

PRAIRIEWOOD HIGH SCHOOL – SCHOOL PLAN FOR 2009-2011

as revised for 2010

School and Context

Prairiewood High School has been serving the educational needs of its local community since 1984 and is part of the Hoxton group of schools in the South Western Sydney Region, located in the Fairfield Local Government Area. Of the current enrolment of 920 students, 73% are from non-English speaking backgrounds, with 18 children of Aboriginal/Torres Strait Islander background and 20 students enrolled in Special Education classes.

School Purpose

“To strive for excellence in classroom teaching with students supported by wide-ranging experiences and opportunities which enable them to develop as productive, effective and valued members of the community.”

STRATEGIC DIRECTIONS FOR 2009-2011

PRAIRIEWOOD HIGH SCHOOL PRIORITY and FOCUS AREAS	S.W.S. REGIONAL PRIORITIES	DET PRIORITIES
1. INCREASED FOCUS on LITERACY and NUMERACY WITH IMPROVED TEACHING and LEARNING OUTCOMES <i>PRIORITY AREA: Quality Teaching with Students Engaged in Active Learning</i>	1. LITERACY	1. Literacy
2. A RENEWED FOCUS ON TECHNOLOGY SUPPORT AND RESOURCES IN TEACHING and LEARNING PROGRAMS <i>PRIORITY AREA: Teachers Using ICT Resources And Systems To Enhance Student Learning Outcomes</i>	2. NUMERACY	2. Numeracy
3. ENHANCED CURRICULUM SUPPORT FOR STUDENTS THROUGH BUSINESS, INDUSTRY and COMMUNITY LINKS <i>PRIORITY AREA: Reinforcing Classroom Teaching with Enrichment Experiences Beyond the School</i>	3. STUDENT ENGAGEMENT and RETENTION	3. Student Engagement and Retention
4. STUDENTS STRIVING FOR THEIR PERSONAL BEST: RECOGNISING, REWARDING and CELEBRATING SUCCESS <i>PRIORITY AREA: Reinforcing Positive Student Attitudes, Recognising Success and Celebrating Achievement</i>	4. TEACHER QUALITY	4. Teacher Quality
5. SCHOOL IMPROVEMENT THROUGH PROFESSIONAL LEARNING and STRATEGIC LEADERSHIP DEVELOPMENT <i>PRIORITY AREA: Staff as Leaders and Learners Developing Enhanced School Management Systems and Procedures</i>	With the following priority areas in each: a. Aboriginal Education b. Connected Learning c. Young Learners d. Middle Years e. 15 - 19 years	5. Aboriginal Education and Training 6. Connected Learning
<p style="text-align: center;"><i>This plan has been endorsed and approved by RAY PALMER, School Education Director</i></p>		
Signed:	Date:	Principal: John Pickering

School Strategic Direction 1: INCREASED FOCUS on LITERACY and NUMERACY WITH IMPROVED TEACHING and LEARNING OUTCOMES

School Priority Area: Quality Classroom Teaching with Students Actively Engaged in Learning

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET	
<p>Intended Outcome: Improved literacy and numeracy outcomes for students.</p> <p>Targets 1. Improved skill levels in Literacy and Numeracy</p> <p>2. Improved student achievement levels in the SC and HSC</p> <p>3. Increased Literacy and Numeracy focus in all teaching and learning programs</p> <p>4. Staff involved in a range of Quality Teaching and Learning workshops and professional learning programs</p>	<p>SC and HSC results and trends over 3-5 years.</p>	<p>More detailed faculty and whole school analysis of SC, HSC and NPLAN results with appropriate changes made to teaching and learning programs.</p>	X	X	X	HTs AND SENIOR EXEC.			1,2,4	1,2,4	
		<p>Literacy and numeracy PL activities to be a focus area for PL across all faculties.</p>	X	X	X	HTs AND SENIOR EXEC.			1,2,4	1,2,4	
		<p>Reinforce Quality Teaching strategies across all KLA areas.</p>	X	X	X	ALL STAFF			1,2,4	1,2,4	
		<p>Expansion of Peer Tutoring Program to include readers of low ability in Years 7 & 8.</p>		X	X	LS TEAM	PHS 3K	SCHOOL	1,3	1,3	
	<p>Results achieved by students in NAPLAN tests – especially in terms of value-added indicators.</p>	<p>Proactive expansion of the Learning Support Team's Role in empowering all classroom teachers to better meet the learning needs of students identified as requiring learning support.</p>		X	X	SENIOR EXEC			1,2,3 4	1,2,3 4,5	
		<p>Staff to have opportunities to attend school-initiated PL workshops relating to "how children learn".</p>		X	X	SENIOR EXEC		TPL	4	4	
		<p>Two-day whole school conference with a focus on developing skills in data analysis and the use of this information to build more effective classroom programs and teaching practices.</p>			X	X	SENIOR EXEC + Prof/learning team	20K	NP4,5	1,2,4	1,2,4
		<p>Provide all staff with access to all available data related to student achievement and performance levels including NAPLAN, transition data, SC and HSC data.</p>	<p>Increased staff involvement in PL programs.</p>		X	X	LEARNING SUPPORT TEAM		NP4,5	1,2,4	1,2,4
		<p>All year 7 & 8 staff, across all subjects, analyse and use NAPLAN results (Item Analysis) to develop a program of explicit teaching skills and strategies in literacy with a particular focus on reading (in partnership with Sefton HS).</p>	<p>Evidence of QT and Literacy and Numeracy focus embedded in pedagogy/TL programs and classroom practice.</p>		X	X	ALL STAFF		NP2,6	1,2,4	1,2,4
		<p>Work in partnership with partner primary schools (William Stimson, Smithfield West and Horsley Park) to improve the quality of teaching of literacy for students in stages 3 and 4</p>			X	X	SENIOR EXEC HTs +	20K	NP4,6	1,2,4	1,2,4
<p>Share NAPLAN data with partner primary schools (William Stimson, Smithfield West and Horsley Park) and develop joint programming and teaching strategies</p>			X	X	SENIOR EXEC		NP 2,4,6	1,2,4	1,2,4		

Monitoring & Evaluation

School evaluation team to monitor NAPLAN and SC/HSC results. Senior Exec. to monitor via HT Menotring, Faculty Reviews and TARS.

School Strategic Direction 1: INCREASED FOCUS on LITERACY and NUMERACY WITH IMPROVED TEACHING and LEARNING OUTCOMES

School Priority Area: Quality Classroom Teaching with Students Actively Engaged in Learning

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET
as listed above		Timetable explicit teaching of reading skills in Years 7/8 across all KLAs based on content-relevant material (in partnership with Sefton HS)		X	X	SENIOR EXEC		NP3,6	1,2	1,2
		Additional Learn. Support staff appointed to assist with literacy/numeracy programs.		X	X	SENIOR EXEC	360K	NP3	1,2	1,2
		Grouping of classes in Years 7 and 8 based on ability in numeracy and introduction of numeracy-based in-school program with support from partnership school – Sefton HS		X	X	SENIOR EXEC		NP4,6	2,4	2,4
		Investigate programs to meet the needs of students who are not meeting minimum standards - such as <i>Quick Smart</i>		X	X	LEARN/ SUPP. TEAM	3K	NP4,6	1,2,5	1,2,4 5
		Learning Support Team to provide teachers with cohort information based on Item Analysis of Year 7 and Year 9 data		X	X	LEARN/ SUPP. TEAM		NP3,4	1,2,4	1,2,4
		Learning Support Team develop a tracking and monitoring system for monitoring and evaluating student achievement and progress; particularly for students who did not meet minimum standard in literacy and numeracy		X	X	LEARN/ SUPP. TEAM	3K	NP4	1,2,4	1,2,4
		Establish an after-hours Learning Support Centre for targeted low-achieving students		X	X	LEARN/ SUPP. TEAM + EXEC	50K	NP4,6	1,2	1,2,5
		Organise parent/community workshops aimed at making parents more aware of home-based strategies to support student learning, especially for low-achieving students of Aboriginal or high-need ESL background		X	X	SENIOR EXEC		NP6	1,2	1,2,5
		Introduce numeracy strategies across all KLAs (partnership - based on Sefton HS model)		X	X	EXEC		NP3,6	2	2
		Work in partnership with partner primary schools (William Stimson, Smithfield West and Horsley Park) to develop a transition program based on the teaching of numeracy skills		X	X	SENIOR EXEC + HTs		NP4,6	2	2
		Share NAPLAN data with partner primary schools (William Stimson, Smithfield West and Horsley Park) and develop joint programming and teaching strategies in numeracy		X	X	SENIOR EXEC	5K	NP 2,4,6	2	2

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School Strategic Direction 1: INCREASED FOCUS on LITERACY and NUMERACY WITH IMPROVED TEACHING and LEARNING OUTCOMES

School Priority Area: Quality Classroom Teaching with Students Actively Engaged in Learning

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET
as listed above		Conduct a program audit, across all KLAs, to determine where relevant numeracy skills can be embedded into subject-specific content		X	X	ALL EXEC	5K	NP 2,3,5	2	2
		Review ESL program organisation and delivery to maximise support to ESL students across KLAs in Years 7-12		X	X	LEARNING SUPPORT TEAM		NP 2,3,4	1,2,4	1,2,4
		TPL for staff: ESL Education (including educational needs of ESL and refugee students, mode of program delivery) and principles of effective ESL pedagogy, including use of <i>ESL Scales</i>		X	X	PROF/LEARNING TEAM	5K	NP1,2	1,2,4	1,2,4
		Analyse ESL student NAPLAN data to identify ESL student performance and KLA based teaching and learning strategies		X	X	LEARNING SUPPORT TEAM		NP 3,4,6	1,2,4	1,2,4
		Develop staff understanding and skills in: collaborative teaching models; backward mapping and assessment task design; scaffolding of content; English language learning; and program development		X	X	PROF/LEARNING TEAM		NP1,3	4	4
		Employment of additional ESL staff to facilitate the introduction of <i>Teaching English Language Learners</i> and provide additional support for the implementation of a revised ESL program in the school		X	X	SENIOR EXEC	85K	NP1,3	4	4

"Monitoring & Evaluation

School evaluation team to monitor NAPLAN and SC/HSC results. Senior Exec. to monitor via HT Mentoring, Faculty Reviews and TARS."

School Strategic Direction 2: A RENEWED FOCUS ON TECHNOLOGY SUPPORT AND RESOURCES IN TEACHING and LEARNING

School Priority Area: Teachers Using ICT Resources And Systems To Enhance Student Learning Outcomes

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET
<p>Intended Outcome: Increased use of ICT and technologies in teaching and learning programs.</p> <p>Targets 1. Increased opportunities for staff to further develop technology skills.</p> <p>2. Greater evidence of technology embedded into teaching and learning programs.</p> <p>3. Increased confidence of staff and students in the use of technology resources to support learning.</p>	<p>More staff involvement in self-paced PL activities to further develop ICT skills to enhance classroom teaching and learning programs.</p>	Further staff training in ICT and greater access to staff and students – resulting from government funding initiatives for supply of laptop computers in schools.	X	X	X	ALL TEACHERS	7K	SCHOOL	4,6	4,6
		Encourage staff to participate in a range of on-line professional learning available as online resources for teaching and learning; especially in programs supplied in the L4L program.	X	X	X	HTs SUPPORTED BY SENIOR EXEC			4,6	4,6
		Connected Learning strategies and interactive whiteboard technologies to be gradually introduced as classroom teaching and learning resources.		X	X	ALL TEACHING STAFF	3K	SCHOOL	4,6	4,6
		Training of all staff in the use of new technology resources for the classroom.		X	X	PROF LEARNING TEAM	3K	SCHOOL	4,6	4,6
	<p>Staff involved in presenting ICT training sessions at staff meetings and exec. Meetings, as well as at faculty level.</p>	Training all staff in the adoption of the on-line teaching/learning platform of Moodle and thereby increase levels of access and engagement of students in the learning process.		X	X	PROF LEARNING TEAM	10K	SCHOOL	4,6	4,6
		Increased access to ICT facilities and resources and provision of professional learning for all staff to further embed technology in classroom practice.		X	X	TEACHNOLOGY SUPPORT TEAM	110k	NP1,3	4,6	4,6
		Establish network structures with/across other schools (Connected Classrooms and other ICT tools to link staff and students)		X	X	ALL EXECUTIVE		NP3,6	3,4,6	3,4,6
<p>Monitoring & Evaluation</p> <p>Evaluation of statistical data available re staff involvement in professional learning opportunities and programs with feedback to all staff.</p>										

School Strategic Direction 3: ENHANCED CURRICULUM SUPPORT FOR STUDENTS THROUGH BUSINESS, INDUSTRY and COMMUNITY

LINKS School Priority Area: Reinforcing Classroom Teaching with Enrichment Experiences Beyond the School

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET	
<p>Intended Outcome: To enhance classroom teaching programs by inclusion of resources and experiences beyond the classroom.</p> <p>Targets 1. To enhance and enrich the classroom work and experiences of students. 2. To make greater use of the expertise of people in businesses and community as a teaching resource. 3. To establish stronger and more diverse links with business and community.</p>	<p>Students having greater practical understanding of and enthusiasm for course work completed in the classroom.</p>	Staff involved in actively seeking to establish more quality links with business industry and community members to facilitate VET, TAFE, work experience and other curriculum teaching programs in the classroom.	X	X	X	ALL TEACHING STAFF + CAREERS ADVISER			3,4	3,4,5	
		Expansion and development of the QANTAS CONNECTION curriculum support links introduced during 2008.	X	X	X	ALL TEACHING STAFF + CAREERS ADVISER			3	3	
		Additional opportunities and experiences in the workplace and community to be introduced into T&L programs – especially in Vocational Education courses for Years 11/12.		X	X	CAREERS ADVISER + VET STAFF			3	3	
		<p>Increased number of local business providers and community members involved in work placement and work experience programs, as well as in classroom teaching and learning programs.</p>	Expand the program of GAT initiatives in and beyond the classroom.	X	X	X	ALL KLAs	4K	SCHOOL	3	3
	Link with community initiated extra-curricular activities aimed at Gifted and Talented students			X	X	EXECUTIVE	3K	NP6	3	3	
	Develop a partnership with University of Western Sydney to facilitate classroom/student-centred action research (partnership with Sefton HS)			X	X	SENIOR EXEC		NP3,6	3	3	
	Additional support staff to be employed to assist the Career Education teacher in the development of individual career pathway programs with a special focus on Aboriginal and high needs ESL students.			X	X	SENIOR EXEC	10K	NP1,3	1,3	1,3,5	

Monitoring & Evaluation

Review, evaluation, feedback and monitoring as part of the school self-evaluation process each year. Review and evaluation of excursions and G&T data.

School Strategic Direction 4: STUDENTS STRIVING FOR PERSONAL BEST: RECOGNISING, REWARDING and CELEBRATING SUCCESS

School Priority Area: Student Engagement: Reinforcing Positive Student Attitudes, Recognising Success and Celebrating Achievement

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET	
<p>Intended Outcome: Students and staff working together, with students striving to achieve their personal best.</p> <p>Targets 1. Increased recognition and celebration of student achievement</p> <p>2. Students encouraged to achieve their personal best and take greater responsibility for their own learning.</p> <p>3. Improved student attitudes and greater commitment</p>	<p>Greater number of students receiving awards and recognition at teacher, faculty, whole school and student level for their achievements.</p>	Revised whole school Student Reward Scheme introduced for 2009.	X			STUDENT WELFARE TEAM			3	3	
		Teachers across the school encouraged to make use of student merit card system and recognize deserving students in class each day.	X	X	X	ALL TEACHING STAFF			3	3	
		Reward Scheme database to be set up – to include recognition for students participating and achieving success as part of extra-curricular programs and in half yearly and yearly assessment and reporting periods.	X			STUDENT WELFARE TEAM			3	3	
		Increase the incidence of opportunities to recognize and promote student works in the school and wider community.		X	X	ALL TEACHING STAFF			3	3	
	<p>Improved results in School Certificate and HSC exams.</p>	<p>Students taking greater responsibility for their own learning, with reduced numbers referred to Principal's Monthly Review meetings and/or Extended Study Program and/or receiving N Awards.</p>	Employ part-time CLOs (Aboriginal and Assyrian/Arabic) to develop stronger links between school and home with a particular emphasis on concerns related to attendance, subject selection, achievement and performance.		X	X	SENIOR EXEC	55K	NP1,6	3	3
			Identify like-schools with high attendance figures to investigate alternative strategies to improve attendance.		X	X	HT ADMIN		NP6	3	3
			More diligent follow-up of fractional truancy by the Student Welfare Support Team, especially for Stage 6 students		X	X	HT ADMIN		NP3,5	3	3
	Audit of feedback based on Steve Dinham research in partnership with Sefton High School.			X	X	SENIOR EXEC + HTs		NP6	1,2,3	1,2,3 5	
	Develop a professional learning program based on the Curriculum Corporation website "Assessment for Learning" modules			X	X	PROF/LEARNING TEAM		NP1,2	4	4	
	Develop and investigate samples of explicit quality criteria for assessment tasks using Board of Studies developed support and resource materials			X	X	ALL EXECUTIVE		NP6	4	4	

Monitoring & Evaluation

Staff, students and parents to be involved in full evaluation and review of new Student Recognition and Celebration of Achievement initiatives.

School Strategic Direction 5: SCHOOL IMPROVEMENT VIA PROFESSIONAL LEARNING and STRATEGIC LEADERSHIP DEVELOPMENT

School Priority Area: Staff as Leaders and Learners: Developing Enhanced School and Staff Accountability Systems and Procedures

TARGETS	INDICATORS	STRATEGIES	2009	2010	2011	BY WHOM?	BUDGET	SOURCE	SWS	DET
<p>Intended Outcome: To review and develop improved school systems and procedures to support student learning through staff leadership initiatives.</p> <p>Targets 1. To provide greater practical development opportunities in leadership support to staff.</p> <p>2. To encourage all staff to actively participate in PL programs that will enhance students learning.</p> <p>3. To improve and further develop school systems and procedures.</p>	<p>Improved school-wide systems and procedures to supplement teaching and learning programs.</p>	Conduct leadership training workshops for staff and encourage participation in PL activities available via DET on line.		X	X	SENIOR EXEC + PROF LEARN. TEAM			4	4,6
		Include leadership development initiatives as part of weekly executive meetings.		X	X	SENIOR EXEC			4	4
		Evaluate and review existing school systems and procedures with a view to school-wide improvement.	X	X	X	SENIOR EXEC			4	4
		Senior Executive staff to take on an increased support role working with HTs on whole school projects and organization.	X	X	X	SENIOR EXEC			4	4
	<p>Evidence of greater involvement and understanding of school systems and procedures.</p>	Review, evaluation and development of all Teaching/Learning programs by all staff.		X	X	ALL STAFF + SENIOR EXEC	5K	SCHOOL	4	4
		Development of DATA analysis skills and implementation of data-driven programming by all staff.		X	X	ALL HTs + SENIOR EXEC	5K	SCHOOL	4	4
		Teacher mentor program to incorporate regular review and monitoring of teaching and learning practices in the classroom		X	X	SENIOR EXEC + HTs	2K	NP1,2	4	4
		Appoint Head Teacher, Teaching and Learning, to work with Head Teachers to focus on professional learning and in-class support for the implementation of the Quality Teaching Framework		X	X	SENIOR EXEC	120K	NP1,2	4	4
		Review and further develop the TARS process to include monitoring of QT implementation		X	X	SENIOR EXEC		NP2,5	4	4
		More executive and teaching staff participating in leadership development PL activities and workshops.	All staff to be GERRIC trained (UNSW) to better accommodate the learning needs and provide improved T&L outcomes for all G&T students		X	X	ALL TEACHERS	20K	NP1,2	4
	Continue TPL for staff to embed Quality Teaching and appropriate teaching, learning and assessment strategies in KLA programs and at a whole school level, including differentiated curriculum, negotiated curriculum and alternative structures		X	X	PROF/LEARNING TEAM	70K	NP1,4	4	4	

Monitoring & Evaluation

Senior Executive to monitor and evaluate progress in leadership development and work practices at whole school and faculty level.