certificates awarded at both Primary and Secondary Assemblies. PBS team is working to review the Managing Student Behaviour document and has begun with development of the Expected Behaviour Matrix.