



Nuriootpa High School

2008-09

KEY FOCUS AREAS FOR ACTION

Background

Key drivers for improvement at our site are:

- our site's 2007-09 Learning Plan *Positive Futures* and
- DECS 2008-09 Key Focus Areas for Action.

These reflect:

- targets in our state's strategic plan *South Australia's Strategic Plan 2004-14 (updated 2007)*,
- new and emerging state/national government priorities for education, and
- our communities' priorities.

Our identified areas for improvement (2008-09 Key Focus Areas for Action) will:

- inform and direct the work of our professional learning teams,
- be a key focus in our 2008 Performance & Personal Development Plan processes and
- be a primary focus of the various staff professional development activities undertaken in 2008.

For each of the identified key focus areas listed hereunder, action plans will be developed for the achievement of this school priority. The plans will incorporate many of the strategies listed hereunder and others as yet unidentified. Our plans will provide both context and sequence in achieving our 2007-09 Learning Plan Goals and DECS 2008 Key Focus Area goals.

KEY FOCUS AREA: QUALITY TEACHING & LEARNING:

Literacy & Numeracy

Key strategies:

- Literacy and Numeracy Coordinators lead and support Learning Area Coordinators in improving literacy/numeracy skills and student engagement in liaison with the Deputy Principal, Curriculum and Assistant Principal, Middle Years
- Form strategic alliances with key support personnel and organisations (eg District Curriculum Officer)
- Literacy and Numeracy task groups to be established to develop and deliver professional development programs and resources for 2008
- Literacy and Numeracy position and resource papers to be developed by task groups
- First pupil free day to focus on literacy and numeracy across the curriculum and incorporate staff well being strategies (Task group established by T&D committee to organise the day in conjunction with Literacy and Numeracy Coordinators and their respective task groups)
- Literacy and Numeracy task groups to analyse LaN data and support other coordinators and teachers to inform and direct improved programs, student engagement and intervention strategies to be undertaken
- Assign *future* SACE funds to develop effective strategies for literacy & numeracy

Individual Learning Support

Key strategies:

- Embed Personal Learning Plans (PLPs) into our Individual Learning Support programs
- VET and Individual Learning Support Coordinators lead and support Learning Area Coordinators to effectively implement the PLP in liaison with the Principal and Deputy Principal, Curriculum
- Trial the Personal Learning Plan processes
- Assign *future* SACE funds to effectively implement PLP from 2009
- Form strategic alliances with key support personnel and organisations (eg Craig Draper – Futures Connect Broker; Amanda O'Shea – *future* SACE office)
- Prepare and lodge submissions to develop strategic position
- Provide effective T&D to support implementation of PLP through use of funding

Improve Student Engagement

Key strategies:

- Focus on engaging methodologies at Learning Area and cross curriculum meetings
- Professional Learning Teams focus on engaging pedagogy and methodologies, and student well being
- 2008 Performance and Personal Development Plans have focus re strategies that focus on improving pedagogy and methodologies eg undertake AST 1 & AST 2
- Consistency with school routines and policy implementation reflective of school values

KEY FOCUS AREA: WELL BEING

Improve Staff Wellbeing

Key strategies:

- Undertake psychological survey and incorporate into 2008-09 action plan
- Introduce and promote Professional Team/s approach
- Introduce revised Performance and Personal Development Plan to ensure that all staff are effectively line managed and receive support and feedback on a regular basis
- Well being to be included as focus in planning T&D activities
- Review induction program
- Line managers get to know and support professional and personal needs of staff
- Focus on celebrating and acknowledging professional achievements
- OHSW systems are embedded into school practices and procedures to improve wellbeing
- Focus on enhancing and improving communication.

KEY FOCUS AREA: FUTURE CURRICULUM

Implement the *future* SACE

Key strategies:

- Explore and establish relevant certificate pathways for students at Nuriootpa High School which lead into further education, training or employment
- Assign *future* SACE funds to support effective implementation
- Form strategic alliances with key support personnel and organisations (eg Craig Draper – Futures Connect Broker; David Hutchison – Barossa Lower North Futures; Amanda O’Shea – *future* SACE office; Nicholas Mathew, Apprenticeship Broker – Barossa, Lower North & Yorke Trade School Hub; Karren O’Brien – Barossa Campus, Murray Institute TAFE)
- Prepare and lodge submissions to develop strategic position
- Explore curriculum and structural implications required to effectively implement *future* SACE
- Second pupil free day to focus on *future* SACE implementation and incorporate staff well being strategies
- Provide effective T&D to support implementation of *future* SACE through use of funding

Key school policies and procedures

Key strategies:

- Establish processes for determining and reviewing policy and major directions
- Review Decision Making Policy and procedures
- Review Uniform Policy