Junee High School

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To Dream. To Create. To Succeed.

Junee High School
52 Lydia Street (PO Box 141)
Junee NSW 2663

Junee High School Plan for 2012 – 2014

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A PROUD MEMBER OF THE

NGUMBA-DAL
LEARNING COMMUNITY

School context

Junee High School is a small rural high school which provides wonderful learning opportunities for our students.

We have dedicated and enthusiastic teachers who cater to the individual needs and talents of our students – ensuring each student experiences success in learning.

Our focus is on providing a positive teaching and learning environment. We have excellent resources and exceptional facilities; beautiful well-kept grounds, ready access to the latest technology in every classroom, state-of-the-art science labs and a working, productive eight hectare farm. We are a well-funded school.

The strong partnerships we have with local businesses, clubs and the wider community including our partner schools, are critical to our success.

Our students and staff are our most valued and valuable resource.

The school provides teaching and learning programs to develop confident, responsible young adults; ready to meet the challenges of the future.

Priority Areas

- Literacy
- Numeracy
- Retention and Engagement

Planned outcomes to attain progress in these Priority Areas:

- Improved school culture
- Improved academic results
- Built genuine and sustainable community partnerships
- Implemented curriculum flexibility to enhance student learning opportunities and outcomes and retention

Targets (2013 – third year horizon)

Literacy

- To increase the percentage of Year 7 students achieving at or above the minimum standard in NAPLAN Reading, from 78% in 2012 to 80% in 2013 and 85% in 2014
- To increase the percentage of Year 7 students achieving at or above the minimum standard in NAPLAN Writing from 63% in 2012 to 67% in 2013 and 75% in 2014
- To increase the percentage of Year 9 students achieving at Bands 7/8 in NAPLAN Reading from 39% in 2012 to 45% in 2013 and 48% in 2014
- To increase the percentage of Year 9 students achieving at Bands 7/8 in NAPLAN Writing from 18% in 2012 to 35% in 2013 and 40% in 2014

- Enrolments in National English Competition
- Active student participation in a range of literacy-based competitions – debating, writing competitions, magazine production

Numeracy

- To increase the percentage of Year 7 students achieving at or above the minimum standard in NAPLAN Reading, from 89% in 2012 to 90% in 2013 and 92% in 2014
- To increase the percentage of Year 7 students achieving at Bands 6/7 in NAPLAN Date, Measurement and Space components from 40% in 2012 to 45% in 2013 and 48% in 2014
- To increase the percentage of Year 9 students achieving at Bands 7/8 in NAPLAN Numeracy from 39% in 2012 to 45% in 2013 and 48% in 2014
- To increase the percentage of Year 9 students achieving at Bands 7/8/9 in NAPLAN Number, Pattern and Algebra components from 44% in 2012 to 46% in 2013 and 50% in 2014
- To decrease the percentage of Year 9 students achieving at Bands 5 in NAPLAN Numeracy from 32% in 2012 to 23% in 2013 and 18% in 2014
- Enrolments in various mathematics competitions such as the National Mathematics Competition and the Westpac Mathematics Competition) and local
- Entry into the National Science Competition and the local Science and Engineering Competition

Retention, Engagement and Attainment

- To increase the overall percentage of attendance from 87% in 2012 for students in Years 7 to 10 to: 88% in 2013 and 89% in 2014
- To increase the percentage of Year 10 students completing Year 12 from 35% in 2012 to: 40% in 2013 and 55% in 2014
- To increase the percentage of Year 10 students completing Year 12 and/or recognised further post-school training from 45% in 2012 to 60% in 2013 75% in 2014
- To increase the percentage of Year 6 students enrolling in Year 7 from 80% in 2012 to 82% in 2013 and 85% in 2014
- To increase the percentage of student, parent and community engagement and satisfaction with the school, as evidenced through a standardised survey from:
  - >30% in 2010 to the 50% for students in 2011 to 60% in 2013 and 65% in 2014
  - >25% in 2010 to the 74% for parents in 2011 to 78% in 2013 and 85% in 2014
  - >15% in 2010 to 55% in 2011 for the community organisations to 70% in 2013 and 75% in 2014
- Teacher and student understanding of Quality Teaching is demonstrated through programs, assessment tasks, surveys and other qualitative evidence.

National Partnerships Reforms

Reform 1   Incentives to attract high-performing principals and teachers
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   Strengthened 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)

Intended Outcomes

- Strengthened leadership and management capacity of teachers and executive to drive whole school improvement.
- Enhanced proactive student welfare programs to support engagement and retention
- Increased teacher capacity to improve student learning outcomes, with a specific emphasis on literacy and numeracy outcomes.
- Increased valuable and sustainable community partnerships developing students' awareness of cohesive communities and developing an awareness of the value supporting others

Strategies

Each strategy emerges from one or more of the following identified projects and/or developments:

- The Analytical Framework,
- Positive Behaviour Learning modules,
- National Partnerships Low SES
- Areas of concern identified by the school community
- New Curriculum

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
New Curriculum Implementation							
Professional learning to develop plan and write Year 7 and 9 English and History programs for implantation in 2014		→→		TPL English/History HT 2LS	Equity funding	$7,200	Global
Purchase teaching resources (texts) for new curriculum		→→		ALO	Global Equity funding	$1,000	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Explicit teaching of literacy and numeracy is evident in all teaching programs							
Explicit teaching of literacy and numeracy skills and skill development evident in teaching lessons.	→→			*Learning Team & Head Teachers*	NP - Professional Learning	Note 1 - NP	Reform 2 Reform 3
The teaching of literacy and numeracy skills are embedded in all programs and the integration of literacy acquisition skills in all teaching programs.	→→			*All staff*	Faculty Budgets		Reform 4 Reform 5

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
Professional Learning addresses the learning needs of staff in explicit teaching of literacy and numeracy. An emphasis on the Quality Teaching Framework is evident.	⟶			*All staff*	Faculty Budgets, TPL		
Establish (2LS) Learning Teams with a focus on assessment and embedded literacy and numeracy	⟶			*Learning Team Leaders*	NP – Staffing supplement	Note 2 - NP	
KLA programs have specific and embedded literacy and numeracy strategies and elements of literacy assessment	⟶			*Executive*			
With consideration for the implementation of the National Syllabus, develop exemplar assessment tasks and classroom programs to share with school staff	⟶			*All staff, Executive, Learning Team*	NP - School Admin Officer and Resources	Note 3 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Support staff work in a wide variety of ways to assist the teacher and teaching as well as the student and learning.							
Analyse student information and make adjustments to resource allocation.	⟶			*LST, Executive, Finance Committee*	NP		Reform 3 Reform 4 Reform 5
Hold regular meetings to discuss student needs.	⟶			*LST and Welfare Committee*			
Develop a school policy that guides the allocation of teachers to classes.	⟶			*Executive and Curriculum Committee*			
Review and discuss the system to plan and coordinate staffing from year to year.	⟶			*Executive*			
Examine organisational structures to support the improvement of student outcomes. Implement the JOLT class.	⟶			*Curriculum Committee and Executive*			
Identify other information on student performance and analyse opportunities for its use. Report grades, Honours System, RISC	⟶			*LST and Welfare Committee*			

Strategies				Responsibility	Resource /Funding Source	Funds
Review the needs of specific groups of students within the school; boys, girls, students with diverse learning needs, and ATSI students.	————→			Executive, Mentors, LST and Welfare Committee	NP - Staffing supplement	Note 4 - NP
Provide additional mentoring support and professional learning for staff to meet the needs of students.	————→			All staff (Mentor support as appropriate)	NP - Staffing supplement	Note 6 - NP
Review the roles and responsibilities of all specialist staff and modify as appropriate.	——→			Principal		

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
A high priority is to be placed on the preservation of instructional time for all students. Activities that are barriers to literacy and numeracy learning are intentionally reduced.							
Create a system to manage the school/stage/faculty calendar.	———→			Principal and DP			Reform 2 Reform 3 Reform 5
Minimise external interruptions during instructional time.		———→		DP and Executive			
Attendance program and initiatives commenced in late 2011	————→			Attendance Liaison Officer	NP - Staffing supplement	Note 2 - NP	
Initiate one MAJOR school event each year. Provide additional support to staff to collaborate and plan stage/faculty/whole school activities.	———→			Executive	NP - SLSO staffing	Note 5 - NP	
Establish effective routines for stage/faculty and whole school events such as assemblies.	—→			Executive			

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Student performance information is used as a basis for the purchase and allocation of teaching resources. The purchase of literacy and numeracy teaching resources and equipment is linked to this school plan and is monitored and reviewed.							
Links to 2LS Initiative. Conduct staff professional learning sessions at least once per term to consolidate learning strategies with and the use	————→			Learning Team Leaders	TPL		Reform 2 Reform 4

Strategy	2012	2013	2014	Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
of literacy and numeracy resources.							Reform 6
Align the purchase of literacy and numeracy teaching resources with program budgets and the school plan.			→	*Executive, Finance Committee*			
Induction of new and recently arrived staff. Brief staff on new and existing ICT and 2LS resources in the school.			→	*Executive, Learning Team Leaders, ICT Team, Administration*			
Conduct staff professional learning sessions on program budgeting to ensure the purchase of all literacy and numeracy teaching resources is linked with the school plan.			→	*Librarian, SAM and Executive*	NP - Casual Staff	Note 6 - NP	
Conduct a review of ICT resources with a view to more closely aligning student need with resource allocation. Purchasing tablets or iPads.			→	*Technology Team*	NP - Software and Hardware	Note 7 - NP	
Develop stronger, meaningful and lasting connections with the local community. Junee Business and Trade Group, SBATs, Men's Shed, etc. Develop local resources in consultation with community members.			→	*All staff*	NP - Consumables and NP - Casual Staff	Note 8 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Articulating the school's goals and expectations - embedding high expectations in school and classroom routines and procedures.							
Conduct induction sessions to ensure that staff are aware of the school's vision, goals and expectations, particularly in relation to learning goals.			→	*Executive, Mentors and Learning Team Leaders*	NP - Professional Learning - TPL	Note 9 - NP	Reform 2 Reform 3 Reform 4 Reform 5
Ensure that the annual school report and school plan are available to staff and parents.			→	*Principal*	NP - Consumables	Note 8 - NP	
In consultation with staff, establish the school priorities and expectations and focus the school's attention accordingly.	→			*Executive*	Global Funding - TPL		
Initiate systems to review the school's goals and expectations.	→			*Principal*			
Collaboratively develop a professional learning session with school			→	*Principal*	NP - Professional Learning	Note	

| executive to determine the school's goals and expectations. | | | | | | 9 - NP | |
| Appoint four Learning Team Leaders to manage group processes and facilitate the achievement of literacy and numeracy goals. | → | | | *Executive* | NP - Staffing supplement | Note 2 - NP | |

Strategies	**Timeframe**			*Responsibility*	**Resource /Funding Source**	**Funds**	**NP LSES Reform Areas**
	2012	2013	2014				
Regular monitoring of the school plan is undertaken to ensure targets and priorities are reflected in all teaching programs.							
Establish literacy and numeracy as priorities that are reflected in school organisation.	———————————→			*Learning Team Leaders, Mentors and Executive*	NP - Staffing supplement	Note 4 - NP	Reform 2 Reform 4
Use the links to SMART data teaching strategies to plan relevant literacy and numeracy teaching programs.		————→		*Executive, Learning Teams, All staff*	NP - Staffing supplement	Note 4 - NP	
Provide copies of the school plan to all staff members and highlight the areas that are relevant to their class/stage/faculty.		————→		*Executive, Learning Teams*	NP - Consumables	Note 8 - NP	
Monitor and evaluate stage/year literacy and numeracy achievements to ensure continuous improvement.		————→		*Executive, LST and Learning Team Leaders*	NP - Casual Staff	Note 6 - NP	
Mentor staff members to develop literacy and numeracy (learning strategies) to implement in teaching programs making reference to item analysis of NAPLAN information.	———————————→			*Executive, Mentor and Learning Team Leaders*	NP - Staffing supplement	Note 10-NP	
Mentor executive staff members to monitor literacy and numeracy in teaching programs.	———————————→			*Executive and Learning Team Leaders*			
Develop and implement procedures for imbedding literacy and numeracy into teaching programs; referencing the National Syllabus.	———————————→			*Learning teams*	NP - Casual Staff	Note 6 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Executive and Learning Leaders and most (more than 75%) staff participate in PL sessions to understand and construct SMART targets in literacy and numeracy. All literacy and numeracy targets contain effective and concise strategies and specific indicators of success.							
Use staff/stage/faculty meetings to develop strategies for school improvement to support the achievement of literacy and numeracy targets.			→	All staff	School Development Days		Reform 2 Reform 3 Reform 5 Reform 6
Seek advice and assistance from regional staff to ensure that all literacy and numeracy targets are based on performance growth.	→			Executive and Learning Team Leaders			
Ensure that the focus of literacy and numeracy targets is on improved student performance.			→	LST and STLAs			

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
All staff members evaluate and use student performance information to set literacy and numeracy improvement priorities. Establish procedures to review literacy and numeracy performance information across the whole school.							
Visit other schools and settings to observe improvement practices.		→		Executive	NP - Casual Staff	Note 6 - NP	Reform 2 Reform 4 Reform 5
Mentors to create opportunities for staff to examine their students' performance information.			→	Executive	NP - Staffing supplement	Note 10-NP	
Use NAPLAN information to set improvement priorities in literacy and numeracy.			→	Executive, LST and Learning Team Leaders	NP - Staffing supplement	Note 4 - NP	
Provide professional learning in the use of analysis tools such as Microsoft Excel and the DEC's SMART package.		→		Professional Learning Team	NP - Staffing supplement	Note 4 - NP	
Establish clear procedures and school policies to enable all staff to collect and analyse student performance information in literacy and numeracy.			→	Executive, LST and Learning Team Leaders			

Strategy	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
Conduct staff/stage/faculty meetings to present and discuss NAPLAN information.			→	*Executive, LST and Learning Team Leaders*	School Development Days		
Set up school-wide systems to collect information about students' achievements in literacy and numeracy each semester.			→	*Executive, LST and Learning Team Leaders*	NP - School Admin Officer	Note 11-NP	
Clarify with staff how best to collect and coordinate the use of student performance information to inform and adjust school literacy and numeracy targets.	→			*Executive, LST , Mentors and Learning Team Leaders*	School Development Days		

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
All staff members implement, evaluate and monitor effective literacy and numeracy teaching programs and practices to meet the needs of a diversity of student learners.							
Establish a Learning Support Team to support students' literacy and numeracy achievements.	→			*Principal*			Reform 3 Reform 4 Reform 5
Review the system for referrals of students to the LST.	→			*Welfare Team, LST, STLAs*			
Consider ways to include learning support planning as an integral part of the whole school's timetable.	→			*All staff*	Global Funding - TPL		
Professional Development support for the National Syllabus implementation.		→		*Executive, Mentors and Learning Team Leaders*	Global Funding - TPL	Note 6- NP	
2LS Learning Teams to regularly meet and engage in professional discussion and peer mentoring		→		*Learning Team Leaders*		Note 6- NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
All staff members make decisions about adaptations to teaching programs and use a range of planning, teaching and assessment strategies for students with diverse learning needs.							
Ensure that students with special needs have access to appropriate support.	→				Learning Support Team		Reform 2 Reform 3

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
Develop personalised learning plans for students through the identification of areas of need in literacy and numeracy, ensuring that effective intervention programs in literacy and numeracy are in place for identified students.			→	*Welfare Team, LST and STLAs, All staff*	Learning Support Team	Note 4 - NP	Reform 4 Reform 5
Seek advice from regional staff e.g. learning support coordinators and state-based staff from Disability Programs Directorate, Aboriginal Education and Training Directorate, the AECG.			→	*Welfare Team, LST and SLSOs*			
Draw up a plan for the Learning Support Team to develop and implement a tracking system of services for students with diverse learning needs.			→	*LST and STLAs Technology Team*	NP - Casual Staff	Note 6 - NP	
Provide professional learning support and mentoring to meet the literacy and numeracy needs of students with diverse learning needs.			→	*LST, Mentors and Learning Team Leaders*	NP - Staffing supplement	Note 4 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
The school community places great value on the electronic and written communication. Bi-weekly newsletter, term calendars and a comprehensive school website that provide details of student and school-wide activities. Most (more than 75%) parents and carers are actively involved in the evaluation of programs.							
Ensure that school promotional materials reinforce the overall school goals and expectations.			→	*Principal*	NP - School Admin Officer	Note 11-NP	Reform 1 Reform 2 Reform 5 Reform 6
Develop a school welcome pack of parent information about how to participate in literacy and numeracy initiatives in the school.			→	*Principal and Community Liaison Officer*	NP – Community Liaison Officer	Note 3 - NP	
Present Appreciation Certificates for parents and carers who contribute to the school.			→	*Principal, Community Liaison Officer*	NP - Consumables	Note 8 - NP	
Appoint a Community Liaison Officer to assist and support parents in their interactions with the school			→	*Principal, Community Liaison Officer*	NP		
Publicise family-school partnership activities in the local media.			→	*Community Liaison Officer*	NP - Consumables	Note 8 - NP	

Strategies	2012	2013	2014	Responsibility	Resource /Funding Source	Funds
Keep content up to date on the school website and include photos and student work samples to motivate and engage the school community.			→	*Community Liaison Office, Technology Team*	NP - School Admin Officer, TSO	
Seek advice from the promotions unit about ways that the school can improve communication with the school community.	→			*Principal and Community Liaison Officer*	NP - School Admin Officer	Note 11-NP
Develop and publish guidelines for school-published documents.		→		*All staff*	NP - School Admin Officer	
Source and develop ways to communicate with the wider school community [eg: formal and informal, different sites inside and outside of the school and accessing different methods]			→	*All Staff and Community Liaison Officer*	NP - School Admin Officer	Note 11-NP

Strategies	**Timeframe**			**Responsibility**	**Resource /Funding Source**	**Funds**	**NP LSES Reform Areas**
	2012	**2013**	**2014**				
Quality literacy and numeracy strategies are implemented in all classes. Learning Leaders, in liaison with class teachers and parents, coordinate the ongoing planning, development, implementation and evaluation of programs.							
Develop staff commitment, with executive support to a whole school learning approach, accessing 2LS teams.			→	*Executive and Learning Team Leaders*	NP - Professional Learning	Note 9 - NP	Reform 2 Reform 3 Reform 4 Reform 5
Invite regional literacy team members to support the school and support staff to introduce new literacy programs/ strategies.	→			*All staff*			
Effectively engage all support staff in literacy and numeracy programs.			→	*LST and STLAs*	NP - SLSO staffing	Note 5 - NP	
Use examples of quality literacy and numeracy strategies to raise the awareness of staff. Access these examples for mentoring purposes.			→	*Executive, Mentors and Learning Team Leaders*	School Development Days		
Conduct professional learning sessions using collaborative learning strategies to discuss literacy and numeracy.			→	*Executive and Learning Team Leaders*	Staff Meetings		

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Literacy and numeracy teaching and learning strategies are explicit, balanced and integrated in all classes. All teaching programs adequately cater for the needs of a range of literacy learners.							
Identify the specific literacy strategies that need development to meet the diversity of student learners.	→————→			*Learning Team Leaders, Mentors, LST and STLAs*	NP - Staffing supplement	Note 4 - NP	Reform 3 Reform 4 Reform 5
Develop teacher understanding in the analysis and use of NAPLAN assessment information.	→————→			*Executive, Mentors, LST and Learning Team Leaders*	NP - Staffing supplement	Note 4 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Students' literacy and numeracy performance information includes a wide range of qualitative and quantitative information using both state-wide and school-based sources.							
Use NAPLAN data analysis to discuss student performance in literacy and numeracy with staff. Focus on percentages of students in bands, growth from Years 5 to 7, then 7 to 9 and trend information.	→————→			*Executive, LST and Learning Team Leaders*	School Development Days		Reform 2 Reform 3 Reform 4 Reform 5
Set up systems to analyse and monitor student performance information across all stage/year/faculty groups.	→————→			*Executive, Welfare team and Learning Team*			
Analyse NAPLAN data to inform the provision and development of professional learning activities.	→————→			*Professional Learning Team*			
LST and Welfare Team to identify aspects of literacy and/or numeracy underperformance for particular student groups or for individuals.	→————→			*Learning Teams, Welfare Team, LST and STLAs*			

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Staff to use a variety of tracking and monitoring mechanisms to collect and analyse students' literacy and numeracy performance at different times throughout the school year. ILPs to be adjusted accordingly. All staff are able to use the DEC's SMART package to analyse students' literacy and numeracy performance information.							
Provide staff professional learning sessions to implement the National Syllabus documents			⟶	*Executive, Mentors, Learning Team Leaders, TPL*	Global Funding - TPL		Reform 3 Reform 4 Reform 5
Identify opportunities for assessment and collection of student performance information through observation and collection of student work within the context of everyday teaching and learning.			⟶	*Executive and Mentors*	NP - Consumables	Note 8 - NP	
Build staff capacity to design appropriate year/stage/faculty teaching and learning activities that include rich assessment tasks.			⟶	*Executive and Learning Team Leaders*			
Identify and prioritise staff professional learning needs in teaching and learning of literacy and numeracy.			⟶	*Professional Learning Team and Mentors*			
Establish and publish a timeline to collect student performance information throughout the year and across years/stages.		⟶		*Learning Team Leaders*	NP - Consumables	Note 8 - NP	
Make copies of the students' responses to practice NAPLAN writing tasks and use these to examine student performance in reference to the NAPLAN marking guide.			⟶	*Learning Team Leaders, Mentors and LST*	NP - Literacy and Numeracy Resources	Note 1 - NP	
Advise and assist staff members to develop guidelines and systems that comply with the Board of Studies, systemic and/or school based policies.			⟶	*Executive and Learning Team Leaders*	NP - Staffing supplement	Note 10-NP	
Develop case studies relating to individuals or groups of students using NAPLAN information and use with staff. Give a focus to this information in mentoring process.			⟶	*Learning Team Leaders, Welfare Team, LST, Mentors and STLAs*	NP - Casual Staff	Note 6 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Staff engage in formal and informal discussions about the new National Syllabus and its implementation, including discussions about successes and areas for development. All staff actively participate in PL discussions to lead to positive changes in the implementation of the National Syllabus.							
Organise 2LS professional learning sessions separate from staff meetings.			→	*Learning Team Leaders and TPL*	NP - Professional Learning	Note 1 - NP	Reform 2 Reform 4 Reform 5
Work with Ngumba-Dal Learning Community partners to promote wider discussion of literacy and numeracy programs and practices and the implementation of the National Syllabus.			→	*Executive and Learning Team Leaders*	NP - Casual Staff and Travel	Note 12-NP	
Mentor staff members, examining specific aspects of programs and practices as required by the National Syllabus.		→		*Executive, Mentors and Learning Team Leaders*		Note 10-NP	
Share school successes and stories related to the implementation of the new syllabus in a variety of forums such as P&C meetings, on the school website, and in staff meetings.			→	*Executive and Community Liaison Officer*	NP - Consumables	Note 8 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Mentoring Program							
Provide mentoring support to increase professional dialogue amongst experienced teachers with reference to differentiating the curriculum for JOLT class		→		*Mentor coordinator*	NP - Staffing supplement	Note 4 - NP	Reform 2 Reform 4
Provide mentoring support for new scheme teachers			→	*Executive, Mentor team*	NP - Staffing supplement	Note 4 - NP	
Provide mentoring for students on Independent learning Plans			→	*Executive, LST, Distance Ed Coordinator*	NP - Staffing supplement	Note 8 - NP	
Provide mentoring support for new permanent staff members – DP, HT			→	*Executive, Mentor co-*	NP - Staffing supplement	Note	

Strategies				Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
TAS				*ordinator*		4 - NP	
Provide mentor support for increased professional learning of staff		⟶		*Executive and Mentors*	NP - Staffing supplement	Note 4 - NP	
Oversee mentoring within the school. Liaise with Executive and mentors to evaluate and improve Mentor Program		⟶		*Executive and Mentor Co-ordinator*	NP - Staffing supplement	Note 4 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Mathematics – Whole School Programs and National Syllabus Implementation							
Programming for National Curriculum for 2014 implementation of Stage 5 syllabus, 2013 preparatory year.	⟶			*Mathematics*	Mathematics budget	$7,000	
Purchase student texts and teacher resources		⟶		*Mathematics*	Mathematics budget	$8,500	
Increase participation in external examinations		⟶		*Mathematics*	Mathematics budget	$160	
Implementing new Stage 6 Mathematics Syllabus　　Prelim　　HSC		⟶ ⟶		*Mathematics*	Mathematics budget 2013 2014	$2,000 $2,500	
Establishing and maintaining a Numeracy Library. Developing numeracy packs available to students to borrow.		⟶		*Mathematics*	PSP Literacy and Numeracy	PSP $7,500	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
HSIE – Whole School Programs and National Syllabus Implementation							
Up-skilling HSIE staff through the purchase of teacher resources in preparation for the introduction of the National Syllabus implementation		⟶		*HSIE*	HSIE budget	$2,000	
Purchase student texts and teacher resources		⟶		*HSIE*	HSIE budget	$1,500	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
Literacy and Numeracy focus for JOLT class. Purchasing new teacher resources.		⟶		*HSIE*	PSP – Literacy and Numeracy	PSP $1,500	
Mentoring Distance Ed students		⟶		*Distance Ed Co-ordinator*	NP - Staffing supplement	Note 4 - NP	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
School Culture							

• Promotion of the three Bs
  o Be your best
  o Be responsible
  o Be respectful
	⟶			*All Staff*	Lions Club sponsorship	$2500	

Re-introduction of reward trips
  o Surf Trip
  o Ski Trip
	⟶			*PDHPE*
				Welfare team			

Motivational Media Presentations		⟶		*Deputy Principal Welfare team*		$600	
Adherence of the uniform policy • Student and parent compliance with the school's uniform policy • Sales of uniform items from the school's uniform shop	⟶						
Promote student volunteerism/service • Service options included in KLA programming • Feedback from community • Improved standing of the school with the community • ROSA entries • Community response to increased involvement in a range of community-based activities KLA programming (whole-school focus)	⟶			*Principal* *Head Teachers* *All teaching staff*			

| Schools Spectacular participation – retention/engagement | | →| | Interested staff | | $660 | |

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Science Strategies – Forward Planning							
Identify & catalogue resources: text, digital, on-line and community for inclusion in new programs All science staff to have digital resources on External Hard Drive	→			All Science staff	Time	$800	
Review programs for National curriculum Describe teacher expertise/professional development required List transferrable skills	→	→		All Science staff	Professional Development	$1200	
Biannual demonstrations/ visiting presentations Annual involvement in Science/ Engineering challenge	→	→		All Science staff	Science	$100	
Student involvement in Science Week Identify & promote G&T involvement in extra-curricular events		→		All science staff		$250	
Develop/resource Senior Science Study(old Lab 4) White board and blinds for Lab 2 and Lab 4	→			All Science staff GA and Blind audit.	Science		
Establish use of T P Markbook for all senior courses	→			HT Science	Professional Development		

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Whole school Programs							
SRC Activities • Remembrance services x 3 • Wreaths • Legacy Day • Regional SRC conferences		→		SRC Coordinator		$600	

Strategies				Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
• Outside fundraisers who visit the school							
Attendance initiative • Maintain the use of SMS • Maintain the role of the Attendance Liaison Officer (ALO) • Explore alternative successful processes used in other schools		→→		ALO	Time	$2,300 $700 TPL	NP
Presentation Evening • Refine and fine tune the database for awards and certificates • Organise the program in Ngumba-Dal LC style		→→		Coordinator CLO	Community sponsorship	$1500	
Record onto CD transcripts of veteran interviews		→		History Staff	ANZAC Community Youth Grant	$900	
Encourage students to enter various writing and National competitions	→→			All staff	As required	$300	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
PDHPE Faculty							
Continue operating Children's Playgroup as an element of the Child Studies course Child Studies student involvement in Good Start's Small Step Program – ongoing work placement for 1-2 students / term working in early childhood centres		→→		PDHPE staff HT / DP Careers	National Partnerships Volunteering funds Grant for initiative from 'Good Start'	$700	Global
Expand PASS, Sport and PE curriculum to include annual surf excursion as an innovative learning opportunity		→→		PDHPE staff			
Maintain a vital role in the Riverina PDHPE teachers' network and PL opportunities		→→		PDHPE staff	TPL	$330	
Premier's Sporting Challenge (PSC) – Sport leadership program for Ngumba-Dal Learning Community – to develop stronger connections PASS student involvement in partner school sporting events, including weekly coaching and sport		→→		PDHPE staff	PSC Grant		

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Careers							
Step Out Project			→	Step Out Coordinator Careers Adviser	School to Works funds Careers	$500	
Mock Interviews			→	Careers Adviser Work Ed teachers	Careers	$200	
AgVision – Careers Expo 2014			→	AgVision Team and whole-school activity	National partnerships School to Work Grants / Sponsorship	$8000	
JOLT – pre-traineeship (numeracy) and literacy-based career texts			→	JOLT Team	School to work	$300	
First Aid Course for students and staff			→	First Aid trainers	National Partnerships Casual relief	$330	
Step Out Project – Working on school culture			→	Careers Adviser Step Out Coordinator	School to Work / Careers	$500	
Mock Interview Program (Year 10) – Literacy/Numeracy			→	Careers Adviser Work Ed Teacher	Careers Budget	$200	
AgVision Careers Expo	→		→	AgVision Team	School to Work Funds External Sponsorship	$45000	
JOLT – Pre-traineeship Maths Literacy Books (1 / student)		→		JOLT Team	School to Work	$300	
First Aid courses for students and staff			→	First Aid trainers	NP – Casual relief TPL - Relief	$330	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				

Creative and Performing Arts							
Schools Spectacular participation			→	CAPA and other interested staff	National Partnerships	$660	
School production – working with Ngumba-Dal Learning Community		→		Music and choir staff CAPA Other interested staff	Global funds Sponsorship Gifts	$5500	
K-12 Art Exhibition (Education Week) Ngumba-Dal Learning Community partnership program		→			Global funds Sponsorship Gifts	$1500	
Ngumba-Dal Choir – Establish and provide opportunities for performance		→		CAPA Ngumba-Dal LC	Ngumba-Dal shared funds Staffing supplementation	$500	

Strategies	Timeframe			Responsibility	Resource /Funding Source	Funds	NP LSES Reform Areas
	2012	2013	2014				
Information Technology							
Room C1 – Whiteboard laser projector		→		Technology Team	Technology Computer Coordinator	$1500	
Storage device – upgrade to a secure automatic system			→	Technology Team	Technology Computer Coordinator	$1000	
IT – School technician (replacing the role of TSO from 2014			→	Technology Team	Principal / Executive P&C Ngumba-Dal LC	$40000	
Mice – 10 x $20 each		→		Technology Team	Technology Computer Coordinator	$200	
IT Professional learning			→	Technology Team TPL Committee	TPL	$3500	

Printers (3)		→		Technology Team	Technology Computer Coordinator	$1500
iPad devices / Windows 8 tablets (18 x $300)		→		Technology Team	National Partnerships	$5400
TSO computer upgrade		→		Technology Team	Technology Computer Coordinator	$383
Maintenance			→	Technology Team	Technology Computer Coordinator	$2000
Basic PC x 10		→		Technology Team	Technology Computer Coordinator	$5100