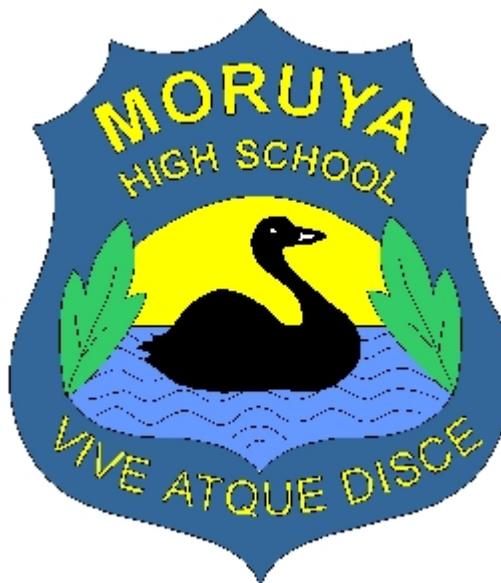


Moruya High School

MANAGEMENT PLAN 2009-2011



“Live and Learn”

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1. School Context

Moruya High School has the proud distinction of being the first high school to be established in the Eurobodalla. In addition to its historical significance Moruya High School enjoys a tradition of outstanding academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive and diverse curriculum. We recognise and support individualised and flexible pathways for relevant students as they seek to gain appropriate credentials in the school and vocational training contexts. We establish high expectations for our students and offer them the opportunity, encouragement and support required to fulfil their individual potential. Teachers plan, program and deliver curriculum within a quality teaching framework.

Welfare and discipline are priority focus areas in our school. Policy and procedures are clearly communicated to students and parents. We believe that all students are entitled to a safe and harmonious environment where they are treated with respect and where they in turn respect the rights of others. We emphasise rights AND responsibilities along with the necessity for students to accept and deal with the consequences of their actions. We believe that students should wear the specified school uniform consistently and with pride.

The school values its excellent reputation for the quality and diversity of its programs. We are an inclusive, comprehensive and coeducational public high school of some 700 students and 70 members of staff. The school has a significant enrolment of Aboriginal students, a special education support unit for students with disabilities and behavioural difficulties, a tutorial centre and numerous initiatives specifically designed to cater for targeted students. These initiatives include a Peer Tutoring program, the Media Group, Environmental Education committee, Successful Seniors program, a strong and active Student Representative Council, a Prefect System and comprehensive transition programs catering for students at key stages of their education experience. We provide and promote academic acceleration for gifted and talented students. Student leadership, extra-curricular activities in the sports and performing arts, and adolescent health programs that build resilience and resourcefulness, all combine to enrich the experience of students in our school. There is a high priority on the quality of our information technology and computer systems and all students benefit from access to a dedicated Learning Centre and Library facilities.

In the years 2005 to 2008 the school was included in the Priority Schools Program and in 2010 we joined the National Partnership on Low Socio Economic School Communities. These programs recognise, acknowledge and support school communities where there exists significant socio-economic disadvantage. The programs also affirm that students are entitled to equity and excellence when it comes to the provision of quality education. Our community supports the school in this endeavour. We have a dedicated and active Parents and Citizens' Association where everyone is made welcome and where your voice and participation are valued. The school is responsive to the needs of the community and we encourage community expertise in our efforts to maximise opportunities for students. Many of our resources have been provided through community initiatives and generosity. Such support is valued and appreciated.

Our emphasis on basic values, courtesy, co-operation and respect make Moruya High School a pleasant and stimulating environment.

Our school motto challenges students to learn. It states that while we live we must learn and we must learn in order to live productive and meaningful lives. We trust that this is the ultimate outcome for our students and we trust that they take full advantage of the many opportunities available to them at Moruya High School – first in the Eurobodalla.

2. School Purpose and Agreed Priorities

2.1 Aims of the School

At Moruya High School we aim to:

- Provide a safe, stimulating and enjoyable learning environment for all students.
- Assist students in their individual growth towards the realization of their full potential.
- Develop the whole range of academic, vocational, cultural, interpersonal and athletic talents of each student.
- Promote excellence and achievement as positive outcomes available to all students.
- Develop student awareness of their academic, personal, career and vocational potential.
- Encourage parents and caregivers to participate in genuine partnership with the school for the benefit of students.
- Develop community pride and participation in the life of the school for the benefit of students.
- Provide a safe, harmonious and rewarding environment for all staff, students and visitors.
- Utilize technology for enhanced learning, communication and efficient administration.
- Promote a positive value system based on mutual respect, care and concern for the welfare of all.

2.2 Agreed Learning Outcomes

The priority learning areas listed below were identified and agreed upon by the Moruya High School community and resulted from broad consultation. We hold these priorities to be of fundamental importance in meeting the needs of our students and in complementing the mandatory academic curriculum set by the Board of Studies and The NSW Department of Education and Training.

INTERPERSONAL SKILLS such as	
Self Discipline	Getting along with others
Coping with change	Flexibility in dealing with others
Dealing with social problems after school	Generosity, kindness and forgiveness
Respect for others	Leadership and follower skills
Co-operative learning	Conflict resolution
Tolerance	Manners

PROBLEM SOLVING and RESEARCH such as

Accessing and assessing information
Investigative skills
Preparing for the future, coping with change
Study skills

Creative use of time and time management

Developing curiosity and interest
Learning to learn
Information seeking skills - questioning skills
Creative thinking

LITERACY and NUMERACY such as

Literacy and Numeracy across the curriculum including applications for everyday life

COMMUNICATION SKILLS such as

Expressing oneself clearly and effectively
Listening effectively
Developing language

Capacity for speaking out in an appropriate manner
Communicating in group activities
(sport, debates and class work)

AWARENESS OF SELF and PERSONAL RESPONSIBILITY such as

Coping with personal stress
Coping with personal change
To enjoy life
Goal setting
Self discipline
Self perception

To be happy with oneself
Responsibility for own actions
Self confidence
Self esteem
Work ethic
Sex education

We also believe it is important that students should

VALUE and ENJOY LEARNING

And

DEVELOP A GLOBAL VIEW

Seeing the whole picture through an understanding and awareness of

Environment and other world issues
The world around us

Culture and languages
The arts

Citizenship

3. NSW Department of Education and Training – Office of Schools Plan Priority Areas 2009-2011

The Department’s Office of Schools Plan 2010-2012 specifies six priority areas. These are:

1. Literacy
2. Numeracy
3. Student Engagement and Retention
4. Aboriginal Education and Training
5. Teacher Quality
6. Connected Learning

In the context of these priority areas the following outcomes are directly relevant to the school strategic directions and key focus areas.

They are:

- Better literacy and numeracy outcomes for all students
- Increased retention rates and completion of Year 12 or its vocational equivalent
- More flexible, individualised and engaging pathways for students
- More comprehensive and successful transition programs at key stages
- More comprehensive and strategic data on student engagement levels
- Closing the achievement gap and increasing outcome standards for Aboriginal students
- Elevated levels of participation and satisfaction for Aboriginal parents and community members
- High quality teaching and professional standards
- Higher quality learning environments
- Strengthened teacher capacity to improve student learning outcomes
- Enhanced school leadership capacity for whole school improvement
- Improved technology-based learning and infrastructure
- Innovative use of interactive technologies for teaching, learning and teacher professional learning
- Broader curriculum options for students through information and communication technologies and communities of schools.

4. Moruya High School Strategic Directions and Key Focus Areas 2009-2011

The school strategic directions and key focus areas are inclusive of the priority objectives and outcomes listed above. At the same time they reflect the particular context, organization and methodology of Moruya High School in the process of planning for continuous improvement. This process includes annual evaluation, reporting and target setting or revision. Analysis of outcome data is critical to the success of this process. Individual staff, school executives and relevant school committees are expected to participate and contribute to these processes.

The strategic directions for 2009-2011 and beyond are stated within the key focus areas that form the basic structure of this plan. These focus areas are general in scope and are not mutually exclusive. However, the strategies and targets are intended to be very specific and where they are relevant to more than one focus area they are restated in the relevant areas. When this occurs, the resource allocation is not restated unless it equates to additional resources from a different resource base. The key focus areas will be in the same form and structure as the **DET Office of Schools Plan and the Illawarra and South East Region Plan**. This provides for consistency and continuity of purpose within an agreed context.

They are as follows:

1. Literacy
2. Numeracy
3. Student Engagement and Retention
4. Aboriginal Education and Training
5. Teacher Quality
6. Connected Learning

These key focus areas establish the context of our overall school plan 2009 to 2011.

Within this framework and context we have included specific and explicit reference to the priority reform areas of the **National Partnership on low SES School Communities**. Moruya High School will be included in this partnership for the years 2009 to 2011 inclusive. This program has six fundamental areas of reform:

1. Incentives to attract high-performing principals and teachers
2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals
3. School operational arrangements that encourage innovation and flexibility
4. Providing innovative and tailored learning opportunities
5. Strengthened school accountability
6. External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements).

There are two mandatory elements underpinning the six reform areas and these are:

1. Actions to improve the availability of high quality teaching
2. Professional development for school executives and teachers to help them use and analyse data to cater to student needs.

Progress and success will be measured against the obvious. Schools are required to:

- ensure high expectations of significant and sustainable improvements in student learning outcomes for disadvantaged and Aboriginal students,
- implement classroom strategies that have the greatest effect on student learning,
- build sustainability through strategies that will continue to impact on student outcomes beyond the funding period,
- increase partnerships between schools, with parents, local communities and organizations,
- provide ongoing opportunities for sustained professional learning through mentoring, courses and professional dialogue,
- strengthen accountability, and
- maximize the use of the school’s total resource and, where appropriate, the total resource available across a community of schools.

Over the next three years we will monitor the implementation of the plan, evaluate strategies, assess outcomes and refine our priorities as required.

We will keep you informed of our progress and we will seek your participation and assistance throughout the process.

This plan has been endorsed by John Walsh (School Principal) and David Ashford (School Education Director). This plan is to be revised and updated annually.			
Principal	John Walsh	SED	David Ashford
Signed		Signed	
Date		Date	

Priority Area 1 – Literacy

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
<ul style="list-style-type: none"> Prepare Individual Education Plans for students with learning support needs. Provide support to all teachers in the implementation of IEPs. 	Increased levels of literacy achievement for all students in line with national, state, regional and school specific targets.		HT Learning Support		X	X	X
Provide support to all teachers in the development of literacy teaching strategies.	Students demonstrate literacy growth and development in all curriculum areas.		School Literacy Coordinator, HT Learning Support			X	X
Review individual literacy plans for identified students and all Aboriginal students.	Improved performance by Aboriginal students in all literacy measures.		HT Learning Support, AEA			X	X
Improve DEAR program through better provision of resources.	Increased levels of literacy achievement for all students in line with national, state, regional and school specific targets.		HT English			X	
Employ Head Teacher Learning Support. (NP initiative)	More cohesive whole school coordination of student learning support needs.	2,3	HT Learning Support	\$91,252 (NP Ref A)			X
<ul style="list-style-type: none"> Employ additional Support Teacher Learning (0.5). Employ additional teachers' aides (2.0). (NP initiative)	Students demonstrate Literacy growth and development in all curriculum areas.	3	HT Learning Support	(See NP Ref A)			X

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
<ul style="list-style-type: none"> Provide NAPLAN workshops to assist all teachers in understanding the content of the NAPLAN Literacy and Numeracy tests. Provide SMART 2 workshops to assist teachers in using SMART data in their teaching. <p>(NP initiative)</p>	Improved student performance levels in NAPLAN, School Certificate and Higher School Certificate.	5	DP National Partnerships, School Literacy Coordinator, HT Learning Support	(See NP Ref A)		X	X
<ul style="list-style-type: none"> Conduct Peer Tutoring program for students with low reading ages. Provide MultiLit tutoring to students with exceptionally low reading ages. <p>(NP initiative)</p>	Assessment data provided by teachers and STL.	3	HT Learning Support	(See NP Ref A)	X	X	X
<p>Appoint whole school Literacy Coordinator to:</p> <ul style="list-style-type: none"> Revise and develop all junior teaching programs to incorporate specific literacy teaching strategies. Revise and develop NAPLAN style assessment items across all KLAs for years 7, 8 and 9. <p>(NP initiative)</p>	<ul style="list-style-type: none"> Students and teachers are able to articulate a concept of literacy. Students demonstrate literacy growth and development in all curriculum areas. 	3	School Literacy Coordinator	\$83,973 (NP Ref B)		X	X
<p>Create remedial Literacy and Numeracy classes in years 7 and 8.</p> <p>(NP initiative)</p>	Increased levels of Literacy and Numeracy achievement for all students in line with national, state, regional and school specific targets.	3, 4	HT Learning Support	(See NP Ref B)		X	X

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
<ul style="list-style-type: none"> • Create Literacy in Science lessons for top two classes in year 7. • Revise and develop Science assessment items in years 7, 8 and 9 to incorporate Literacy and Numeracy tasks. <p style="text-align: center;">(NP initiative)</p>	<ul style="list-style-type: none"> • Students and teachers are able to articulate a concept of Literacy. • Students demonstrate Literacy growth and development in all curriculum areas. 	3, 4	HT Science, School Literacy Coordinator, HT Learning Support	\$15,841 (NP Ref C)			X

Priority Area 2 – Numeracy

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
Review and strengthen acceleration programs in Mathematics.	Students are able to articulate a concept of Numeracy.		HT Mathematics		X	X	X
Introduce Numeracy components into Peer Tutoring	Students are able to articulate a concept of Numeracy.		HT Learning Support			X	X
Revise individual numeracy plans for identified students and all Aboriginal students	Improved performance by Aboriginal students in all Numeracy measures.		HT Learning Support, AEA		X	X	X
<ul style="list-style-type: none"> Revision and development of junior Mathematics program to improve student achievement and engagement. Development of teaching resources designed to improve student achievement and engagement. 	Evidence of modifications to teaching programs and development of resources.		HT Mathematics				X
<ul style="list-style-type: none"> Provide NAPLAN workshops to assist all teachers in understanding the content of the NAPLAN Literacy and Numeracy tests. Provide SMART 2 workshops to assist teachers in using SMART data in their teaching. (NP initiative) 	Improved student performance levels in NAPLAN, School Certificate and Higher School Certificate.	5	DP National Partnerships, HT Mathematics, HT Learning Support	(See NP Ref A)		X	X

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
<ul style="list-style-type: none"> Teachers visit Broulee and Moruya PS each week to teach talented Mathematics students. Provide TPL for stage 3 Mathematics teachers at Broulee and Moruya PS. (NP initiative) 	<ul style="list-style-type: none"> Improved performance in Year 7 NAPLAN Numeracy test. Increased retention of top students in public education. 	3,4	HT Mathematics	\$15,276 (NP Ref D)			
<ul style="list-style-type: none"> Additional upper Year 8 Mathematics teacher. (NP initiative) 	Increased levels of literacy achievement for all students in line with national, state, regional and school specific targets.	3, 4	HT Mathematics	(See NP Ref D)			
<ul style="list-style-type: none"> Remedial Literacy and Numeracy classes in Years 7 and 8. (NP initiative) 	Increased levels of Literacy and Numeracy achievement for all students in line with national, state, regional and school specific targets.	3, 4	HT Learning Support	(See NP Ref B)			

Priority Area 3 – Student Engagement and Retention

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
Develop agreed regional strategies for transition programs, the collection of student exit data and the tracking of student destinations and vocational outcomes	School attendance rates match or exceed state and regional rates.		HT Student Engagement and Retention		X	X	X
Promote and support environmental education and student leadership as essential aspects of improving the quality of school life	The school's Charter of Learning and Expectations incorporates a strong focus on and value of student engagement and retention.		HT Welfare	\$5,000 (Global) Welfare	X	X	X
<ul style="list-style-type: none"> • Implement survey for students and parents who choose Moruya HS as their destination of choice. • Conduct focus group interviews with parents and community members to get feedback on their perceptions of the school. 	Completion of surveys and evaluation of feedback.		Principal, DP National Partnerships			X	X
Develop processes for the systematic collection and interpretation of relevant data, trends and outcomes.	The environmental education plan has a focus on quality learning and recreational facilities within the school environment as driven by available data.		DP National Partnerships, HT Student Engagement and Retention		X	X	X
Develop guidelines to assist teachers through the development and use of IEPs to meet the needs of students with special needs in their classrooms.	Greater teacher awareness of individual learning needs and improved outcomes for students.		HT Learning Support		X	X	X

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
Develop partnerships with other providers and agencies and schools to cater for more diverse student needs.	<ul style="list-style-type: none"> Intervention strategies and counselling exists for students at risk of leaving without appropriate reason. School data demonstrates elevated levels of student engagement. 		HT Welfare, HT Student Engagement and Retention	\$3000 (Global TPL) School Planning	X	X	X
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.	Parent and student input and involvement in all relevant areas of the school are actively sought and valued.		Principal		X	X	X
Offer “parent education” classes 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 would increase and improve home-school communication and could include: <ul style="list-style-type: none"> 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 	Greater parent participation in the education process and improved support for students experiencing difficulties.		HT Welfare, HT Learning Support			X	X

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
<ul style="list-style-type: none"> Provision of alternative pathways for disengaged students through tailored plans and the “Partners In Education” program. Develop partnerships with other community agencies to provide training, employment and support for students. 	Increased retention and engagement of students.		HT Student Engagement and Retention			X	X
Implement “Successful Seniors” program, including senior orientation, study skills, mentoring, Wednesday school, attendance monitoring and support. (NP Initiative)	Students in stage 5 and stage 6 achieve satisfaction in their curriculum patterns.	3	DP, DP National Partnerships	\$45,545 (NP Ref E)	X	X	X
Employ a Head Teacher Student Engagement and Retention to coordinate students undertaking flexible pathways and external courses. (NP Initiative)	Increased retention and engagement of students.	3, 4, 6	HT Student Engagement and Retention	\$15,276 (NP Ref F)		X	X
Evaluate transitions between stages 3 and 4. (NP Initiative)	Students have a concept of personal learning plans and preferred futures.	3	HT Welfare	\$30,943 (NP Ref G)		X	X
Implement Science Quality Classrooms Project involving: <ul style="list-style-type: none"> working in small groups team teaching before and/or after school programs for targeted students. (NP Initiative)	<ul style="list-style-type: none"> Improved student outcomes in Science classes. Adoption of collegial approach to the teaching in the junior school. 	3, 4	HT Science			X	

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
Implement “MAX Day” program to provide increased curriculum options through TVET, extension courses and alternative pathways. (NP Initiative)	<ul style="list-style-type: none"> Adoption of flexible school organisation practices to enhance student engagement. Students in Stage 5 and Stage 6 achieve satisfaction in their curriculum patterns. 	3,4	DP National Partnerships, HT Student Engagement and Retention				X
Implement attendance strategies to minimise roll inaccuracies and partial truancy, including: <ul style="list-style-type: none"> use of Web Attend for roll marking re-introduction of SMS to inform carers of student absences 90% Attendance notification. (NP Initiative)	Student engagement is enhanced and reflected in increased attendance rates.	3, 5	DP, DP National Partnerships			X	X
<ul style="list-style-type: none"> Develop partnerships with community agencies, including Working With Youth Network, to provide welfare support for students. Develop and maintain area of the school website to provide support for parents and students dealing with mental health issues. Implement recommendations of Mind Matters survey. (NP Initiative)	Greater parent participation in the education process and improved support for students experiencing difficulties.	6	HT Welfare			X	X
Re-establish learning centre for timetabled senior student support. (NP Initiative)	Increased support for senior students.	3, 4	DP National Partnerships	(See NP Ref E)			X

Strategies	Indicators	Reform Area	Responsibility	Budget Reference 2011	2009	2010	2011
Create extension and remedial Science classes in Year 9 (8 periods). (NP Initiative)	Improved student outcomes in Science classes.	3, 4	HT Science	(See NP Ref C)			X

Priority Area 4 – Aboriginal Education

Strategies	Indicators	RA	Responsibility	Budget Ref 2011	2009	2010	2011
Revise Personal Learning Plans and profiles for all Aboriginal students.	Improved performance by Aboriginal students in all Literacy and Numeracy measures.		HT Learning Support, DP, HT Welfare, AEA		X	X	X
Provide professional learning in Aboriginal education – best practice.	Cultural awareness is evident in classroom practice and whole school culture.		Principal, DP		X	X	X
<ul style="list-style-type: none"> Build capacity of Aboriginal parents and community as partners in the education process. Strengthen and expand opportunities for Aboriginal parent and community participation in school life. 	Levels of parent participation and contact with relevant programs and initiatives.		Principal, DP, HT Welfare, AEA	\$2,000 (Global TPL) Welfare	X	X	X
Build relationships with the local AECGs and the local Aboriginal community to: <ul style="list-style-type: none"> strengthen partnerships through genuine decision making between the school executive and the local Aboriginal community. to report on progress towards Aboriginal student achievement collaborate on possible strategies and initiatives. 	Improved NAPLAN results, School and Higher School Certificate results, school based assessment, STL assessment data.		Principal, DP, HT Welfare, AEA		X	X	X
Partner with government agencies and other service providers to assist Aboriginal families in supporting their children in education. Consider using the school site to deliver some services.	<ul style="list-style-type: none"> Programs that are culturally inclusive and meet the needs of Aboriginal children and their families. Attendance rates in line with whole school population. 		HT Welfare, AEA		X	X	X

Strategies	Indicators	RA	Responsibility	Budget Ref 2011	2009	2010	2011
Implementing a Parents and Carers Engagement (PaCE) program.	Improved NAPLAN results, School and Higher School Certificate results, school based assessment, STL assessment data.		DP, AEA, HT Welfare	\$7,000 (Global) Aboriginal Education		X	X
Implement SPEAR Program.	Improved NAPLAN results, School and Higher School Certificate results, school based assessment, STL assessment data.		DP, AEA, HT Welfare			X	X
Employ an Aboriginal Learning Support Officer in partnership with Moruya PS. (NP initiative)	Improved learning outcomes for all Aboriginal students.	3,4	Principal, AEA	\$14,362 (NP Ref H)			X
Train Aboriginal students as peer tutors. (NP initiative)	Teaching programs and initiatives reflect key review recommendations.	3,4	HT Learning Support	(See NP Ref A)	X	X	X
Encourage more flexible pathways for Aboriginal students in Stages 5 and 6. (NP initiative)	The EBLC promotes awareness, programs and achievement for Aboriginal students and communities.	3, 4	HT Student Engagement and Retention	(See NP Ref F)	X	X	X

Priority Area 5 – Teacher Quality

Strategies	Indicators	RA	Responsibility	Budget Ref 2011	2009	2010	2011
Promote and develop QT principles across KLAs.	The NSW Quality Teaching Framework is used explicitly in lesson programs, curriculum delivery and professional learning contexts.		Principal, DP National Partnerships	\$5,000 (Global TPL) Quality Teaching	X	X	X
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.	QT principles evident in teaching and learning programs, in teaching applications and in student learning outcomes.		Principal, HT Science			X	
Build capacity in the use of SMART data to inform and improve teaching and learning.	Curriculum differentiation initiatives lead to sustainable enhancements in teacher capacity to provide for individual student learning needs.		DP National Partnerships, HT Learning Support		X	X	X
Build school leadership capacity for school improvement, strategic planning and elevated teaching expertise.	Participation rates of local primary and high schools in SEG professional learning initiatives.		Principal	\$7,000 (Quality Teaching Grant)	X		
Mentor new teachers delivering Stage 6 Science courses. (NP initiative)	Improved teacher capacity for delivering senior courses.	5	HT Science	(See NP Ref C)			X
Build capacity of teachers to use interactive ICT for student learning and engagement. (NP initiative)	Levels of participation by staff in opportunities provided for QT development and focus and elevated knowledge of staff relating to the learning theory frameworks.	5	DP National Partnerships	\$34,171 (NP Ref I)		X	X

Strategies	Indicators	RA	Responsibility	Budget Ref 2011	2009	2010	2011
Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge, including the delivery of NSWIT accredited school-based TPL provided by the Professional Learning and Leadership Directorate. (NP initiative)	Teacher professional learning is linked to NSW Institute of Teachers standards and accreditation and is focused on improving learning outcomes for students.	4,5	DP National Partnerships	(See NP Ref E)		X	X
Assist teachers and head teachers with the development of staff Professional Learning Plans. (NP initiative)	Teacher professional learning is linked to NSW Institute of Teachers standards and accreditation and is focused on improving learning outcomes for students.	5	DP National Partnerships	(See NP Ref E)		X	X

Priority Area 6 – Connected Learning

Strategies	Indicators		Responsibility	Budget Ref 2011	2009	2010	2011
Promote and facilitate ICT professional learning including leadership capacity in school executive staff to promote and facilitate ICT initiatives and strategic teaching and learning applications.	Levels of participation by staff in opportunities provided for ICT development and focus and elevated knowledge of staff in the relationship between ICT and enhanced student engagement and learning theory frameworks.		Principal, DP National Partnerships		X	X	X
Revise and evaluate programs to incorporate the use of DER laptops in class.	Curriculum delivery includes the use of ICT to enhance engagement.		HT Computing Studies		X	X	X
Implement SENTRAL and related programs for enhanced administration, management and communication.	Improved monitoring of student attendance, welfare and performance.		DP, DP National Partnerships		X	X	X
Investigate ICT opportunities for enhanced school/parent/student and community communication.	Greater parent participation in the education process and improved support for students experiencing difficulties.		Principal		X	X	X
Develop ICT curriculum maps in teaching programs and enhance access to ICT equipment and resources for staff and students.	<ul style="list-style-type: none"> Increased usage rates of ICT equipment and facilities. Numbers of staff participating in ICT related professional learning. 		School Executive, HT Computing Studies		X	X	X
Increase teacher IWB competence and IWB usage in class through training and provision of resources. (NP initiative)	<ul style="list-style-type: none"> Curriculum delivery includes the use of ICT to enhance engagement. ICT evident in teaching and learning programs, in teaching applications and in improved student learning outcomes. 	4	DP National Partnerships	(See NP Ref I)			

Strategies	Indicators		Responsibility	Budget Ref 2011	2009	2010	2011
<ul style="list-style-type: none"> • Install Moodle server and develop Moodle courses to assist in curriculum delivery. • Provide staff Moodle training. • Investigate and develop shared curriculum options and develop connected learning networks between partner or SEG schools. <p style="text-align: center;">(NP initiative)</p>	<ul style="list-style-type: none"> • External or remote access by Stage 6 students to school curriculum. • Development of curriculum sharing with other schools. 	3, 4	Principal, DP National Partnerships	(See NP Ref I)		X	X

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Priority Area 1 – Literacy

Intended Outcomes

- Increased levels of literacy achievement for all students in line with national, state, regional and school specific targets.
- Diminished gap in literacy achievement between Aboriginal students and all students.
- Consistent and cohesive whole school approach to literacy improvement.
- Elevated levels of parental understanding of and support for student literacy growth.
- Students, teachers and parents value reading as essential to learning, personal development, satisfaction and growth.
- Students, teachers and parents value the significance of language and linguistic conventions as essential to effective conceptual development and communication.
- Students and teachers are able to articulate a concept of literacy.
- Students demonstrate literacy growth and development in all curriculum areas.

Targets

- 95% of students in Years 7, 8 and 9 to achieve a net gain in reading age between terms one and three as measured by the ACER Cloze test.
- Students with reading ages 2 years below their chronological age to increase reading age by 12 months between terms one and three as measured by the ACER Cloze test.
- 60% of Year 9 students to improve their performance in the NAPLAN Reading and Grammar and Punctuation test aspects by greater than or equal to the expected growth (2013).
- The percentage of students in the top two bands for School Certificate English to equal or exceed the state average.
- The percentage of students in the top two bands for Higher School Certificate Standard English and Advanced English to equal or exceed the state average.
- Improvement in teacher confidence in teaching literacy as measured by school survey.
- Evidence of specific literacy strategies in all junior teaching programs.
- Each teaching program in Years 7, 8 and 9 to include a NAPLAN style assessment item.

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Priority Area 2 – Numeracy

Intended Outcomes

- Increased levels of Numeracy achievement for all students in line with national, state, regional and school specific targets.
- Diminished gap in Numeracy achievement between Aboriginal students and all students.
- Consistent and cohesive whole school approach to Numeracy improvement.
- Elevated levels of parental understanding of and support for student Numeracy growth.
- Continuation of the school Mathematics Accelerant program.
- Students are able to articulate a concept of Numeracy.
- Students demonstrate Numeracy growth and development in all curriculum areas.

Targets

- Positive average value added scores in the School Certificate Mathematics examination.
- Representation of girls in senior Mathematics courses to reflect gender ratio in respective cohorts.
- More than 20% of Year 9 students achieving in the 75th and above percentile range in the NAPLAN Numeracy test aspect (2012).
- 25-40% of stage 5 students studying the Mathematics 5.3 pathway (2012).
- Less than 30% of Year 9 students achieving in the 25th and below percentile range in the NAPLAN Numeracy test aspect (2012).
- Average school growth greater than the state average growth in the Year 7 NAPLAN Numeracy test aspect (2012).
- More than 50% of Year 9 students improving their performance by greater than or equal to the expected growth in the NAPLAN Numeracy test aspect (2012).
- HSC scores in Mathematics and General Mathematics to be no less than 5 marks below the state mean (2012).

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Priority Area 3 – Student Engagement and Retention

Intended Outcomes

- Student engagement is enhanced and reflected in increased attendance rates.
- Increased retention rates and completion of Year 12 or its vocational equivalent.
- More flexible, individualised and engaging pathways for students.
- More comprehensive and successful transition programs at key stages.
- More comprehensive and strategic data on student engagement levels.
- A shared curriculum strengthening collaborative learning across the Eurobodalla/Braidwood Learning Community.
- Increased parental engagement in supporting their child's learning.

Targets

- Whole school attendance rate to exceed 90%.
- Year 12 retention rate greater than 70%.
- Year 12 retention rate greater than 75% (2012).
- Year 12 retention rate greater than 80% (2013).
- All students with learning support needs to have Individual Education Plans.
- Reduction of Preliminary and HSC “N determinations” to zero.
- 80% of early leavers to move into study or employment.
- 10% of senior students undertaking vocational study.
- Increased student satisfaction with curriculum as measured by survey.
- Positive value added scores in every band in the School Certificate Science examination (2012).
- Shared curriculum options with Eurobodalla public high schools (2013).

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Priority Area 4 – Aboriginal Education and Training

Intended Outcomes

- Elevated literacy and numeracy outcomes for Aboriginal students.
- Elevated attendance rates for Aboriginal students.
- Current levels of parent/community participation maintained and strengthened.
- Aboriginal students enjoy and value their education at Moruya High School.
- School staff embrace and implement major recommendations of Aboriginal Education review.

Targets

- All Aboriginal students to have Personal Learning Plans that teachers use in the learning process.
- Year 12 retention rate of Aboriginal students to equal or exceed school rate.
- Attendance rates of Aboriginal students to equal or exceed school rates.
- Literacy and Numeracy outcomes for all Aboriginal students will match or exceed whole school and state outcomes.

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Priority Area 5 – Teacher Quality

Intended Outcomes

- Strengthened teacher capacity to improve student learning outcomes.
- Enhanced school leadership capacity for school improvement.
- Elevated levels of teacher satisfaction and enjoyment.
- Elevated levels of student engagement and satisfaction with the learning process.
- Increased numbers of teachers engaged in professional learning networks and associations.
- Teachers familiar with and able to articulate their knowledge of the key elements and components of the Quality Teaching framework and the NSW Institute of Teachers Professional Teaching Standards.

Targets

- Every teacher to have an agreed Professional Learning Plan in place.
- Teachers identifying learning support as a priority in their Professional Learning Plans to have completed an accredited course.
- All teachers to have completed one TPL course as identified in their Professional Learning Plans.
- 50% of TPL to be NSWIT accredited.
- New scheme teachers to complete a minimum of 10 hours of NSWIT accredited courses per annum.
- All teachers to have completed NAPLAN workshops.
- All teachers to have completed SMART 2 workshop.

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Priority Area 6 – Connected Learning

Intended Outcomes

- Curriculum delivery includes the use of ICT to enhance engagement.
- Interactive classrooms established and operational.
- Enhanced access to digital education resources for teacher professional learning.
- Broader curriculum options for students through information and communication technologies and communities of schools.
- Elevated staff knowledge, capacity and satisfaction with ICT in their teaching and learning processes.

Targets

- DER laptops used in 50% of Years 9, 10 and 11 classes.
- All teachers to have completed KLA specific IWB, SMART Notebook and OneNote training.
- Improvement in teacher confidence in using ICT in the classroom as measured by survey.
- Evidence of ICT skills in all teaching programs.
- IWBs used in 25% of classes.
- IWBs used in 40% of classes (2012).
- IWBs used in 50% of classes (2013).
- Moodle courses online for all Preliminary courses (2012).
- Moodle courses online for all HSC courses (2013).
- 50% of teachers to have completed Moodle training (2012).
- All teachers to have completed Moodle training (2013).
- School average to exceed state average in School Certificate Computing Skills Test (2013).

National Partnerships Budget Summary

Learning Support Budget Reference A	Higher Duties Allowance (Teacher to Head Teacher)	8076
	Classroom Teacher – 0.5 staff @ Step 13	26774
	Classroom Teacher Support Officer – 2.0 staff @ \$28 201	56402
	Total	91252
Literacy Budget Reference B	Period Allocation – 0.4 staff @ Step 5	14361
	Classroom Teacher – 1.3 staff @ Step 13	69612
	Total	83973
Science Quality Teaching Budget Reference C	Period Allocation – 0.4 staff @ Step 7	15841
	Total	15841
Numeracy Budget Reference D	Period Allocation – 0.4 staff @ Step 13	21419
	Casual teaching staff for relief (8 days)	2400
	Total	23819
Deputy Principal National Partnerships Budget Reference E	Higher Duties Allowance (Head Teacher to Deputy Principal)	10327
	Period Allocation – 0.3 staff @ Step 5	10721
	School Administration Officer	24497
	Total	45545
Student Engagement and Retention Budget Reference F	Higher Duties Allowance (Teacher to Head Teacher)	8076
	Casual non-teaching staff (40 days)	7200
	Total	15276
Welfare and Community Partnerships Budget Reference G	Higher Duties Allowance (Teacher to Head Teacher)	8076
	Period Allocation – 0.6 staff @ Step 7	22867
	Total	30943
Aboriginal Education Budget Reference H	School Learning Support Officer (Aboriginal Education) – 0.6 staff	14362
	Total	14362
eClassrooms Budget Reference I	Period Allocation – 0.3 staff @ Step 5	10771
	Interactive Whiteboards – 2 @ \$7 500	15000
	Moodle server	6000
	Casual teaching staff for relief (8 days)	2400
	Total	34171