Reform 1: Incentives to attract high-performing teachers and principals

- Employment of Deputy Principal Leading and Learning, Deputy Principal National Partnerships, Instructional Deputy Principal.
- Employment of additional Head Teachers to best suit the campus needs e.g. Head Teacher Teaching and Learning, Head Teacher Engagement and Retention, Head Teacher Welfare (School Counsellor).
- Mentor to support the ongoing professional development of staff in executive positions through continued participation in the Team Leadership for School Development program.

Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals.

- Providing opportunities for classroom teachers to develop sound literacy and numeracy resources,
- Providing time to track and monitor student growth and achievement and put in place strategies to address literacy and numeracy needs.
- Employing extra teachers to assist / reduce core teacher loads to address literacy and numeracy needs.

Reform 3: School operational arrangements that encourage innovation and flexibility

- Provide technology in the classroom which encourages innovative use of ICT e.g. IWBs, ceiling mounted data projectors, Connected Learning/Classroom.
- Employing personnel as Critical Friends or Academic Partners to assist the development of programs in the campuses.
- COGs units developed for Stage 4 ready for implementation in 2011 with HT T&L to oversee the implementation and development of programs.
- Reconnect program and Planning Room program coordinator to supervise and work with students on time out of class to develop behaviour that supports teaching more effectively.
- Further developing the Kick start program which incorporates Pastoral Care, Health and Personal Development and Sport to assist with the transition of students to high school for stage 4 students which pastoral care.
- Supporting the TAFE Skillspond program
- Employ 3 temporary teachers to be placed in English, Maths and Science staffrooms to provide relief for teachers on Reading to Learn training, relief for Head Teachers team teaching with newly appointed teachers and team teaching on specific literacy strategies.
Reform 4: Providing innovative and tailored learning opportunities

- Providing additional staff to support the Job seekers program, homework centre
- Developing programs that are sustainable for improvement quality within the classroom and incorporating the use of IRIS in the classroom to encourage analysis and self-evaluation of teaching practices
- Improve use of technologies in the delivery of whole school and teaching and learning programs
- Use of technology to improve communications between school, home and community
- Ongoing training in Reading to Learn
- Provision of time for teacher professional learning, embedded into school structure
- Employment of primary teacher to enhance literacy / numeracy and maintain and expand Counting On training and embed into classroom practice through programming and assessment
- Strengthen Middle Years curriculum linkages with partner schools within learning community.

Reform 5: Strengthen school accountability

- National partnerships DP
- Ongoing professional learning for staff so that they become confident in the use of diagnostic data (both SMART and in school) to direct teaching programs.
- Implement SENTRAL across the college and identify how the information can be used to best support students.
- School Accountability Team to review data, publish results, set targets and evaluate performance.
- Change school systems and operational arrangements so that there is more accountability and allow for flexibility by employing a business manager.

Reform 6: External partnerships with parents, other schools, business and communities and the provision of access to extended services

- Continuation of Teacher as Community Liaison officer.
- Employ staff as Transition Coordinators to assist the transition of students from junior to senior school.
- Employment of a Family and Community Liaison Officer and additional SLSO support.
- Speech pathologists in school to address the needs of students with significant language problems
- Continued development of the TAFE Skillspond program in partnership with Mt Druitt TAFE
- Ongoing implementation of programs designed to encourage parents and community members into the college.
- Continued development of the college as a Learning Community as well as ongoing participation in Learning Communities with primary partners.
- Community participation through workshops, information sessions, parent teacher nights, celebrations, special events
- Developing partnerships with universities through programs such as Fast Forward and Reading to Learn.