



Gingin District High School

BUSINESS PLAN

2022 - 2024



ACKNOWLEDGEMENT OF COUNTRY



We respectfully acknowledge the past and present traditional owners of this land on which we are meeting, the Yued Noongar people. It is a privilege to be working on Yued country. We pay our respects to the elders past, present and future for the memories, traditions and culture.

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PRINCIPAL'S INTRODUCTORY MESSAGE

The Gingin District High School (GDHS) Business Plan for 2022 – 2024 represents the collective aspirations of staff, parents and the community for our students over the next three years. Our school vision is to *“Create a positive and uplifting environment where students succeed”* and this has inspired our school staff and our School Board in the development of this plan.

Our Business Plan is the ‘driver’ that sits above our operational and classroom plans for teachers. It captures the way we work together to achieve the very best outcomes for all of our students from Kindergarten through to Year 12. The creation of this plan has been a consultative process with input from the School Board, the school Leadership Team, staff and parents.

Our Plan is broad, challenging and detailed, and will provide the roadmap for our ongoing commitments as a whole school over the next three years.

To ensure we achieve the best outcomes for our students, we have intentionally set our benchmarks at aspirational levels. Our collective mission is to ensure, with our support, guidance and effective teaching, our students will achieve high standards. With our students at the very heart of this Business Plan, we believe it provides a clear pathway to success for each and every child.



KEVIN BRADY
Principal



Every student, Every Classroom, Every Day



1 Provide every student with a pathway to a successful future.



2 Strengthen support for teaching and learning excellence in every classroom.



3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.



5 Partner with families, communities and agencies to support the educational engagement of every student.



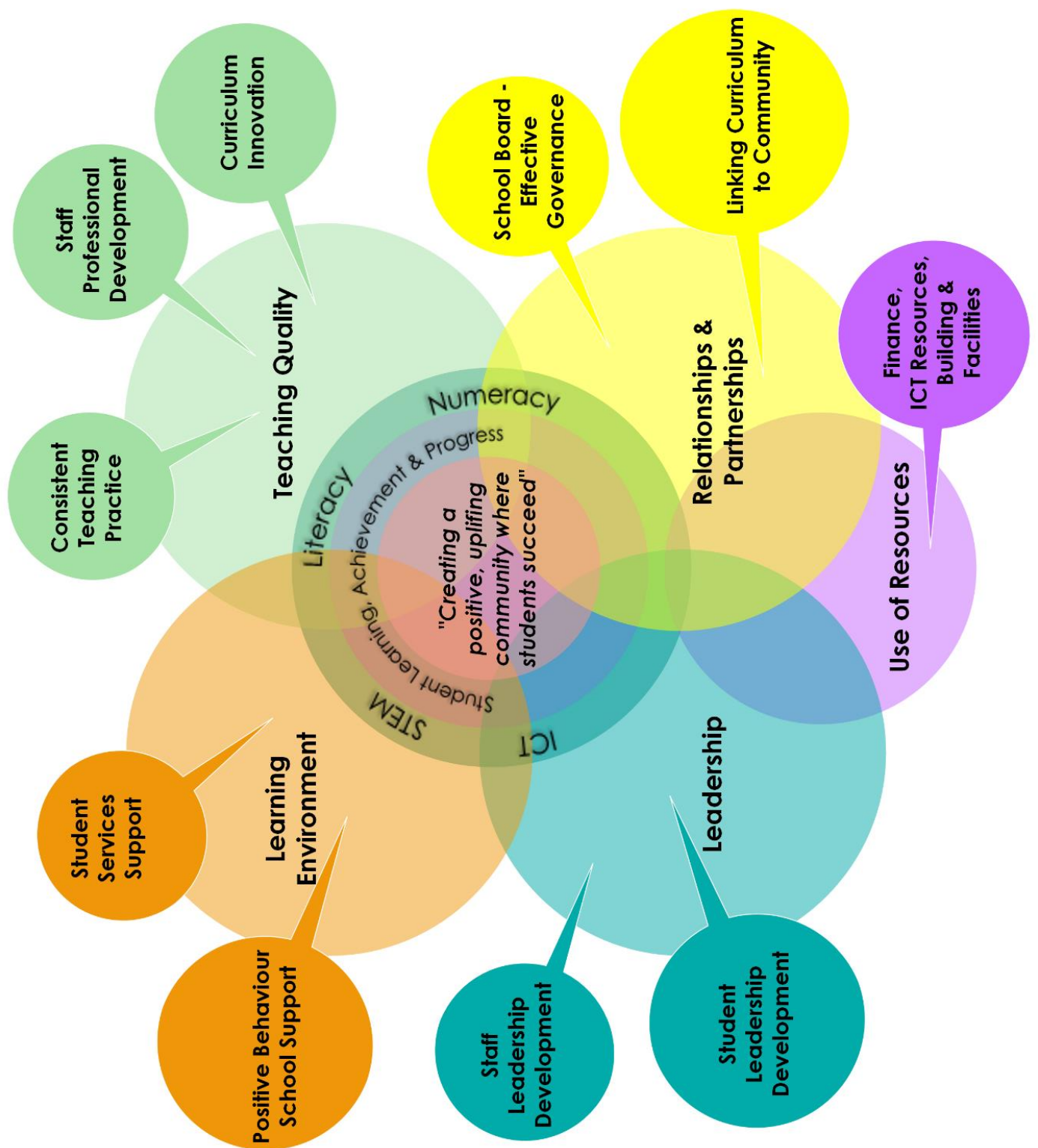
6 Use evidence to drive decision-making at all levels of the system.

THE STRUCTURE OF OUR BUSINESS PLAN

Department of Education Strategic Directions:

Our Business Plan is organised under the six domains outlined in the Department of Education's 'Public School Review Standard', and reflect Department of Education Strategic directions. Each staff committee has examined the data available to them, and have developed the focus areas, targets and strategies outlined in this document. 'Targets' provide clarity. Strategies describe how the targets will be met. Some strategies are already in place and will be further developed, whilst others are new initiatives that need implementation planning. All are highly valued, evidence based strategies that will enhance school operations, student outcomes and the positive wellbeing of our school community. The Western Australian and National documents that we reference are credible and system wide, with succinct policy expectations and prescription.

BUSINESS PLAN OVERVIEW



THE DOMAINS

DOMAIN 1 – RELATIONSHIPS AND PARTNERSHIPS - A positive school climate, good relationships with our school community and strong parent support are outcomes we strive for as a school. Our intention is to mobilise the enthusiasm and support of our parents and community to attain goals for improved student performance.

DOMAIN 2 – LEARNING ENVIRONMENT - Maintain a safe, positive and supportive learning environment for all of our students. At Gingin District High School, our PBS system is designed to support positive behaviour and engagement. We implement strategies to support all of our students, especially those at educational risk.

DOMAIN 3 – LEADERSHIP – Through effective leadership practice, and the way it is exercised and transacted, our school will ensure confidence and trust in both staff and the wider school community is enhanced.

DOMAIN 4 – RESOURCES - Our most important resource in our school is our staff, who bring their expertise and commitment each day for the benefit of students. All of our resources – human, financial and physical – are allocated to maximising the learning outcomes for students.

DOMAIN 5 – TEACHING QUALITY - The Gingin District High School Pedagogical Framework encapsulates common agreement amongst our staff about how students learn and what good teaching practice involves.

DOMAIN 6 – STUDENT ACHIEVEMENT AND PROGRESS – Provide optimal learning environments to ensure high level student outcomes for all students across the school.



DOMAIN 1 – RELATIONSHIPS AND PARTNERSHIPS

COMMUNICATION

HOW ARE WE GOING?

- Parents value communications from teachers and school leaders;
- Teachers, leaders and school administration utilised a variety of strategies to communicate with parents;
- A range of communications strategies have been employed across the school;



KEY DEVELOPMENT FOCUS:

- Prioritise quality communication processes with parents and the school community members that utilise current technologies.
- Ensure consistency, frequency and clarity of communication to parents at all levels across the school.
- Ensure effective and clear communications between staff at all levels across the school.



TARGETS

- Parents positively value the communications processes established by the school (at least a score of 4.0 on NSOS survey).
- Staff positively value the communications processes established by the school (at least a score of 4.0 on NSOS survey).
- 90% of families will connect with their child's communication App.



STRATEGIES

- Interrogate current communications processes for consistency, clarity and frequency.
- Develop and embed effective communications processes for parents.
- Ensure communications platforms are being used effectively.
- Establish a quality assurance process for communications to ensure consistency across the school.
- Ensure current communications processes are effective and clear.
- Provide opportunity for staff feedback on communications processes.



EVALUATION/EVIDENCE

- NSOS Surveys and feedback from parents.
- Established data collection processes. NSOS Surveys.
- Performance Management processes and feedback.
- Social Media interaction.
- % of families connected to child's class.





HEALTH AND WELL-BEING

HOW ARE WE GOING?

- Staff feel supported in their collaborative planning, including the provision of resources and access to professional learning;
- Performance and development systems for staff contribute to a culture of continuous improvement and support.

KEY DEVELOPMENT FOCUS:

- Enhance communication skills and processes with all staff so that communication is respectful and everyone feels heard.
- Build a positive work culture so that all staff are happy at work, feel valued and have opportunities to share, collaborate and celebrate together.
- Enhance existing forums where ideas are shared, and staff work collaboratively towards a shared vision to benefit students.



TARGETS

- Staff survey demonstrates that they believe a professional learning culture exists among all staff (indicated as 4.0 or above on a 5-point scale).
- Staff demonstrate that they feel valued and share a sense of attachment to Gingin District High School (indicated as a score of 4.0 or above on a 5-point scale).
- Meeting evaluations show that meetings are useful and provide opportunity for effective decision making,



STRATEGIES

- Provide ongoing training for all staff (teaching and non-teaching) to ensure clear, honest communication skills, and how to work collaboratively.
- Support the structure of all school meetings, establishing agendas, with expected outcomes, deadlines and people responsible outlined clearly.
- Use 'sharing ideas' template being developed by Curriculum Committee at meetings and discussions.



EVALUATION/EVIDENCE

- Workshop participation and feedback.
- Staff surveys and feedback.
- Meeting evaluations.





Zooma Care

GDHS is a Positive Behaviour School.

Our student-created CRTR's enhance our collective values.



Responsible Rex



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OMAIN 2 – LEARNING ENVIRONMENT

PBS

HOW ARE WE GOING?

- Strategic plan targets have been met by increasing positive behaviour referrals, PBS language use and free and frequent CRTR card distribution.
- PBS lesson delivery has increased, indicating a positive shift towards staff buy-in.
- Well-functioning PBS team that continues to manage the implementation of PBS throughout the school.
- The PBS team have accessed networking support to implement PBS Tier 2.
- All students know the expected behaviours.

KEY DEVELOPMENT FOCUS:

- Improve student behaviour through a continued, consistent approach to behaviour management.
- Ensure data collection informs practice and policy development to best meet individual student needs.
- Build community understanding and support for PBS through effective and frequent communication and developing positive relationships.
- Ensure visibility of PBS expected behaviours.
- Positively promote PBS in the wider community.

TARGETS

- All students understand and demonstrate the expected behaviours.
- All students demonstrating Tier 2 behaviours are supported in line with PBS practice.
- All students work in an engaging environment that promotes cooperative learning and is consistent across the school.
- Increased school community awareness of the PBS system and its operation.



STRATEGIES

- All staff complete CMiS, Kagan and PBS Day 1 and 2 training.
- Explicit teaching of school behavioural expectations takes place, reinforced with CRTR cards given free and frequently.
- Develop robust data collection process for targeted PBS lessons.
- Increase school visibility for PBS.
- Continue to review, update and distribute matrices as required.
- Develop an Information Collection Process for Tier 2 students.
- Regular school newsletter articles and posts on Facebook

EVALUATION/EVIDENCE

- Reduction in behaviour referrals in SIS data and duty file records.
- CRTR card collection data used to monitor the PBS program.
- Student survey data to inform PBS rewards are relevant and desirable.
- School TIC and SET Survey.
- National School Opinion Survey BM data indicates increasing level of satisfaction in the school amongst students and parents.



STUDENT SERVICES

HOW ARE WE GOING?

- Individual Education Plans, Individual Behaviour Management Plans, and other associated documentation are being generated;
- Student Services Team are more effectively diagnosing identified student needs;
- Student Services Team follow up is occurring through modified meeting practices;
- Collaboration with external agencies and coordination to address student needs is impacting positively on student support.



KEY DEVELOPMENT FOCUS:

- A culture of 'prevention' is embraced by staff in regard to student behaviours and needs, through reflective practices;
- Innovative strategies to be explored to improve the outcomes for SAER students;
- Increase community understanding of school processes, and engagement with regards to individual student support;
- Student data to be used to improve student engagement, attendance and enhance student learning through a supportive learning environment.



TARGETS

- Identified Tier 2 students are supported at classroom and whole school level to ensure maximum engagement and achievement.
- All staff adopt a preventative and restorative culture to student behaviour management, supporting student needs through self-reflection, peer-review, and mentoring.
- Students at educational risk are identified, supported and monitored for improvement.
- The school community understands and values the school's behaviour management approaches.
- Student attendance is maintained above like schools.
- Student attendance interventions are clear, documented, and fully implemented for students with 'at risk' attendance.



STRATEGIES

- PBS Tier 2 strategies are further developed and implemented across the school.
- Teachers are provided appropriate professional development to assist in managing Tier 2 students.
- Teachers self-reflect using a 'Classroom Observation Checklist', making and trialling necessary adjustments.
- Teachers draw on evidence based feedback- including classroom and peer observations, student data and student surveys- to improve teacher practice.
- IEP and IBMPs are created by teachers within 4 weeks of identifying SAER.
- Robust data is collected and analysed for Referred SAER students.
- Explore innovative strategies to more effectively target individual needs of SAER and special needs students.
- Develop and implement programs to meet the needs of students including those at educational risk and who are gifted and talented.
- The school newsletter, website and Parent workshops are used regularly to increase parent and community awareness of behaviour management approaches such as Trauma Informed Practice.
- TIP, Mental Health Awareness and Suicide Prevention workshops for parents and students.
- Promote attendance through use of effective whole-school engagement strategies.



EVALUATION/EVIDENCE

- Data from Classroom Observation Checklists, peer-reviews and admin observations.
- Reduction in Tier 1 Behaviour's recorded on Integris.
- Reduction in Tier 2 Behaviour referrals, suspensions and withdrawals.
- Audit of IEP and IBMPs.
- Professional Development Audit.
- PBS Tier 2 Data set.
- Student Services Meeting Minutes.
- Staff/Student/Parent survey data.
- Attendance data and Student Services Minutes.

DOMAIN 3 – LEADERSHIP

LEADERSHIP

HOW ARE WE GOING?

- School planning is evidence-based and aligns with the learning needs of students. The Business Planning process is inclusive and comprehensive, with multiple data sources used to establish targets and milestones;
- Well-developed distributed leadership structure;
- Leadership Team is active, positive and self-motivated to improve the school and achieve the best outcomes for all students.
- Student leadership is developed and supported through effective programs across the school.

KEY DEVELOPMENT FOCUS:

- School Leadership is developed across the formal and informal leadership of the school;
- Staff are provided with opportunities to lead. Distributed school leadership is promoted and valued, and school leaders at all levels are supported in their professional growth;
- Staff professional review provides performance feedback for staff.





TARGETS

- Parents and staff positively value the leadership of the school (at least a score of 4.0 on NSOS survey).
- All Operational Committee leaders have access to professional development to build leadership skills.
- Links between Strategic, Operational and Classroom Plans will be explicit and demonstrated.
- All staff are engaged in a Professional Growth process that provides opportunity for reflection, feedback and planning for growth.
- All staff are committed to and adhere to the Department of Education Code of Conduct for Employees.
- Build student leadership skills and opportunities.



STRATEGIES

- Regular reviews are conducted with staff on School Development Days on school leadership.
- School Leaders access relevant professional development and support.
- Operational committees demonstrate links to Business Plan in developing Operational Plans;
- Teachers will show links to Business Plan and Operational Plans in classroom planning.
- All staff have a signed performance management plan for development
- Generate commitment for the Code of Conduct through collaborative discussion and encouragement.



EVALUATION/EVIDENCE

- NSOS Surveys and feedback from staff and parents.
- Implementation of Action Learning projects from LSI.
- Operational Plans and Teacher Planning documents.
- Audit of PM plans.
- Report to School Board annually on Code of Conduct adherence.
- Evaluate student leadership programs for effectiveness and engagement.

DOMAIN 4 – RESOURCES

FINANCE

HOW ARE WE GOING?

- Controlled Self Assessments indicate that budget planning and management is sound;
- Rigorous interrogation of budgets by the Finance Committee;
- Budgeting and purchasing requirements are met by the majority of staff, although ongoing training and encouragement is needed to ensure full compliance.

KEY DEVELOPMENT FOCUS:

- Enhance the support for funded students with special needs by ensuring identified interventions are needs-based and support specific educational outcomes;
- Support the Finance Committee to ensure effective financial budgeting, monitoring and review of financial accounts and expenditure is carried out by all staff;
- Support staff to ensure all staff are compliant with Departmental financial requirements.



TARGETS

- Financial management complies with the expectations of the Funding Agreement for Schools.
- Resource allocation decision making is evidence-based.
- Budget and resource management practices support school planning
- Use of Student Characteristics and Targeted Initiative funding assists student learning





STRATEGIES

- FafS is supported by the School Board.
- Staff are made aware of financial requirements and implications.
- Appropriate support is provided for staff to ensure that there is compliance with policy requirements.
- Explicit links are made to Business Planning in budget submissions.
- Student Services Team uses bespoke interventions to meet identified student needs.



EVALUATION/EVIDENCE

- Controlled Self-Assessment.
- Annual Review and reflection by Finance Committee.
- Analysis of IEP expenditure and outcomes for students.





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OMAIN 5 – Teaching Quality

CURRICULUM

HOW ARE WE GOING?

- The staff-developed 'This is How We Learn' posters show the consistent approach to teaching across the school;
- Cooperative Learning structure and teaching practices are in action in classrooms across the school, from Kindergarten to Year 10;
- Operational plans for each subject area ensure students receive high-quality teaching consistent with the WA Curriculum.

KEY DEVELOPMENT FOCUS:

- The Whole School Pedagogy is visibly implemented by all staff in all classroom/outdoor learning areas in a consistent manner.
- The WA Curriculum is delivered systematically and consistently to all students by following the Gingin DHS Curriculum Planner.
- Foster and observe a Culture of Collaboration amongst staff through informal Peer Buddy interactions.
- Purchase resources for whole school use to support whole school approaches.



TARGETS

- All students experience a comprehensive consistent teaching approach.
- WA curriculum is implemented across the whole school and consistently.
- Culture of collaboration is evident amongst all staff.
- Pedagogical Framework and Learning Area Planner are implemented and monitored regularly for feedback and consistency.



STRATEGIES

- Finalise production of the Pedagogical Framework and distribute to whole staff and School Board.
- Pedagogical Framework fully implemented across the whole school.
- Review and complete the Gingin DHS Curriculum annually/biannually for publication and distribution.
- Biannual meeting with Operational Committee leaders to review and update Curriculum Planner.
- Develop Peer Observation Template for staff to share whole school approach ideas through Peer Observations/Open Classrooms e.g., Sounds-Write, Talk for Writing, Maths 300, Kagan.
- Develop Sharing Ideas Template for staff to share best practice ideas in team meeting and staff meetings
- Resource Inventory established Curriculum Committee liaison with Operational Committees to ensure learning areas are resourced to support whole school approaches (Sounds-Write, Talk for Writing, Maths 300, Kagan).



EVALUATION/EVIDENCE

- Pedagogical Framework displayed throughout school in all learning and high traffic areas for staff and school community to view.
- Line Manager to use Peer Observation and Sharing Ideas Templates to assess implementation of Pedagogical Framework.
- Completed Self-Reflection Surveys from staff regarding their implementation of the Pedagogical Framework.
- Gingin DHS Curriculum Planner available in each classroom.
- Collaboration for planning reflected in timetabling.
- Resource Inventory accessible for all staff to support teaching strategies of whole school approaches: Sounds-Write; Talk for Writing; Maths 300 and Kagan.
- Classroom Environment Checklist.





CURRICULUM INNOVATION

HOW ARE WE GOING?

- Established Horticulture program, including access to Certificate level courses;
- Developed nationally-recognised Bushfire and Emergency Services program for students;
- Established student workshops on resilience, family domestic violence and consent education in partnership with Curtin University and Holyoake Community Resource;
- Established award-winning Year 6 Leadership development program;
- Embedded SDERA resources and strategies in the Health curriculum;
- Implemented LOTE (Indonesian) for Year 1 to Year 8 students.

KEY DEVELOPMENT FOCUS:

- Maintain current programs including Horticulture, Emergency Services, Leadership and resilience programs.
- Continue to develop innovative programs, including Music.



TARGETS

- All students have access to innovative and relevant curriculum programs that enhance employability, engagement and individual development.



STRATEGIES

- Existing programs are maintained and enhanced.
- A specific Music program for Primary school students is implemented.
- STEM initiatives provide opportunities for students to explore current skills and new technologies.



EVALUATION/EVIDENCE

- Formative and summative assessments of student outcomes.

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OMAIN 6 – STUDENT ACHIEVEMENT AND PROGRESS

ICT

HOW ARE WE GOING?

- Wide range of ICT resources available.
- Staff have a relevant range of skills and abilities.
- Opportunities exist to enhance and transform student learning using a SAMR model.

KEY DEVELOPMENT FOCUS:

- Students need to be equipped with the skills and knowledge to use ICT effectively at school and beyond.
- Staff need to be competent and confident using ICT according to their role.
- Opportunities to enhance student learning through ICT should be identified and supported.
- Explore untapped resources.



TARGETS

- All staff will utilise relevant ICT skills to meet the requirements of their role.
- A SAMR model relevant to GDHS is a reference to enhance and transform learning activities with the use of ICT.
- All students PP – Year 10 will be exposed to ICT across a range of SAMR strategies, and are able to utilise ICT appropriate to their year level.



STRATEGIES

- Staff survey to ascertain baseline and end of 2023 data.
- PL provided targeted to address identified areas of need.
- Develop a GDHS appropriate SAMR model for staff to use as a self-evaluation tool and to identify opportunities for ICT in the classroom.
- Staff to complete student ICT Capabilities Overview (ICTCO) for their class.
- ICTCO data summarised by ICT Committee.



EVALUATION/EVIDENCE

- Staff surveys.
- Summary of staff PL needs.
- GDHS SAMR provisional model developed and utilised.
- Feedback from staff and committee members, on GDHS SAMR model.

LITERACY

HOW ARE WE GOING?

- Classroom teachers are analysing and utilising student performance data to pinpoint areas of need in the English learning area.
- Effective collaboration and discussions focussed on how at risk students can be best supported and the need to provide opportunities for high achieving students across all levels of our school.
- Teaching staff acknowledge the need to collect data on a range of strands in the English learning area. Collegial discussions have recognised the need to focus on the Writing strand and develop skills to pinpoint areas of need and acquire best practice teaching resources in our English plan.
- Gingin District High staff have agreed to actively participate in competitions and events that showcase the talents of our students and build enthusiasm for writing opportunities for our students.
- NAPLAN results show that students are generally achieving at levels similar to or above 'like schools'. Writing, in particular, has shown significant improvement over the past five years.

KEY DEVELOPMENT FOCUS:

- Opportunities for all teaching staff to moderate writing tasks.
- Extend our data base for collecting and assessing the progress of students at Gingin DHS.
- Build upon resources to support a whole school approach to writing – (Talk for Writing spine labels) texts that model good quality, rich language.
- Continue to build a whole school approach to teaching writing, Sounds-Write, Talk for Writing, First Steps.
- Provide early intervention and extension for students achieving high results, or those students at risk in the English learning area.
- Provide additional opportunities for moderation across our school and externally.



TARGETS

- By 2024 longitudinal NAPLAN data demonstrates an increase in the percentage of students in the top 20% and a decrease in the percentage of the students in the bottom 20%.
- Implement a whole school literacy plan with a focus on Sounds-write from PP – Yr 2.
- Implement Talk for Writing across primary school and explore non-intervention programs.
- All classroom teaching staff and English teaching staff will engage in regular moderation of writing tasks.
- All Primary classrooms will have access to dedicated 2-hour Literacy Blocks at least 3 times weekly.
- All students requiring literacy support will be identified and provided support using a response to intervention model.
- Enrichment opportunities will be provided to extend students achieving well beyond their year level.



STRATEGIES

- Identify areas of need in NAPLAN results for Year 3, 5, 7 & 9.
- Develop analytical and evaluative practices to diagnose and focus teaching to improve areas of need across year groups.
- Implement a consistent pedagogical practice across the school.
- Provide template for teachers to allocate grades and reflect on areas of strength and need based on results.
- Implemented Literacy Blocks should include 20 – 30 minutes explicit phonic/spelling sounds/grammar and small group/whole class instruction that targets teacher directed, independent learning and applying, including reflection time for reading and writing tasks.
- Teachers identify students at risk, including high achievers, and plan tasks to cater to their individual learning needs.



EVALUATION/EVIDENCE

- Improved results across the school (as per documents).
- Sounds-Write – moderate within learning areas to compare Term 1 - Term 4.
- MUPS – Sounds-Write assessment for weaker students compare results as for early years.
- CAT writing – allocate a task to year levels and compare results (use Talk for Writing English Booklet modules).
- Performance Management Documentation.
- Results from standardised tests including NAPLAN, On-Entry and OLNA.
- IEP/GEPs to reflect focus areas for interventions.



NUMERACY

HOW ARE WE GOING?

- The school shows Numeracy achievement consistent with 'Like Schools' across year levels and over several years;
- Year 10 students achieve at expected levels in on-line assessment;
- Problem solving in mathematics has been a focus for staff, and is being embedded in practice.



KEY DEVELOPMENT FOCUS:

- Enrich the mathematics program for all students.
- Deepen teachers' knowledge of mathematical and pedagogical content.
- Build a shared understanding of conceptual development in Numeracy.
- Support teachers to identify and enact appropriate adjustments to facilitate student understanding in mathematics.
- Develop appropriate assessment tools to determine students' mathematical skills and understanding.



TARGETS

- Increase mean student NAPLAN scores for all assessed students to the next Band level in NAPLAN.
- Complete professional development in Effective Primary Mathematics Practices.
- Implement whole school Numero as a mathematics strategy in all classes Pre-Primary to 10.
- Students demonstrate conceptual understanding of Place value and Fractions with a focus on understanding.



STRATEGIES

- Utilise Numeracy assessments for, as and of learning, include NAPLAN questions in teacher programs.
- Monitor teacher use of Maths 300 Lessons in teaching and Learning Programs.
- Embed the Five Principles of Extraordinary Maths Teaching.
- Build understanding of Place Value in students.
- Develop flexible thinking skills.



EVALUATION/EVIDENCE

- Standardised assessments, including PAT and NAPLAN.
- Mathematics Pedagogy reflects shift in pedagogy.
- NUMERO evident in classrooms.
- All students recognise and understand the role of mathematics in the world and have the dispositions and capacities to use mathematical knowledge and skills purposefully.



GLOSSARY

Acronym	Meaning	Explanation
DHS	District High School	The category of schools identified as District High Schools.
FAfS	Funding Agreement for Schools	An agreement required to be completed by Principals to secure funding.
IBMP	Individual Behaviour Management Plan	A plan established for an individual student to improve behaviour and / or engagement.
CAT	Common Assessment Task	An assessment used throughout the school.
GEP	Group Education Plan	A specific set of learning goals for a group of students.
ICT	Information and Communications Technology	Computers and other technology that is used in classrooms.
IEP	Individual Education Plan	A plan established for an individual student to improve learning and / or engagement.
LOTE	Languages Other Than English	Foreign languages taught at schools.
MUPS	Middle and Upper Primary Students	Students in Years 4 to 6.
NAPLAN	National Assessment Program for Literacy and Numeracy	National program assessing students in Years 3, 5, 7 and 9 in Literacy and Numeracy.
OLNA	Online Literacy and Numeracy Assessment	Assessment for Year 9, 10, 11 and 12 students that is a pre-requisite for WACE.
PAT	Progressive Assessment Matrices	An external assessment to evaluate students' skill levels and understanding.
PBS	Positive Behaviour School	A program that supports the implementation of positive approaches to behaviour management.
PL	Professional learning	Teacher upskilling through training and other support strategies.
SAMR	Substitute, Augmentation, Modification and Redefinition	A model to assist in exposing students to high level skills in ICT.
SDERA	School Drug Education and Road Aware Program	A Health based program to support student choices in health and resilience.
SET	School-wide Evaluation Tool	A process for understanding the effectiveness of behaviour management processes.
STEM	Science, Technology, Engineering and Mathematics	An approach to teaching that incorporates and integrates learning in these four areas.