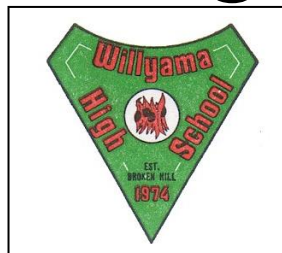


School Management Plan



Willyama High School

2011 - 2012



Willyama High School

School Management Plan – 2011 to 2012

DET Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Student Engagement and Retention
- ✚ Aboriginal Education and Training
- ✚ Teacher Quality
- ✚ Connected Learning

School Priority Areas 2011 – 2012

- ✚ Literacy – to improve the reading, writing and grammar skills of all students
- ✚ Numeracy – to improve the numeracy skills of all students and provide opportunities to extend and challenge students
- ✚ Student Engagement and Retention – through Quality teaching initiatives, the enhancement of RASP curriculum collaboration in Stage 6, developing Positive Behaviour for Learning focuses, monitoring & mentoring of students at risk
- ✚ Aboriginal Education – Raise the literacy and numeracy skills of Aboriginal students to meet regional levels. Increase community involvement and cultural awareness within the school
- ✚ Teacher Quality – Establish a within school Professional Learning structure for all staff and provide additional support in the area of data analysis to identify student needs to inform professional learning focuses
- ✚ Connected Learning – Increase connected learning opportunities for students across the school

Low Socio-Economic Reforms

- ✚ **Reform 1:** Incentives to attract high performing principals and teachers.
- ✚ **Reform 2:** Adoption of best-practice performance measurement and staffing arrangements that articulates a clear role for principals.
- ✚ **Reform 3:** School operational arrangements that encourage innovation and flexibility.
- ✚ **Reform 4:** Provision of innovative and tailored learning opportunities.
- ✚ **Reform 5:** Strengthen school accountability.
- ✚ **Reform 6:** External partnership with parents, other schools, businesses and communities and the provision of access to extend services.

School Context

Willyama High School (WHS) is located in Broken Hill. There are two public secondary schools in Broken Hill. Willyama has been identified for Priority School Program funding support for the next three years to 2012. The school enrolments for 2010 number 644 from Years 7-12. The school had declining enrolments from 2004 to 2009 and increased in 2010. Students' enrolling from designated feeder schools has contributed to this trend. The retention of Aboriginal students in junior and senior secondary is poor. The school services a predominantly low SES community and has a diverse school population with 68 Indigenous students (approximately 11% of the student population). This fluctuates during the year as some students are transient. The school has an established and effective welfare team and the learning assistance is being enhanced. It has a support unit with one IM and one MC class. The tutorial centre is a district resource and is managed by WHS with two BD classes. Students are well supported through the classes and progress is being made to integrate students at suitable times into mainstream classes. The school has strong links with Technical and Further Education (TAFE) and with the school offers a range of Vocational Education and Training (VET) programs. There is curriculum collaboration between Broken Hill High School in RASP for senior stage 6 courses and this collaboration is extending through to the local primary schools with extensive transition activities and shared programs. The school has identified the need to improve teaching performance in literacy and numeracy and as such will focus on actions to raise the quality of teaching of these subjects across the key learning areas. Student engagement in the learning process is not high and therefore teacher professional development will need also to focus on actions and strategies to improve this situation. The expectations of students, teachers and community in regard to education, play a pivotal role in improving student achievement.

Targets

- ✚ Decrease the percentage of Year 7 students in bands 4 & 5 in Writing from 38% to 28% to match or better the SSG in 2011.
- ✚ Increase the percentage of Year 9 students meeting expected growth in Writing from 40% to 45% in 2011.
- ✚ Decrease the percentage of Year 9 students in band 5 in Reading from 20% to 15% to match or better the SSG in 2011.
- ✚ Increase the percentage of Year 7 students in bands 8 & 9 Numeracy from 15% to 20% in 2011.
- ✚ Increase the percentage of Year 9 students achieving expected growth in Numeracy from 36.7% to 41.7% to match or better the SSG in 2011
- ✚ Increase student levels of satisfaction, as identified by QSL survey, across all years from 52% to 60% in 2011
- ✚ Decrease the percentage of Year 9 Aboriginal Students in Band 5 in Writing from 67% to 36% to match or better the SSG in 2011
- ✚ Increase the percentage of Year 9 Aboriginal Students achieving expected growth in Numeracy from 36.4% to 50% in 2011
- ✚ Increase value adding of all students in School Certificate subjects by 10%

This plan has been endorsed and approved by:

Priority Area 1: Literacy

Intended Outcomes:

- Improve the literacy performance of all students

Targets:

- Decrease the percentage of Year 7 students in bands 4 & 5 in Writing from 38% to 28% to match or better the SSG in 2011.
- Increase the percentage of Year 9 students meeting expected growth in Writing from 40% to 45% in 2011.
- Decrease the percentage of Year 9 students in band 5 in Reading from 20% to 15% to match or better the SSG in 2011.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> Contribute to employment of National Partnerships Principals' Mentor at district level 	<ul style="list-style-type: none"> NP Principal's Mentor employed Support provided to National Partnership and school teams 	1 & 5	✓	✓	SED	<i>Low SES NP 2011 funds Principals' Mentor \$37,165*</i>
<ul style="list-style-type: none"> Establish HT Literacy and Literacy Coordinator to lead and develop whole school literacy strategies HT Literacy to lead and support KLA's in developing subject-specific teaching programs, strategies and resources. 	<ul style="list-style-type: none"> HT Literacy and Literacy Coordinator established Whole school literacy strategy developed and implemented Literacy strategies embedded into teaching programs in KLA's Staff implementing literacy strategies in classroom Improved literacy outcomes of students 	4 & 5	✓	✓	Principal HT Literacy Literacy Coordinator All staff	<i>Low SES NP 2011 funds Head Teacher \$123,248 *</i>
<ul style="list-style-type: none"> Provide professional learning for executive and staff to improve their skills in the analysis of NAPLAN and item performance data to inform teaching practice. Class teachers profile their students for their classes using NAPLAN data Teachers to embed reflective practice into teaching and learning 	<ul style="list-style-type: none"> NAPLAN analysis training occurs Increased number of staff using NAPLAN data to identify strengths, weaknesses and needs of students. Teaching programs focus on areas for development as identified in NAPLAN analysis Improved literacy outcomes of students 	4 & 5	✓	✓	DP PL HT Literacy	<i>Low SES NP funds DP Professional Learning*</i>
<ul style="list-style-type: none"> Provide training in Reading to Learn (R2L) for additional staff HT Literacy develops and monitors a whole school R2L program 	<ul style="list-style-type: none"> Additional staff trained R2L strategies embedded into teaching programs and classroom practice across the school Improved literacy outcomes for students 	4	✓	✓	DP PL HT Literacy Staff	<i>TPL Funds</i>
<ul style="list-style-type: none"> Continue to operate Free After School Tutoring Centre (FAST) 2 days per week to investigating ways to increase student attendance Evaluate staff roles and procedures to improve quality of operation 	<ul style="list-style-type: none"> FAST centre continues to operate more efficiently Increased number of students attending each afternoon Improved HSC, SC and literacy outcomes of students 	3	✓	✓	HT Literacy	<i>Low SES NP 2011 funds FAST centre \$18,286*</i>
<ul style="list-style-type: none"> Extend the Support Teacher Learning Assistance (STLA) to team teaching in literacy in the classroom with low achieving students in reading and writing Targeted support in class for low achieving students 	<ul style="list-style-type: none"> Improved NAPLAN, SC and HSC results for lower achieving students 	4	✓	✓	STLA	<i>School Staffing Learning Assistance Funds</i>
<ul style="list-style-type: none"> Identify students based on SMART data to be withdrawn from regular classes and offered literacy assistance in small groups to develop skills 	<ul style="list-style-type: none"> Students attending small groups Improved outcomes for students 	4	✓	✓	HT Literacy	<i>Low SES 2011 NP Funds HT Literacy *</i>

▪ Purchase access to Denison College Moodle via internet to support teacher lesson materials	▪ Staff and students accessing moodle	6	✓	✓	HT Literacy	Low SES NP 2011 funds \$1350
▪ Purchase Ipad to assist student learning in literacy for low achieving and GAT students	▪ Students learning is assisted by use of Ipad ▪ Staff utilising Ipad in teaching and learning ▪ Improved literacy outcomes for students	4	✓	✓	HT Literacy HT Numeracy	Low SES NP 2010 unspent funds \$26,628
▪ Purchase Laser Printers to assist student learning in literacy and for administrative tasks	▪ Students learning is assisted by printers ▪ Administrative tasks supported	4	✓	✓	HT Literacy HT Numeracy	Low SES NP 2010 unspent funds \$5,195

Priority Area 2: Numeracy

Intended Outcomes: ▪ Improve the numeracy performance of all students

Targets:

- Improve the numeracy performance of all students
- Increase the percentage of Year 7 students in bands 8 & 9 Numeracy from 15% to 20% in 2011.
- Increase the percentage of Year 9 students achieving expected growth in Numeracy from 36.7% to 41.7% to match or better the SSG in 2011.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Establish HT Numeracy and Numeracy Coordinator to lead and develop whole school numeracy strategies ▪ HT Numeracy to support KLA's in implementing numeracy strategies into existing teaching programs. 	<ul style="list-style-type: none"> ▪ HT Numeracy and Numeracy Coordinator established ▪ Whole school numeracy strategies developed and implemented ▪ Numeracy strategies embedded into teaching programs in KLA's ▪ Staff implementing numeracy strategies in classroom ▪ Improved numeracy outcomes of students 	4 & 5	✓	✓	Principal HT Numeracy Numeracy Coordinator All staff	Low SES NP 2010 unspent funds HT Numeracy \$123,248 *
<ul style="list-style-type: none"> ▪ Provide professional learning for executive and staff to improve their skills in the analysis of NAPLAN and item performance data to inform teaching practice. ▪ Class teachers profile their students for their classes using NAPLAN data ▪ Teachers to embed reflective practice into teaching and learning 	<ul style="list-style-type: none"> ▪ NAPLAN analysis training occurs ▪ Increased number of staff using NAPLAN data to identify strengths, weaknesses and needs of students. ▪ Teaching programs focus on areas for development as identified in NAPLAN analysis ▪ Improved numeracy outcomes of students 	4 & 5	✓	✓	DP PL	TPL
<ul style="list-style-type: none"> ▪ Continue to operate Free After School Tutoring Centre (FAST) 2 days per week to increase student attendance ▪ Evaluate staff roles and procedures to improve quality of operation 	<ul style="list-style-type: none"> ▪ FAST centre continues to operate more efficiently ▪ Increased number of students attending each afternoon ▪ Improved HSC, SC and numeracy outcomes of students 	3	✓	✓	HT Numeracy	Low SES NP 2010 unspent funds HT Numeracy* FAST centre*
<ul style="list-style-type: none"> ▪ Continue to employ Quicksmart teacher to work with low achieving students in numeracy 	<ul style="list-style-type: none"> ▪ Improved numeracy outcomes for lower achieving students 	4 & 5	✓	✓	Quicksmart teacher .4	Low SES 2011 NP funds \$42,838 PSP 21,420 (.2)
<ul style="list-style-type: none"> ▪ Identify students based on SMART data to be withdrawn from regular classes and offered numeracy assistance in small groups to develop skills 	<ul style="list-style-type: none"> ▪ Students attending small groups ▪ Improved outcomes for students 	4	✓	✓	HT Numeracy	Low SES 2010 Unspent funds HT Numeracy * School Funds

<ul style="list-style-type: none"> ▪ Purchase literacy/numeracy resources for use within classrooms in several KLA's 	<ul style="list-style-type: none"> ▪ Students using a variety of resources to assist their understanding and application ▪ Improved outcomes for students 	4	✓	✓	All KLA's Teachers	Low SES 2010 Unspent funds Literacy Numeracy Resources \$13,247 Low SES 2011 Funds \$881
<ul style="list-style-type: none"> ▪ Purchase Laptops to assist student learning in numeracy for low achieving students in Y7 & 8 	<ul style="list-style-type: none"> ▪ Students learning is assisted by use of computer hardware ▪ Staff utilising computers hardware in teaching and learning ▪ Improved numeracy outcomes for students 	4	✓	✓	HT Numeracy STLA IO/IM Teachers	Low SES 2010 Unspent funds Computer Hardware \$8,896
<ul style="list-style-type: none"> ▪ Purchase Software to assist students learning in numeracy for students 	<ul style="list-style-type: none"> ▪ Students learning is assisted by use of software ▪ Staff utilising software in teaching and learning ▪ Improved numeracy outcomes for students 	4	✓	✓	HT Numeracy	Low SES 2010 Unspent funds Computer Software \$450 PSP funds \$2,000

Priority Area 3: Student Engagement & Retention

- Intended Outcomes:**
- Improve student attendance in Years 7-12
 - Fully implement school values system
 - Better prepare students to enter the workforce

- Targets:**
- Increase student levels of satisfaction, as identified by QSL survey, across all years from 52% to 60% in 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Establish Head Teacher Engagement position responsible for the development of strategies to improve student engagement, attendance and retention 	<ul style="list-style-type: none"> ▪ Position established ▪ Strategies developed ▪ Students become more engaged in the classroom 	4	✓	✓	Principal HT Engagement	Low SES NP 2011 funds Head Teacher Engagement \$123,248 *
<ul style="list-style-type: none"> ▪ Conduct professional learning focusing on Positive Behaviour for Learning (PBL) strategies ▪ Implement PBL into whole school and extend into the classroom and link to teacher expectations 	<ul style="list-style-type: none"> ▪ Staff trained and supported in PBL implementation ▪ Improved student engagement and on task behaviour ▪ Student performance improves 	4	✓	✓	DP PL HT Engagement PBL Team	TPL Funds
<ul style="list-style-type: none"> ▪ Purchase signage to promote PBL across the school ▪ Purchase consumables to assist implementation of PBL 	<ul style="list-style-type: none"> ▪ Students have visual cues for the expectations for positive behaviours ▪ Improved student behaviour and culture of school 	3	✓	✓	HT Engagement PBL Team	Low SES NP unspent 2010 funds \$10,000
<ul style="list-style-type: none"> ▪ Review and implement policies and procedures in discipline and classroom management ▪ Work with classroom teachers to establish consistent approach to classroom management 	<ul style="list-style-type: none"> ▪ Improved school culture ▪ Clearer expectations and consequences for students ▪ Improved teacher morale 	3	✓	✓	HT Engagement Senior Exec Teachers	School
<ul style="list-style-type: none"> ▪ Review and reallocation of roles and whole school responsibilities – Truancy, welfare, attendance, exam organisation, reports and presentation night etc. 	<ul style="list-style-type: none"> ▪ Roles and responsibilities distributed to staff ▪ Improved overall operation of the school 	3	✓	✓	Senior Exec	School
<ul style="list-style-type: none"> ▪ Build the capacity of staff to develop programs within the school to engage students – boys and girls education ▪ Continue Father Figure program, Motivational speakers presenting to students re bullying and aspirations 	<ul style="list-style-type: none"> ▪ Improved student engagement and on task behaviour ▪ Father Figure and motivational activities are implemented 	4	✓	✓	Head Teachers All teachers	Global funds
<ul style="list-style-type: none"> ▪ Continue to employ School Admin Officer 	<ul style="list-style-type: none"> ▪ School Admin Officer employed ▪ Attendance monitoring and other administrative tasks to support the implementation of NP strategies. 	4 & 6	✓	✓	SAO	Low SES NP 2011 funds SAO \$48,994
<ul style="list-style-type: none"> ▪ Continue to monitor and follow up attendance and develop improved strategies for truancy 	<ul style="list-style-type: none"> ▪ Improved attendance of all students ▪ Fewer students truanting 	6	✓	✓	SAO Senior Exec All Staff	Low SES NP 2011 funds SAO *

Priority Area 3: Student Engagement & Retention

- Intended Outcomes:**
- Improve student attendance in Years 7-12
 - Fully implement school values system
 - Better prepare students to enter the workforce

- Targets:**
- Increase student levels of satisfaction, as identified by QSL survey, across all years from 52% to 60% in 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Timetabled 'values education' lessons for Years 7 & 8 ▪ Develop 'values education' program 	<ul style="list-style-type: none"> ▪ 'Values education' lessons take place in Years 7 & 8 ▪ Program is developed 	4	✓	✓	DP Welfare	School
<ul style="list-style-type: none"> ▪ Establish a Year Adviser for Year 7 2012 with period allowance to implement transition strategies with feeder primary schools in 2011 	<ul style="list-style-type: none"> ▪ Year Adviser position established ▪ Transition strategies implemented 	4	✓	✓	Principal DP Welfare	School
<ul style="list-style-type: none"> ▪ Careers Adviser to meet with classes to develop resumes in Year 9 	<ul style="list-style-type: none"> ▪ All Year 9 students to have completed resumes 	4	✓	✓	Careers Adviser	School To Work
<ul style="list-style-type: none"> ▪ Careers Adviser to access trained staff to do Work Readiness and OH&S with Year 10 on Day 8 ▪ Careers Adviser to organise First Aid training for Year 10 	<ul style="list-style-type: none"> ▪ All Year 10 students have completed First Aid and are 'work ready' ▪ First aid training completed by Y10 	4	✓	✓	Careers Adviser	School To Work
<ul style="list-style-type: none"> ▪ Careers Adviser to work with small cohorts of Year 10-12 students to develop transition plans 	<ul style="list-style-type: none"> ▪ All Year 10-12 students have a transition plan 	4	✓	✓	Careers Adviser	School staffing
<ul style="list-style-type: none"> ▪ Year 10 students to access Work Experience on Day 8 	<ul style="list-style-type: none"> ▪ Year 10 participating in Work Experience 	6	✓	✓	Careers Adviser	School staffing
<ul style="list-style-type: none"> ▪ Provide period allowance for Reaching Across Secondary Program (RASP) Coordinator to enhance operation of the joint schools initiative to widen the curriculum for senior students 	<ul style="list-style-type: none"> ▪ RASP coordinator assigned ▪ Improved delivery of curriculum between the high schools ▪ Efficient operation of travel and VC 	3	✓	✓	RASP Coordinator	PSP \$15,000
<ul style="list-style-type: none"> ▪ Abolish Day 8 in 2011 ▪ Investigate alternatives in 2011 for 2012 ▪ Continue and develop extra curricula activities to enhance student outcomes 	<ul style="list-style-type: none"> ▪ Day 8 is abolished as trial for 2011 and periods given to Core areas ▪ Alternatives developed and implemented – rich tasks, enrichment activities to include Primary school transition 	4	✓	✓	Executive HT Literacy HT Numeracy Transition	PSP funds \$10,000
<ul style="list-style-type: none"> ▪ Develop enrichment programs targeting gifted and talented students 	<ul style="list-style-type: none"> ▪ Programs implemented within each KLA ▪ Students participating in enrichment activities 	4	✓	✓	HT's and teachers	Relief

Priority Area 4: Aboriginal Education

- Intended Outcomes:**
- Implement Dare to Lead recommendations through the Aboriginal Education Team.
 - PLPs are developed for Aboriginal students.

- Targets:**
- Decrease the percentage of Year 9 Aboriginal Students in Band 5 in Writing from 67% to 36% to match or better the SSG in 2011
 - Increase the percentage of Year 9 Aboriginal Students achieving expected growth in numeracy from 36.4% to 50% in 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Continue to employ Aboriginal Education Worker (AEW) to work with Aboriginal students and their families 	<ul style="list-style-type: none"> ▪ AEW position continued ▪ Aboriginal students regularly attending ▪ Increased performance in class 	3 & 6	✓	✓	Principal DP PL AEW	<i>Low SES NP 2011 funds AEW \$47,874</i>
<ul style="list-style-type: none"> ▪ Aboriginal Education Team to work on implementing Dare to Lead recommendations based around productive relationships, community engagement and effective ongoing learning 	<ul style="list-style-type: none"> ▪ Recommendations implemented ▪ Increased cultural awareness for staff and students ▪ Increased number of activities including Aboriginal perspectives ▪ Improved outcomes for students 	4	✓	✓	Aboriginal Education Team (AET)	Aboriginal Funds
<ul style="list-style-type: none"> ▪ Build relationships with local AECG and Aboriginal community 	<ul style="list-style-type: none"> ▪ AECG and Aboriginal community involved in school activities and decisions 	6	✓	✓	AET AEW AEO All staff	
<ul style="list-style-type: none"> ▪ Implement Personalised Learning Plans through identification of staff to mentor students and develop plans 	<ul style="list-style-type: none"> ▪ Staff mentors identified ▪ PLP's developed and available to all staff ▪ Improved engagement for ATSI students 	2	✓	✓	AET Teachers	Aboriginal Funds Staffing
<ul style="list-style-type: none"> ▪ Employ Norta-Norta teacher to provide tutoring for Aboriginal students 	<ul style="list-style-type: none"> ▪ Norta-Norta tutor employed ▪ Students attending tutoring sessions ▪ Improved student outcomes 	3	✓	✓	Principal Norta-Norta tutor	<i>Tied Grant Norta Norta funding</i>
<ul style="list-style-type: none"> ▪ Identify students based on SMART data to be withdrawn from regular classes and offered literacy and numeracy assistance to develop skills 	<ul style="list-style-type: none"> ▪ Students attending small groups ▪ Improved outcomes for students 	4	✓	✓	HT Literacy HT Numeracy	<i>Low SES NP funds HT Literacy, HT Numeracy *</i>
<ul style="list-style-type: none"> ▪ Facilitate professional learning focused on quality teaching and learning for ATSI students centred on the 8 Ways of Knowing 	<ul style="list-style-type: none"> ▪ All staff are aware of the 8 Ways methodology ▪ Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies 	4	✓	✓	DP PL	<i>TPL funds</i>

Priority Area 5: Quality Teaching

- Intended Outcomes:**
- All teachers to participate in ongoing, structured professional learning in an allocated two periods per fortnight.
 - All teachers to be further developed in the Quality Teaching Framework
 - Teachers to incorporate Quality Teaching into their programming and classroom practice
 - Increase the number of band 5 & 6 in SC & HSC in 2011
 - Improve value added for low, middle and high achieving students in HSC

- Targets:**
- Increase value adding of all students in School Certificate subjects by 10%

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Establish Deputy Principal Professional Learning to provide ongoing, structured professional learning opportunities for all staff in Quality Teaching ▪ Access expertise in quality teaching ▪ Develop professional learning activities to implement quality teaching framework – may include on-line modules 	<ul style="list-style-type: none"> ▪ Position established ▪ Plan developed for professional learning ▪ Professional learning groups established and meeting weekly ▪ Staff taking part in professional development ▪ All teachers implement Quality Teaching into their programs and classroom practice 	2	✓	✓	Principal DP PL Teachers	Low SES NP2011 funds DP 143,902*
<ul style="list-style-type: none"> ▪ Employ two additional teachers to provide two periods per fortnight to each teacher for ongoing, structured professional learning. ▪ Plan program for ongoing professional learning 	<ul style="list-style-type: none"> ▪ Two additional teachers employed ▪ Structured professional learning organised i.e. groups formed with leaders and program planned 	2	✓	✓	Principal DP PL	Low SES NP 2011 funds 1 teacher \$79,203 School Staffing
<ul style="list-style-type: none"> ▪ Provide training for all teachers in developing professional learning plans (PLPs) ▪ All teachers to complete PLPs based on the Professional Teaching Standards ▪ PLPs revised each semester 	<ul style="list-style-type: none"> ▪ Training ongoing and improved teaching and learning ▪ All teachers have PLPs in place based on the Professional Teaching Standards 	2	✓	✓	DP PL All staff	TPL funds
<ul style="list-style-type: none"> ▪ Implement the training program for Team Leadership for School Improvement with executive and aspiring staff in 2011 to maximise school improvement in student learning for literacy and numeracy 	<ul style="list-style-type: none"> ▪ Targeted staff attend the District planning day for implementation ▪ DET analytical framework for effective leadership and school improvement in Literacy and Numeracy are conducted ▪ Planning sessions and change processes are implemented ▪ Completion of modules by staff 	2 & 5	✓	✓	Principal TLC HT Mentor School Executive	TPL Funds
<ul style="list-style-type: none"> ▪ Implement a review of scope and sequence, programs and assessment processes of each KLA area, ensuring syllabus outcomes are met and assessed appropriately 	<ul style="list-style-type: none"> ▪ Improved accountability that BOS requirements are met ▪ Improved teaching and learning practices 	5	✓	✓	Principal Agile Minds HT's	PSP Funds \$15,000
<ul style="list-style-type: none"> ▪ Establish in school professional learning centre to provide ongoing professional learning for staff. 	<ul style="list-style-type: none"> ▪ Professional learning centre established and utilised by staff 	3	✓	✓	DP PL	School Resource

Priority Area 5: Quality Teaching

- Intended Outcomes:**
- All teachers to participate in ongoing, structured professional learning in an allocated two periods per fortnight.
 - All teachers to be further developed in the Quality Teaching Framework
 - Teachers to incorporate Quality Teaching into their programming and classroom practice
 - Increase the number of band 5 & 6 in SC & HSC in 2011
 - Improve value added for low, middle and high achieving students in HSC

- Targets:**
- Increase value adding of all students in School Certificate subjects by 10%

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
▪ Purchase resources for In school professional learning centre	▪ Resources for professional learning centre are identified and purchased	3	✓	✓	DP PL HT's	PSP Funds \$5,000
▪ Promote team teaching opportunities and classroom observations between experienced and less experienced staff	▪ Professional dialogue between staff after classroom visits based on quality teaching	2	✓	✓	DP PL HT Mentor HT'S	Allocated PL periods allocated to staff
▪ Develop supervisory practices to support and monitor relief staff to improve quality teaching and classroom management.	▪ Relief staff monitored for TARS process ▪ Improved quality of lessons by relief staff ▪ Parents and students more satisfied with school operation	5	✓	✓	DP Curriculum	School staffing

Priority Area 6: Connected Learning

- Intended Outcomes:**
- All staff to be trained in technology based professional learning including smartboards, TALE, Moodle, DER Laptops
 - All teachers to increase their use of ICT in the classroom
 - Continue support for Xsel students

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
▪ Provide training opportunities for teachers in the use of technology in the classroom.	<ul style="list-style-type: none"> ▪ Staff training is completed. ▪ Increased use of technology in classrooms 	4	✓	✓	DP PL CLC	TPL
▪ Provide time and guidance for teachers to develop subject-specific IWB resources	▪ IWB resources are developed by teachers	4	✓	✓	DP PL CLC	TPL Relief
▪ Train students in the use of DER laptops in the classroom	▪ Effective use of DER laptops in the classroom	4	✓	✓	DP PL DO personnel	DER Funds \$5000
▪ Train staff in the use of connected classrooms.	▪ Connected classrooms are utilised effectively	3	✓	✓	DP PL CLC	TPL Teacher Relief
▪ Continue to explore the opportunities of KnowledgeNET and how it can support teaching and learning	▪ Plan developed on application of KnowledgeNET for 2012	3	✓	✓	DP PL Executive	TPL Teacher Relief
▪ Principals of Secondary schools continue to effectively implement and explore the expansion of RASP curriculum	▪ Wider more flexible delivery of senior curriculum	3	✓	✓	Principal	TPL Funds
▪ Continue to support Xsel students by establishing a class coordinator	<ul style="list-style-type: none"> ▪ Class coordinator established ▪ Students supported 	6	✓	✓	Principal Xsel coordinator	School Funds PSP \$5,000
▪ Contribute to employment of Connected Learning Coach (CLC) at district level	▪ CLC trains staff in use of connected learning	3	✓	✓	Principal CLC	Low SES NP 2011 funds CLC \$30,408 to region
▪ Purchase Smartboards and whiteboards for classrooms and teacher professional learning room to facilitate effective teaching and learning for students	<ul style="list-style-type: none"> ▪ More staff utilising interactive learning within the classroom ▪ Increased student participation in learning ▪ Staff practicing use of smartboards in professional learning sessions to gain confidence and be more effective in the classroom 	4	✓	✓	DP Professional Learning All Staff	Low SES 2010 Unspent funds Computer Hardware Smartboards, whiteboards \$20,967

