

Emmaville Central School

## School Plan

## 2009-2011

**School plan 2009-2011**

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| **School context** | | | | | | | | |
| Emmaville Central School’s purpose is to provide learning opportunities for students to become good citizens who are equipped to successfully participate in a rapidly changing global environment.  Emmaville Central School is a class four central school catering for a moderately isolated rural community 42kms north-west of Glen Innes. The school is supported by the Country Areas Program (CAP) and the Priority Schools Program (PSP).  The village of Emmaville, with a population of 400, was a boom mining town until about 25 years ago when the tin mines closed. Since then, employment has become difficult to secure, especially for younger people, so that section of the population has fallen in numbers. The town is safe and affordable, with a hospital and other essential services, making it attractive for retirees. There is a strong ethic of community service and volunteerism in the town.  The student enrolment is approximately 60 (2009) (92 2010) with two thirds in the primary department. There are 6 (2009) (17 2010) students who identify as Aboriginal.  The staff consists of: a Head Teacher (Secondary Studies) with 4 secondary classroom teachers; an Assistant Principal with 2 (1 in 2010) primary classroom teachers; 4 School Administration and Support Staff; and a school counsellor who comes 1 day per fortnight.  Since 2004, students have been able to undertake Stage 6 studies at Emmaville Central School. They are enrolled at Dubbo School of Distance Education but attend school and study at Emmaville. They have frequent contact with their Dubbo teachers through technology and face to face visits. Emmaville Central School teachers co-teach with their Dubbo colleagues to deliver the Stage 6 syllabus. In 2009, Emmaville Central School will deliver Preliminary (Year 11) Mathematics and English face to face. In 2010 ECS will deliver HSC English and Maths face to face.  **The school will deliver HSC Maths and English for the first time in 2010**  **The school has committed to teaching more subjects face to face in 2011 when we have students in Prelim. (No prelim students in 2010)**  **The school goes onto National Partnerships (Low Socio) in Semester 2 2009 until end Semester 1 2013**  **The school will prepare for introduction of National syllabuses in 2011.**  Emmaville Central School offers individualised learning in small class groups supported by advanced technology resources.  **In senior years, vocational education is a growing priority. The school has been successful in applying for a Trade Training Centre with Glen Innes HS and Tenterfield HS. Pathways offered will be Metal, Mechanics, Wood, Hospitality, Primary Industries, Auto (Tenterfield).**  **The school is an active member of the Celtic Community of Schools.** | | | | | | | | |
| **Priority Areas (3 Year horizon)** | | | | | | | | |
| [NSW State Plan Priorities](http://www.nsw.gov.au/stateplan/pdf/Summary_complete.pdf) for education and training are:   * Increasing levels of attainment for all students * More students complete Year 12 or recognised vocational training * More people participating in education and training throughout their life and * Better access to training in rural and regional NSW to support local economies.   **National Partnerships (Low Socioeconomic School Communities) until end Semester 1 2013**  Reform 1: Incentives to attract high-performing teachers and principals  Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals  Reform 3: School operational arrangements that encourage innovation and flexibility  Reform 4: Providing innovative and tailored learning opportunities  Reform 5: Strengthen school accountability  Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)  Emmaville Central School priority areas are:   * Literacy * Numeracy * Student engagement and retention * Aboriginal education * Teacher quality * Connected learning | | | | | | | | |
| **Targets** | | | | | | | | |
| **2009 -100% retention of students from stage 3 to stage 4 at ECS(13 year 6 students 2009)**  **Attendance rates equal to or better than state average for all student groups**  **Deliver a quality stage 6 program locally with high student retention & attainment levels in Higher School Certificate.(2010)**  **2010**  Increase the number of students assessed at Level C, B or A in their English reports by 10% by Dec 2010  Increase the number of students assessed at Level C, B or A in their Mathematics reports by 10% by Dec 2010  Increase the percentage of Year 6 students moving from ECS primary to ECS secondary to 100%.  Increase student attendance from 90% to 95% by Dec 2010.  Decrease partial absences by 5%  Increase the percentage of students with agreed PLP’s by 50% by Dec 2010  Increase the number of classrooms with IWB from 6 to 9 by December 2010.  Increase the number of teachers trained in use of ICT for improved student outcomes from 6 to 9 by 2010  **2010 Overall goals**  **Deliver a quality stage 6 program locally with high student retention & attainment levels in Higher School Certificate.**  **Deliver HSC Maths and English face to face. (2010)**  **Undertake trials for national syllabus in secondary English** | | | | | | | | |
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| **The plan has been endorsed and approved by:** | | | | | | | | |
| **Principal:** | **Veronica Slattery** | **Date:** |  | **School Education Director:** | **Peter Pickett** | | **Date:** |  |

Principal’s initials: \_\_\_\_\_\_\_\_\_ School Education Director’s Initials\_\_\_\_\_\_\_\_\_

#### Priority Area: Literacy

**Intended Outcomes:**

* Increased levels of literacy achievement for every student in line with State Plan
* Diminished gap in literacy achievement between Aboriginal students and all students
* Improved diagnostic assessment of literacy learning in Kindergarten.

**Targets: 2009 -** Have all students in the top 5 bands of each of Years 3, 5, 7 and 9 for NAPLAN 2009

- Have a least 1 student in the top band or better for each of Years 3, 5, 7 and 9 for NAPLAN 2009

**-** Deliver Preliminary English face to face. All students will achieve 75% or more (grade B)

**2010**  Increase the number of students assessed at Level C, B or A in their English reports by 10% by Dec 2010

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| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| Use whole school planning processes to identify aspects of literacy underperformance for particular student cohorts and for individual students.   * Conduct School Self Evaluation * Conduct Situational Analysis * Provide professional development opportunities for school executives and teachers to help them use and analyse student data including NAPLAN to cater to student needs.(R4) * Share resources across local schools in Celtic Community of Schools.(R3) * Implement focussed interventions to lift results for identified students.(R4)   − Personalised Learning Plans  − *Accelerated Literacy*   * Employ a highly experienced and well trained teacher who is a recently retired consultant for 20 days in the year to provide high level professional learning, guidance, advice and support in school with a view to improving teacher quality and literacy results. (R4) and (R4) * Employ learning support staff with a range of specific literacy skills to provide in and out of classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes. (Teacher Quality National Partnership) (R3) * Provide training to literacy support staff * Provide professional learning in new English National Curriculum * Employ SAO 1 day per fortnight **week** **amended Mar 2010** to provide clerical support to literacy programs | Decrease the proportion of lowest performing students' not meeting literacy minimum standards in accordance with the State Plan targets.  Increase the proportion of higher performing students.  Reduce the literacy achievement gap between Aboriginal students and all students. | **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** |  | Executive and teachers Secondary Ab Ed coordinator teacher  Primary teachers  2 x School Learning Support Officers 3 days per fortnight | **$2500 National Partnerships Term 4 2009**  **National Partnerships 2010**  **$10,000**  **$3,000 amended Mar 10**  **$17500**  **National**  **Partnerships**  **$1000 PSP 2010**  **$2000 PSP 2010-03-25 added Mar 2010**  **$2360**  **$4800 amended Mar 2010 National Partnerships 2010** |
| Use whole school planning processes to evaluate the quality of literacy teaching. Employ casual teacher to be community liaison officer and to relieve teachers to enable :   * Experienced teachers from within the school will support teachers in classrooms with student data analysis, mentor teachers, team teach literacy and lead the development and implementation of Personalised Learning Plans for Aboriginal students. (R4) * Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. (R5) * Strengthen school development and accountability mechanisms linked to school planning processes in consultation with SED and SDO. * Strengthened accountability will include:   + interviews with members of the school community   + monitoring of school performance   + rigorous assessment of teachers and school leaders   + external evaluation   + Publicly available annual reports to report on progress against outcomes written by School Improvement Team.(R5)     Implement school-based, regional and state-wide professional learning programs that will increase teachers’ capacity to identify and address students’ literacy learning needs.   * Use ex consultant’s expertise to:   + lead whole school professional learning in pedagogy and student assessment   + provide in-class professional learning through team teaching   + co-ordinate a range of school community strategies to improve student literacy learning. (R1) * School teams will engage in regular professional learning to set targets for teacher professional learning and student achievement and to share effective practice in the early years, including transition to school or transition to Secondary school. (R4) | Increase the proportion of students meeting or exceeding literacy proficiency standards in accordance with the School Plan targets.  Staff participation in Professional Development and Professional learning Activities | **🗸**  **🗸**  **🗸** | **🗸**  **🗸**  🗸  🗸  **🗸**  **🗸** | **🗸**  🗸 | Executive Experienced teachers  community engagement officer(2009)  principal  community engagement officer                        All teachers      Assistant principal    Secondary English teacher  K/1/2 teacher | **National Partnerships 2010 $8800** |
| (Continue) Implement(ation) the Best Start  Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching;   * attendance at Best Start Professional Learning Workshop * Regular assessment of student progress recorded using Best Start software * Student Learning Plans developed using Best start Software | Extent that Best Start entry-to-school assessment data is used to improve literacy achievement of students in the early years. | 🗸 | 🗸 | 🗸 | K/1/2 teacher |  |
| Students 4-10 deliver radio program “Youth on Air” each week on 2CBD community radio |  | **🗸** | **🗸** |  | Secondary English teacher | **PSP $700** |
| Purchase appropriate readers and resources |  |  | **🗸** |  | AP, librarian, secondary English teacher | **PSP $2000** |
| Provide literacy tutors in primary classrooms |  |  | **🗸** |  | AP | **Learning Assistance Program $1100 2010**  **Add PSP 2300 amended Mar 2010** |
| Teacher professional learning Literacy |  |  |  |  |  | **$2000 amended Mar 2010** |

**Priority Area: Numeracy**

**Intended Outcomes:**

* Increased levels of numeracy achievement for every student in line with State Plan targets
* Diminished gap in numeracy achievement between Aboriginal students and all students
* Improved state-wide diagnostic assessment of numeracy learning in Kindergarten.

**Targets: 2009** Have all students in the top 5 bands of each of Years 3, 5, 7 and 9 for NAPLAN 2009

Have a least 1 student in the top band or better for each of Years 3, 5, 7 and 9 for NAPLAN 2009

Deliver Preliminary Mathematics face to face. All students will achieve 75% or more (grade B)

**2010** Increase the number of students assessed at Level C, B or A in their Mathematics reports by 10% by Dec 2010

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| Strategies | Indicators | 09 | 10 | 11 | Responsibility | **Resource allocation and funding source** |
| Use whole school planning processes to identify aspects of numeracy underperformance for particular student cohorts and for individual students.   * Conduct School Self Evaluation * Conduct Situational Analysis * Strengthen school development and accountability mechanisms linked to school planning processes in consultation with SED and SDO. * Strengthened accountability will include:   + interviews with members of the school community   + monitoring of school performance   + rigorous assessment of teachers and school leaders   + external evaluation   + Publicly available annual reports to report on progress against outcomes written by School Improvement Team.(R5) * Employ a retired consultant who is highly trained and extremely experienced to provide high level professional learning, guidance and support in school with a view to improving teacher quality and numeracy results * Provide professional development opportunities for teachers to help them use and analyse student data including NAPLAN to cater to student needs.(R4) | Decrease the proportion of lowest performing students not meeting numeracy minimum standards in accordance with the State Plan targets.  Increase the proportion of students in higher achievement bands.  Reduce the numeracy achievement gap between Aboriginal students and all students. | 🗸  🗸  **🗸** | 🗸  🗸  **🗸**  **🗸** | 🗸  🗸  🗸 | Executive  Principal  Community liaison officer (2009)  All teachers | **$2500**  **National Partnerships**  **Term 4 09**  **National Partnerships 2010**  **$10,000**  **$2000 amended Mar 2010** |
| Use whole school planning processes to evaluate the quality of numeracy teaching. Employ a casual teacher 1 day per week to be a community liaison officer and to relieve other teachers K-12 to enable:   * Share resources across Celtic Community of Schools.(R3) * Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. .(R5) * Experienced teachers from within the school will support teachers in classrooms with student data analysis, mentor teachers, team teach literacy/numeracy and lead the development and implementation of Personalised Learning Plans for Aboriginal students. (R4)   Implement school-based, regional and state-wide professional learning programs that will increase teachers’ capacity to identify and address students’ numeracy learning needs.  Use ex consultant’s expertise to:   * + lead whole school professional learning in pedagogy and student assessment   + provide in-class professional learning through team teaching   + co-ordinate a range of school community strategies to improve student literacy learning. (R1) * Employ learning support staff with a range of specific numeracy skills to provide in and out of classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes. (Teacher Quality National Partnership) (R3) * Provide training to numeracy support staff * Employ SAO to provide clerical support for numeracy programs * Provide quality professional learning for school-based teams to work with their students and communities to raise student achievement levels K-2 in K-12. (R4) * Implement focussed interventions to lift results for identified students.(R4)   − *QuickSmart Numeracy (possibly 2011?)*  − Investigate *Taking Off with Numeracy with a view to training teachers in 2010* | Increase the proportion of students meeting or exceeding numeracy proficiency standards in accordance with the State Plan targets. | 🗸 | **🗸**  **🗸**  **🗸**  🗸  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | 🗸  🗸 | Principal  Community liaison officer  Executive  Executive  Secondary maths teacher  Secondary maths teacher  2 x School Learning Support Officers 3 days per fortnight  2010 School Admin officer  Retired consultant | **National Partnerships 2010**  **$8800**  **National Partnerships**  **$17500**  **2010**  **$2560 National Partnerships 2010** |
| Purchase appropriate resources |  |  | **🗸** |  |  | **Purchase resources $2000** **2010 PSP** |
| Employ qualified secondary maths teacher 1.5 hours per week to provide tutoring to any students whose parents request it, both in and after school |  | **🗸** | **🗸** |  |  | **$3000 PSP 2010 change to $4000 March 2010** |
| Employ SLOS to assist with numeracy K-12 |  | **🗸** | **🗸** |  |  | **$13000**  **PSP 2010 Change to $8000 Mar 2010** |
| (Continue) Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to  plan and deliver quality early years numeracy teaching.   * attendance at Best Start Professional Learning Workshop * Regular assessment of student progress recorded using Best Start software   Student Learning Plans developed using Best start Software (R4)  . | Extent that Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years. | 🗸 | 🗸 | 🗸 | K/1/2 teacher |  |
| Teacher professional learning in new Maths curriculum |  |  |  |  |  | **$2000 PSP added Mar 2010** |

**Priority Area: Student Engagement and Retention**

**Intended Outcomes:**

* School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential
* Quality teaching practices used for every student with particular attention to personalised learning
* A rigorous continuum of learning from K – 12 which provides for every student with particular emphasis on transition points
* Improved social and emotional wellbeing and skills for life for every student
* Increased parental engagement in supporting their child’s learning
* Increased proportion of students completing Year 12 or recognised vocational training.

**Targets: 2009 - Student Engagement and retention targets**

Achieve attendance rates equal to or better than state average for each school sector – Primary, Years 7 – 10 and Years 11/12.

All stage 6 students matriculate or qualify for tertiary education.

Long term target retain all current secondary students into stage 6 at ECS.

Increase the percentage of Year 6 students moving from ECS primary to ECS secondary to 100%.

To increase student attendance from 90% to 95% by Dec 2010.

Decrease partial absences by 5%

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| Strategies | Indicators | 09 | 10 | 11 | Responsibility | Resource Allocation and funding source |
| Strengthen implementation of the NSW *Quality Teaching* model.  Build teacher capacity to provide high quality learning opportunities for all students K-12 across all curriculum areas.  Begin face to face delivery of HSC Maths and English for the first time ever at ECS. Provide relevant professional learning for those teachers   * Executive support enhanced through:   + improved induction processes for new staff   + provision of additional release time for specific T/L activities and responsibilities such as Stage 6 coordination, Aboriginal education(R1) * Investigate and work co-operatively with schools to develop collegial professional networks for teachers and executive staff. (R1) * Collaborate with the NSW Institute of Teachers and the Professional Learning and Leadership Development Directorate to encourage more teachers to achieve the professional accomplishment and professional leadership accreditation stages of the teaching profession.(R1) * Investigate and Implement new models to ensure achievement of syllabus standards such as: (R4)   + vertical curriculum models in the middle years   + project-based learning/rich tasks/COGS in secondary   + integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks   + delivering curriculum using technology such as online resources and videoconferencing across sites- eg moodles   + producing online learning modules which are available to students and parents outside regular school hours. (R4) * Provide professional learning for staff to create and drive whole-of-school initiatives around student wellbeing. (R6) PBL plus HSHF = PANTHER   Implement high quality transition programs to support students and their families throughout schooling.   * Coordinate collaborative planning, professional learning and reflection for teachers in Stages 3 and 4 across Deepwater PS and ECS. (R3) | Evidence that the Quality Teaching model is being applied in all schools and through all Department professional learning and curriculum resources.  Increase the access of teachers to professional learning that focuses on delivering a rigorous curriculum for every student.  Improve student retention throughout all stages of schooling.  Principal achieves accreditation at Professional Leadership with NSW Institute of Teachers | 🗸 | 🗸  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | 🗸 | principal  head teacher sec  Secondary Maths teacher  Secondary English teacher  Executive  Principal and principal mentor  Yr 4/5/6 teacher and  Secondary teachers  Head teacher sec  PANTHER coordinator  Class teachers  principal | **$900 PSP 2010**  **$1000 TPL 2010**  **$600 TPL**  **$600 CAP 2010**  **$3000 TPL 2010**  **$300 TPL** |
| Use data and student feedback to develop appropriate strategies to address priority areas.   * Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. .(R5) * Strengthen school development and accountability mechanisms linked to school planning processes in consultation with SED and SDO.   Implement strategies to improve student attendance rates.   * Flexible school organisation practices will be developed. This includes after school tutoring on Tuesday afternoons.(R3) * Develop timetabling models across school clusters (Celtic Community and BABE) that help to share expertise and increase curriculum options for students. . (R3)   Strengthen implementation of proactive student wellbeing approaches.   * Provide professional learning for new staff to create and drive whole-of-school initiatives around student wellbeing. (R6) * Attend PBL training & Implement ***Positive Behaviour for Learning., Year 1 in 2009 continue in 2010 and 2011*** * Implement ***Essential Skills for Classroom Management*** with consultancy support * Implement ***Senior Skills for Success*** with consultancy support in 2011 and 2012 | Decrease the proportion of students achieving in the lower bands in accordance with State Plan targets.  Increase the proportion of students achieving in the higher bands in accordance with State Plan targets.  Improve student attendance rates throughout schooling.  Increased take-up of proactive student wellbeing approaches. | 🗸 | 🗸  **🗸** | 🗸 | principal  Community liaison teacher (2009)  Secondary teachers  Head teacher sec  PANTHER coordinator |  |
| Provide a broad and flexible range of subject options and opportunities relevant to the needs of every learner.  Develop and implement the Celtic Country Trade Training Centre   * Review timetabling options for Stage 5 and Stage 6 to enable students to participate in school based apprenticeships, undertake part time work or work placements in local business or community organisations. (R3) * Develop timetabling models across school clusters (with Glen Innes HS and Tenterfield HS) that help to share expertise and increase curriculum options for students. . (R3)   Establish effective partnerships with families to support the learning of each child.   * Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. .(R5) * ‘parent education’ classes will be offered on a range of issues to help parents and carers engage more fully with their child’s learning at school and at home. These classes will increase and improve home-school communication and will include:   + Family reading and writing –including helping your child with their learning   + Family numeracy – including helping your child with their learning   + Positive parenting classes   - Reading and understanding reports and student data. (R6)  Engage with local community organisations to maximise support for every student including building opportunities for work-based and community-based learning.   * Develop partnerships between school clusters and local community groups, Aboriginal community organisations, government bodies and non-government organisations involved in meeting the social, wellbeing and learning needs of Aboriginal students | Increase the proportion of students completing either Year 12 or recognised vocational training.  Increase proportion of students who have opportunities to develop skills for life including enterprising and employment related skills.  Parents /carers report effective relationships with their school. | 🗸 | 🗸  **🗸**  **🗸**  **🗸**  **🗸** | 🗸 | Head teacher sec  Community liaison teacher (2009)  Teaching/learning coordinator  principal | **$1.5 million TTC**  **$600 PSP 2010** |
| Enhance learning opportunities for all students through the connected classroom strategy and through communities of schools. | Incorporate specific strategies to enhance learning opportunities through connected classrooms and communities of schools. | 🗸 | 🗸 | 🗸 | Computer coordinator  TSO  Head teacher sec |  |

**Priority Area: Aboriginal Education and Training**

**Intended Outcomes:**

* By the year 2012, Aboriginal student outcomes will match or better outcomes of the broader student population
* Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives
* Increased proportion of Aboriginal students completing Year 12 or recognised vocational training
* Increased Aboriginal parental engagement in supporting their child’s learning.

**Targets: 2009 - Aboriginal Education & Training Targets**

Improve literacy and numeracy outcomes for Aboriginal students.

**2010** -

To increase the percentage of students with agreed PLP’s by 50% by Dec 2010

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| Strategies | Indicators | 09 | 10 | 11 | Responsibility | **Resources and Funding Source** |
| Implement the 2008 Aboriginal Education and Training Policy.   * Provide ongoing professional learning in consultation with local AECGs to engage local Aboriginal community members to build whole school community competencies in Aboriginal cultures at a local level (R6) * Build relationships with the local AECG and the local Aboriginal community to strengthen partnerships through genuine decision making between the school executive and the local Aboriginal community. (R6)   - Member of school executive to attend all AECG meetings |  |  | **🗸** |  | AECG executive |  |
| * Teachers’ individual professional learning plans will include a specific focus on bridging the gap in outcomes between Aboriginal and non-Aboriginal students.(R2) |  |  | **🗸** |  | All teachers | **$1200 TPL 2010** |
| Implement effective strategies to improve Aboriginal student s’attendance and retention rates to ensure their successful participation in education.   * Increase school based traineeships and apprenticeships for Aboriginal students through partnerships with business and Aboriginal community organisations at a local level. (R4) * Provide additional opportunities for school leadership teams to meet with community and family of Aboriginal students, local AECG and Aboriginal community members to report on progress towards Aboriginal student achievement and collaborate on possible strategies and initiatives. .(R5) * Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. .(R5) * Enlist specialist support services,   - allied health services,  - counselling services and  - home school liaison officers. (R6) |  |  | **🗸** | **🗸** | principal Careers teachers principal Community liaison officer principal |  |
| Implement high quality and culturally inclusive transition to school programs for Aboriginal students.   * Employment of additional staff:   + Community Liaison Officers to assist in linking schools with their communities (R3)   Develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities.   * Engage parents, community members and * community organisations to fully participate in the development and implementation of a School Plan that would determine future directions and ensure every child moves forward and can achieve success with appropriate support from school, home and the community. (R6) |  |  | **🗸**  **🗸**  **🗸** |  | principal  All staff  All staff | $500 cultural funding |

**Priority Area: Teacher Quality**

**Intended Outcomes:**

* Strengthened teacher capacity to improve student learning outcomes
* Enhanced school leadership capacity for school improvement
* Increased number of teachers accredited with the Institute of Teachers.

**Targets:** 2009 -All teachers revisit Quality Teaching Framework in staff meetings, SDDs

2010 - To increase number of in school PL activities by 25% by Dec 2010

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| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| Strengthen implementation of the NSW *Quality Teaching* model.   * Identify an academic partner from a university to work part-time with staff at all levels to strengthen action research in classrooms with a focus on the NSW Quality Teaching framework and provide additional support for teaching and learning. (R1) * Develop links with universities to assist in the development of new pedagogy and innovative organisational structures which reflect current international best practice. (R3)   Use whole school planning process to align student learning and teacher learning.   * Provide opportunities for existing staff to access professional learning and build teacher capacity through collaborative planning and team teaching opportunities. (R1) * Develop professional learning plans for teachers, school executives and principals based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers’ Professional Teaching Standards and other leadership standards).(R2) * Implement Executive Annual Review Schedule (EARS) (R5) * Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. .(R5)   Provide professional learning programs to support career development.   * Principal participates in a principal network in Celtic Community of Schools. The role will focus on providing a combination of professional learning, mentoring, school planning and management support. (R1) | Application of the *NSW Quality Teaching* model in all schools and through all Department professional learning and curriculum resources  Teacher learning is a key strategy in all school plans to improve student learning.  Increased access of teachers and school leaders to professional learning for career development. | 🗸🗸 | 🗸🗸🗸🗸🗸🗸 | 🗸🗸 | principalAcademic staff UNE Secondary history, English teachers ExecutivePrincipal & ExecutiveCommuniuty liaison teacherprincipal | **$2000 TPL 2010** |
| Build teacher and school leader capacity to support school improvement and student learning.   * Provide professional development opportunities for school executives and teachers to help them use and analyse student data including NAPLAN to cater to student needs.(R4) * Utilise data sources such as socio-cultural data provided by Local Government Authority, community surveys and parent interviews. (R4) * Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.(R1) * Identify a staff member to focus on teaching and learning in the middle years to support the coordination of collaborative planning, professional learning and reflection for teachers in Stages 3 and 4 across cluster/community of schools. (R2) * Regular meetings with SED and SDO to analyse School Plans as a cluster group to determine opportunities for the coordination of shared professional learning for teachers, parents and community members. (R4) 2011 * Provide professional learning for new staff to create and drive whole-of-school initiatives around student wellbeing. (R6) PBL | Increase teacher and school leader participation in programs that build capacity and school improvement.  Support all teachers through professional growth programs and various mentoring support approaches. | 🗸 | 🗸 **🗸**  **🗸**  **🗸** | 🗸🗸 | ExecutiveExecutiveprincipalprincipal PANTHER coordinator |  |
| Accessible registered professional learning available to all staff across all elements of the professional teaching standards. | Teachers engaged in professional learning to gain and maintain accreditation. | 🗸 | 🗸 | 🗸 | teachers |  |

**Priority Area: Connected Learning**

**Intended Outcomes:**

* Enhanced state-wide access to digital educational resources for learning and teaching and for teacher professional learning
* Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning
* Broader curriculum options for every student through information and communication technologies and communities of schools.

**Targets: 2009 –**

**2010 –** Increase in number of classrooms with IWB from 6 to 9 by December 2010.

Increase in number of teachers trained in use of ICT for improved student outcomes from 6 to 9 by 2010

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| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning. | Increase the integration of information communication technologies into the teaching and learning programs of all NSW Government schools.  Evidence that students are being offered broader curriculum options and are more engaged in learning. | 🗸 | 🗸 | 🗸 | All staff | **$2000 Computer coordinator** |
| Implement interactive classrooms to better meet the learning needs of 21st century students.   * New technologies such as Connected Classrooms and videoconferencing will be used to allow access to, and sharing of, resources between this school and Celtic Community schools (R3) * Develop timetabling models across school clusters that help to share expertise and increase curriculum options for students. . (R3) | School will effectively use interactive classroom technologies. | 🗸 | 🗸 | 🗸 | Class teachers  Executive | **$2000 CAP 2010** |
| Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources. | Increase teacher participation in professional learning in information communication technologies. | 🗸 | 🗸 | 🗸 | Computer coordinator | **$1000 CAP 2010** |
| Improve student access and capacity to use information and communication technologies to enhance their learning.   * Purchase IWB for primary classroom. * Install IWB in Secondary Science room (National School Pride program * Install IWB in the Angela Curnow Learning Centre (Primary Schools for the 21st Century)   Extend learning opportunities for students and teachers across communities of schools.   * Investigate and Identify an executive staff member to support the integration of innovative technologies into teaching and learning programs and * To trial and implement innovative approaches for teachers, students and parents using Web 2.0 technology across a school / community (R3) | Evidence of positive impact of ICT learning tools, interactive technologies and ICT-based curriculum resources on student engagement and learning.  Evidence of interdependent approaches being adopted by schools and our various learning partners. | 🗸 | 🗸  **🗸**  **🗸**  **🗸**  **🗸** | 🗸 | Computer coordinator Technology Support Officer  Classroom teachers  executives  class teachers | **$7000 Country Areas Program** |
| Broaden curriculum offerings and enrich curriculum through joint learning and experiences with other student cohorts. |  |  | **🗸** |  | Class teachers | **$4000 CAP 2010** |