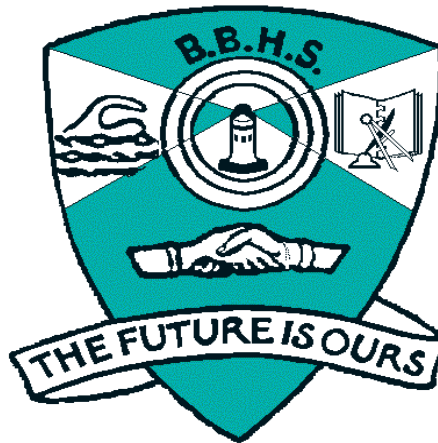




BYRON BAY HIGH SCHOOL



SCHOOL PLAN

2009 - 2011

Byron Bay High School

School Plan for 2009-2011

1. School context

Byron Bay High School has a proud history of success as a comprehensive secondary public school in northern NSW. The school was established in 1986 with classes commencing in 1987. The school works closely with a diverse and unique community and has built its success on a creative blend of tradition and innovation. The school lives and works upon Arakwal land, holding deep respect for the wisdom and guidance of the elders who will forever be the caretakers of this country.

Demographic changes within the local community and lower numbers of students within local primary schools presents a significant challenge. Since opening in 1987 the school grew to an enrolment peak of 848 students in 2004. Issues of housing affordability, a drop in the school age population in the local area and the expansion of competing private sector schools have all lead to a projected enrolment level for the period 2009 – 2011 averaging around 650 - 700. Byron Bay High School will proactively respond to enhance the opportunities available to all students within its care.

Byron Bay High School is consistently placed within the top 200 schools in NSW based on student performance at the Higher School Certificate examinations. It has a proven track record of supporting all the students within its care, creating opportunities that will help them “build success into their lives while advancing the communities and the society in which they live.” (Bonner &Caro 2007)

2. School purpose

Byron Bay High School is committed to deliver quality public education to develop the individual talents, interests and abilities of the staff, students and citizens who form its learning community. Our aim is to be recognised as a vibrant and responsive public school working collaboratively within the public education system to produce well educated citizens with the capability and confidence to succeed in the 21st century.

In keeping with the school motto “The Future is Ours” our commitment is to:

- Provide a learning environment which is enjoyable and satisfying to all students, one that is based on co-operation among students, staff and parents.
- To recognise the worth of each individual and attempt to develop each student’s personal abilities in an atmosphere of mutual respect and tolerance.
- To develop basic knowledge and skills for all students and assist each student to reach their highest potential, providing challenge to extend talent and support for identified need.
- To provide opportunities for the development of social skills and preparation for future life within the formal curriculum and through suitable extra curricular activities.
- To promote a healthy lifestyle based on good hygiene, diet and exercise.
- To provide a harmonious environment at school by encouraging inter-student and staff-student relationships based on mutual respect, where students may set and achieve realistic short and longer term goals.
- To foster avenues of communication among staff, students and parents that will allow the school to respond to needs within a complex and changing society.
- To maintain our school’s physical environment by looking after the facilities we have and continually seeking to improve them.
- To strengthen partnerships with other government agencies, industry and community organisations.
- To work collaboratively with other schools to extend and improve educational opportunities within the community.

3. School Values

In 2005 Byron Bay High School, through consultation between staff, students, parents and the wider community, a set of agreed values was developed. These values underpin every aspect of daily life at the school. They are also the touchstone for all policy and program development. The Byron Bay High School Values are:

We aspire for a safe and caring environment

We respect ourselves and others

We communicate effectively

We accept and learn from each other's differences

Learning is valued

Quality teaching is supported and valued

3. Longer-term school strategic goals (3 year horizon) for 2009 - 2011.

- The implementation of strategies designed to ensure the local community is well informed about the achievements of Byron Bay High School and the opportunities it provides. This will include redesigned processes to keep the school website up to date and the use of survey instruments supported through Moodle or similar platform.
- Enhanced partnership programs with local primary schools as part of the Middle School project. A strategic goal of these programs will be to raise the percentage of year 6 students in the school's drawing area enrolling at Byron Bay High School from the average of 55% over the past three years to 60% by end 2009 and 65% by 2011.
- Expansion of the school's Green Project to install automatic sprinklers as part of the Community Water Grant recycled water by the end of 2009 and to apply through the School Solar grant for \$50,000 to install solar panels and inverters by end 2010.
- The implementation of strategies to ensure attendance rates for all students match state averages and the North Coast Region targets of 88.73% by 2009, 89.23% by 2010 and 89.73% by 2011.
- All Faculty teaching and learning programs will include specific strategies to support Gifted and Talented students. These strategies will be supported by staff workshops, participation in Graduate Certificate courses and the Gifted and Talented On Line Program.
- Implement mentoring programs involving Southern Cross University and the Byron Writers Festival.
- Implementation of the 2008 Aboriginal Education and Training Policy through reflecting and planning in semester 1 2009 and integrating the policy into everyday business 2009 – 2011.
- All Aboriginal students have a personalised learning plan supported by the school Aboriginal Community Liaison Officer and tuition through DEEWR funded initiatives.
- Maintaining student suspension rates at or lower than the average achieved through 2007 - 2008 of 5% of the school population through the effective use of the revised school welfare and discipline policy and the principles of the Capturing Kids Hearts program
- Establish a Learning Community with local primary schools involving school/community professional learning workshops.
- All Faculties use the Quality Teaching Framework as the format for the design and evaluation of teaching and learning programs.
- Evaluation of whole school operations within the framework of the Quality Teaching Matrix version 3 locates current level in 2009 and plans strategies to move towards Enhancing level in all three focus areas by 2011.
- Current and aspiring school leaders demonstrate a progression in identified leadership capabilities within the School Leadership Capability Framework.
- Executive and Teachers seek accreditation at Accomplishment and Leadership levels with the NSW Institute of Teachers and all existing and new scheme teachers are supported to achieve accreditation by 2009.
- Expanded use by all teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in quality teaching and learning activities.
- Increase student home access to online learning resources, lessons and homework materials via web based tools particularly Moodle.
- Increase or at the minimum maintain the school retention rate from year 10 to year 12 at the 2007 level of 66.5% keeping this above the Regional targets.
- Increased school leadership capacity to lead evidence based and strategic literacy/numeracy planning.

- Enhanced quality teaching practices to improve levels of literacy/numeracy achievement for all students in line with Region and school targets.
- Consolidate links with the Byron Youth Service through mentoring, enterprise education and learning support programs available through the Byron Community Campus.
- To monitor staff, student and parent satisfaction with the school culture to achieve 100% of staff reporting satisfactory or improved on School Map survey instruments

School Priority Areas 2009-2011:

1. Literacy
2. Numeracy
3. Student Engagement
4. Retention
5. Aboriginal Education
6. Teacher and Leader Quality
7. Connected Learning
8. A Safe and Supportive Workplace
9. Connecting with our community
10. Community of Schools

The plan has been endorsed and approved by:

Principal:		Date:		School Education Director:		Date:	
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School Plan 2009 -2011

School Priority Area: Literacy

Intended Outcomes:

- Increased school leadership capacity to lead evidence based and strategic literacy planning
- Teachers expand skill in using ICT to enhance Literacy outcomes
- Teachers use ICT based curriculum resources in classroom practice
- Teachers use Personalised Learning Plans to support Aboriginal students to achieve similar literacy outcomes to all students
- Teachers use Learning Support plans to assist students with identified needs to achieve at the highest level possible

Target/s:

- NAPLAN results meet or exceed State Averages for all mid and high performance bands in Reading, Writing, Spelling and Grammar in years 7 and 9
- Percentage of Year 7 students achieving at or above minimum standard is 98 for Reading, 97 for Writing, 96 for Spelling and 98 for Punctuation and Grammar
- Percentage of Year 9 students achieving at or above minimum standard is 98 for Reading, 96 for Writing, 96 for Spelling and 95 for Punctuation and Grammar
- School Certificate English-literacy results exceed State Average in all mid and high performance bands.
- School Certificate English-literacy results exceed the school average 2004-2008 of 0.5 value added

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Literacy strategies are explicit in all KLA teaching and learning programs	Staff workshops on Staff Development Days	Principal Executive	2009 -2011
	Staff and Head Teachers attend Whole School Planning for Literacy and Numeracy course NCR4		2009
	Executive training for leading a continuous, cyclical process of literacy planning and evaluation using skills developed through course NCR4		2009
All KLA teaching and learning programs have explicit	Staff workshops on using Smart Data	Principal	2009 -2011

strategies to improve performance based on analysis of students results	<p>Learning Community professional development workshops with partner schools</p> <p>Build teacher's capacity to identify and address all students' literacy needs through Moving On in Literacy</p>	<p>Executive Staff</p> <p>Executive Staff</p> <p>Executive Staff</p>	<p>2009-2011</p> <p>2009</p>
Staff use learning support plans located on the school intranet	Staff workshops conducted by Whole School Learning Support team at Staff Development Days and Staff meetings	Whole School Learning Support Team	2009 -2011
Staff use Personalised Learning Plans for all Aboriginal students	<p>ACLO attends training about new Commonwealth and State support initiatives for Aboriginal students,</p> <p>ACLO attends Personalised Learning Plans for High School Aboriginal students course NCR 83</p> <p>Staff attend 2008 Aboriginal Education and Training Policy course NCR 81</p>	<p>ACLO</p> <p>ACLO</p> <p>Executive Staff and</p>	<p>2009-02-20</p> <p>2009</p> <p>2009</p>
Professional Learning evaluations indicate increased knowledge of how to use interactive technologies and ICT based curriculum resources.	<p>Staff attend ICT to Enhance the Teaching of Literacy across KLA's NCR 22</p> <p>Staff workshops conducted at Staff Development Days on use of Interactive Whiteboard in room 15 and the Connected Classroom in room 31</p> <p>Staff share units of work developed using e-learning tools supported through Moodle</p>	<p>Executive Staff</p> <p>Executive Staff</p> <p>Executive Staff Librarian</p>	<p>2009</p> <p>2009-2011</p> <p>2009-2011</p>

School Plan 2009 -2011

School Priority Area: Numeracy

Intended Outcomes: Increased school leadership capacity to lead evidence based and strategic numeracy planning.
 Teachers expand skill in using ICT to enhance Numeracy outcomes
 Teachers use ICT based curriculum resources in classroom practice
 Teachers use Personalised Learning Plans to support Aboriginal students to achieve similar outcomes to all students.
 Teachers use Learning Support Plans to assist students with indentified needs

Target/s: NAPLAN results meet or exceed State Averages for all mid and high performance bands
 Percentage of Year 7 students achieving at or above minimum standard is 100
 Percentage of Year 9 students achieving at or above minimum standard is 95
 School Certificate Mathematics results exceed State Average for all mid and high performance bands
 School Certificate Mathematics results meet or exceed the school average 2004-2008 of 2.1 value added

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Appropriate Numeracy strategies are explicit in all KLA teaching and learning programs	Staff workshops on Staff Development Days	Principal Executive	2009 -2011
	Staff and Head Teachers attend Whole School Planning for Literacy and Numeracy course NCR4		2009
	Executive training for leading a continuous, cyclical process of Numeracy planning and evaluation using skills developed through course NCR4		2009
All KLA teaching and learning programs have explicit strategies to improve performance based on analysis	Staff workshops on using Smart Data	Principal Executive	2009 -2011

of students results	<p>Learning Community professional development workshops with partner schools</p> <p>Build teacher's capacity to identify and address all students' literacy needs through Moving On in Numeracy NCR35</p>	<p>Staff</p> <p>Executive</p> <p>Executive Staff</p>	<p>2009-2011</p> <p>2009</p>
Staff use learning support plans located on the school intranet	Staff workshops conducted by Whole School Learning Support team at Staff Development Days and Staff meetings	Whole School Learning Support Team	2009 -2011
Staff use Personalised Learning Plans for all Aboriginal students	<p>ACLO attends training about new Commonwealth and State support initiatives for Aboriginal students,</p> <p>ACLO attends Personalised Learning Plans for High School Aboriginal students course NCR 83</p> <p>Staff attend 2008 Aboriginal Education and Training Policy course NCR 81</p>	<p>ACLO</p> <p>ACLO</p> <p>Executive Staff and</p>	<p>2009-02-20</p> <p>2009</p> <p>2009</p>
Professional Learning evaluations indicate increased knowledge of how to use interactive technologies and ICT based curriculum resources.	<p>Staff attend Embedding Numeracy ICT for Middle Years NCR 42</p> <p>Staff workshops conducted at Staff Development Days on use of Interactive Whiteboard in room 15 and the Connected Classroom in room 31</p> <p>Staff share units of work developed using e-learning tools supported through Moodle</p> <p>Staff develop skills in use of ICT programs including e-Starters Trinity Maths</p>	<p>Executive Staff</p> <p>Executive Staff</p> <p>Executive Staff Librarian</p> <p>HT Mathematics</p>	<p>2009</p> <p>2009-2011</p> <p>2009-2011</p> <p>2009</p>

	Partnership programs including the Maths Olympiad provide real life problem solving environments	Mathematics Staff	2009-2011
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School Plan 2009 -2011

School Priority Area: Student Engagement

Intended Outcomes:
Improved attendance rates for all students
Broader curriculum options and flexible learning opportunities for all students
Improved communication with parents concerning attendance rates and learning outcomes
Reduced suspension rates with resolution and support process that reduced the number of students who are suspended on subsequent occasions.

Target/s:
Achieve attendance rates for all students 7 -10 of 88.73% in 2009, 89.23% in 2010 and 89.73% in 2011.
Achieve attendance rates for all students 11-12 that match or exceed the state average of 89.8 in 2008.
Faculty and Whole School Programs contain strategies that specifically address gifted and talented students.
Annual student suspension rates do not exceed 5% of the total student population over 2009 – 2011.

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Attendance Action Plan achieves attendance rate targets	Attendance Action Plan is reviewed annually and revised strategies implemented across the school.	Principal DP's HT Welfare SAM HT Admin.	2009 -2011
	Students whose attendance is a cause for concern are interviewed and support initiated.	HT Welfare	2009-20011
	Senior students are interviewed through the Board of Review program which monitors progress and N award notifications.	HT Admin Year Advisers Deputy Principal	2009-20011
Increased knowledge, skills and understandings in identifying, planning for and better meeting the needs	Staff participate in Gifted and Talented On Line training program and then lead school program	Principal	2009

of gifted and talented students.	development and staff training.		
Community of Schools meets regularly to plan transition initiatives and curriculum 5-9.	Community of Schools established including Byron Bay High, Byron Bay Public, Bangalow Public, Coorabell Public and Newrybar Public. Meetings examine NAPLAN and other data to develop a challenging and cohesive curriculum across years 5-9 including using the current primary school Connected Outcomes Groups model to develop integrated, across faculty units of work in the early secondary years to foster both student engagement and teacher collaboration.	Principal DP's HT Welfare	2009 2009-2011
Increased knowledge, skills and understandings for staff in building innovative and flexible ways of using learning environments to meet the needs of all students. Increased knowledge, skills and understandings for staff to address issues such as adolescent development, providing for individual differences and youth culture.	Staff participate in professional development: Non Violent Crisis Intervention NCR 49 NCR Behaviour models NCR 52 Disengaged Adolescents NCR 53 Industry Pathways Workshop NCR 169A Whole School Learning Support Team conducts staff workshop on the revised school Students Welfare and Discipline policy Refresher program at Staff Development Day on the foundation principles of Capturing Kids Hearts. School Professional Learning Team focused around the continuing work and research from the Dusseldorp Skills Forum . The team will meet once per term following establishment in 2009	Principal Whole School Learning Support Team All staff Principal Deputy Principal Principal	2009 2009 2009 2009
Strategies are in place to enable timely intervention and ongoing tracking of individual student progress, particularly for students requiring learning support or enrichment and extension.	The Whole School Learning Support Team prepares plans that are regularly updated and published on the school secure intranet site. Staff training is provided to support the implementation of these plans.	Whole School Learning Support Team	2009-2011

	Staff trained in the Gifted and Talented On Line program will assist with the preparation of enrichment and extension programs and support for staff in the implementation of these programs.		
Learning programs are built around quality teaching and assessment practices	<p>School Team attends Quality Teaching Conference.</p> <p>Staff training and support for use of SBSR and developing written comments that are clear and constructive, providing guidance and encouragement to all students</p> <p>Formal parent/teacher interviews are planned each year to discuss student progress. Parents are encouraged to contact the school at any time to discuss issues of concern. Parents are given written progress reports each semester that are clear and constructive.</p> <p>The Parents and Citizens Association and the School Council provide forums to develop strategies to engage parents in supporting the progress and well being of students.</p>	<p>TPL Team Staff Team</p> <p>All staff</p> <p>Executive and all staff</p> <p>Principal</p>	<p>2009</p> <p>2009.</p> <p>2009-2011</p> <p>2009-2011</p>
Students are offered challenging and exciting extracurricular opportunities.	<p>Partnership programs, especially the Reading Mentoring Program, involve a range of students, giving them the opportunity to develop new skills and foster healthy self esteem.</p> <p>Support is offered to facilitate student involvement in the Byron Youth Collective, the Blues Festival Showcase, athletic and gymnastic programs through the Sports Centre, National competitions and forums.</p>	<p>Principal Deputy Principals HT Welfare</p> <p>All staff</p>	<p>2009-2011</p> <p>2009-2011</p>

<p>Increased capacity to offer flexible learning pathways for students experiencing difficulties in the mainstream school environment.</p>	<p>The Student Representative Council participates in leadership programs and develops strategies to expand the student voice in the operation of the school.</p>	<p>Principal SRC coordinator</p>	<p>2009-2011</p>
	<p>Participation in the Byron Flexi School campus management team to provide appropriate resource support in partnership with other stakeholders and negotiation around student placement.</p>	<p>Deputy principals HT Welfare Whole School Learning Support Team</p>	<p>2009-2011</p>
	<p>Partnership programs with the Byron Youth Services</p>		<p>2009-2011</p>

School Plan 2009 -2011

School Priority Area: Retention

Intended Outcomes: Increased proportion of students completing Year 12 or recognised vocational training
 Effective transition programs for students entering year 7 and year 11
 Effective home/school/community partnership that supports student progress and well being.
 Increased curriculum and flexible learning opportunities investigated and where feasible established for all Students.

Target/s: Less than 10% of early leavers cite unhappiness with teaching program delivery as the main reason for their decision to leave.
 Increase in apparent retention Years 10-12 for all students from the school average 2004-2008 of 63.8% to 65% in 2009, 66% in 2010 and 67% in 2011.
 Increase in apparent retention Years 10-12 for Aboriginal students to 45% in 2009, 50% in 2010 and 55% in 2011.

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Staff use Student Retention Tracking Tool to identify destinations for all school leavers.	Staff trained in use of Student Retention Tracking Tool. NCR75	Deputy Principal Careers Adviser	2009.
	Review of retention and destination data to identify issues with school structure or curriculum delivery	Deputy Principal Careers Adviser	2009
Increased curriculum and flexible learning opportunities are investigated and where feasible established for all students	Flexible learning team established which reports options to staff and Executive	Principal Deputy Principals HT Welfare VET Coordinator ICT team	2009
Staff use Personal Learning Plans for all Aboriginal students	Personal Learning Plans are developed for each Aboriginal student. These plans include strategies to motivate all students to complete year 12 or recognised vocational training and equip them with the skills to succeed.	Deputy Principals ACLO Whole School Learning Support Team	2009-2011

<p>Increased capacity to offer VET course programs delivered at the school</p>	<p>Discussions with Ros Hand and Peter Skaines to plan for the introduction of Construction at the school</p> <p>Planning and preparation to train staff to deliver Entertainment in 2010</p> <p>Community consultation and preparation of submission to establish a Trade Training Centre at the school based around Entertainment, Multi Media, Film and Television</p> <p>Meetings with Byron Shire Council Mayor to link Trade Training Centre submission with Byron Shire Strategic Plan</p>	<p>Principal Deputy Principal</p> <p>Deputy principal</p> <p>Principal Deputy Principal</p> <p>Principal Deputy Principal</p>	<p>2009</p> <p>2009</p> <p>2009</p> <p>2009</p>
<p>Planning and monitoring meetings are held with local community and business organisations to plan school based apprenticeships, vocational curriculum options and school to work programs.</p> <p>Students are supported to make appropriate curriculum choices at transition year 10 to year 11</p>	<p>Planning team established and terms of reference established. Initial meeting and recommendations in 2009.</p> <p>All students interviewed in mid year 10 to support development of HSC transition or school to work plan</p> <p>Information evenings are held each year to support students and parents making subject choices for the School Certificate and Higher School Certificate .</p>	<p>Principal Deputy Principals VET Coordinator Careers Adviser</p> <p>Careers Adviser Executive</p> <p>Careers Adviser Executive</p>	<p>2009</p> <p>2009-2011</p> <p>2009-2011</p>

<p>HSC students are supported in course progress and post HSC planning,</p>	<p>All Year 12 students interviewed following the half yearly report to motivate and provide practical course progress support and ensure an appropriate post HSC plan is in place.</p> <p>University Showcase is held each year to provide all students with post HSC planning information and support</p>	<p>Careers Adviser</p>	<p>2009-2011</p>
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School Plan 2009 -2011

School Priority Area: Aboriginal Education

Intended Outcomes: Aboriginal students' outcomes on track to match or better outcomes of the broader student population by end. 2011.
 Aboriginal parents are engaged in supporting their child's learning
 The school community has respectful and positive relationships with Aboriginal students and communities.

Target/s: All Aboriginal students have a Personal Learning Plan in place.
 The Aboriginal Education Policy 2008 is implemented across the school

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Personal Learning Plans are developed for each Aboriginal student and all staff use this plan	ACLO and staff participate in training program on Personal Learning Plans NCR 83.	Deputy Principal ACLO	2009
	Staff knowledge and skill in using Personal Learning Plans supported through workshops at Staff Development Days	ACLO Executive	2009-2011
Staff understand and implement the Aboriginal Education Policy 2008	ACLO undertakes training in Aboriginal Education and Training Policy NCR 81.	ACLO Deputy Principal	2009
	Staff knowledge and skill in implementing Aboriginal Education and Training Policy supported through workshops at Staff Development Days.	ACLO Executive	2009-20011
Arakwal community engaged in life of the school	Arakwal Elders invited to first whole school assembly each year to welcome students to country and the start of the learning year	Deputy principal ACLO	2009-2011
	Arakwal community participates in design of	Deputy Principal	2009-2011

	Aboriginal content in all KLA programs	ACLO	
Locally developed cultural knowledge program developed and implemented	Cultural knowledge program team established	Deputy Principal ACLO	2009
	Team develops and implements initiatives for whole school	Deputy Principal ACLO Cultural Knowledge Team	2009-2011

School Plan 2009 -2011

School Priority Area: Teacher and Leader Quality.

Intended Outcomes: Strengthened teacher capacity to improve student learning outcomes
Enhanced school leadership capacity for school improvement
Support for existing and early career teachers to achieve accreditation with the Institute of Teachers at appropriate level.

Target/s: Current and aspiring school leaders demonstrate a progression in identified capabilities within the School Leadership Capability Framework within each year 2009-2011.
Teacher Assessment and Review Schedule practice is founded on peer support for professional development model incorporating quality professional support and links to current school plans.
Career Development Team established to develop and implement support for aspiring leaders.
to progress towards Enhancing level on all three focus areas of the Quality Teaching Matrix Version 3 by 2011.

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Staff participate in leadership professional development programs	Staff supported through TPL funds to participate in: Aspiring Leaders Program NCR86 ; Great Leaders, Great Teams, Great Results NCR88 ; Team Leadership Program NCR90 ; Every Classroom, Every School: Quality Teaching Makes the Difference NCR98 ; Quality Assessment Practice-Assessment for Learning Stages 1-3 NCR100 and Principal Preparation Program .	Principal TPL Team Executive	2009
Current and aspiring school leaders have solid knowledge of the Leadership Capability Framework and can use self reflection analysis	Career Development Team designs and delivers professional development workshops for Staff Development Days and after school seminars	Principal Career Development Team	2009
Executive and teaching staff evaluate the Teacher Assessment and Review Schedule practice as providing positive support to their professional learning	Executive workshop to develop strategies to link the TARS practice with individual professional development plans.	Principal	2009
	Evaluation tool developed and used by all staff	Principal	2009

All staff use knowledge and skills to move whole school operational practice towards the Enhancing level in all three focus areas of the Quality Teaching Matrix version 3.	Executive Seminar develops detailed knowledge of the matrix and develops plan to move to Enhancing level over 2009-2011	Principal Executive	2009-2011
	Plan evaluated annually	Principal	2009-2011
Career Development Team is established and supports all teachers' individual leadership and professional development needs.	Career Development Team established and professional development plan developed	Principal	2009
	Evaluation indicates teachers are supported in developing carer plans and appropriate skills to move on these plans	Career Development Team	2009-2011

School Plan 2009 -2011

School Priority Area: Connected Learning

Intended Outcomes: Staff access NSW Institute of Teachers and DET accredited professional learning programs in the use of interactive technologies and digital educational resources.
Increased knowledge and use by all staff of ICT learning tools, interactive technologies and ICT based curriculum resources in quality teaching and learning activities.

Target/s: 50% of teachers access professional learning in the use of interactive technologies in 2009, 70% by 2010 and 100% by 2011.
Across KLA teams develop e-learning programs using Moodle
ICT team explores use of virtual worlds and immersive web

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Staff access training through the Connected Learning Resource Centre	ICT Team publishes training opportunities. Staff participation supported through TPL funds Staff meetings and Staff Development Day workshops held in Room 31 to demonstrate Connected Classroom capability	ICT Team TPL Team	2009-2011
Across KLA teams established to write work units using Moodle environment	Teams established and supported by ICT team and TPL funds for writing projects	ICT Team TPL Team	2009-2011
Staff participate in Connected Learning Conference	Conference material published and supported through TPL funds. Links to papers and support material published on school intranet Staff made aware of on line learning resources and training opportunities	Principal ICT Team TPL Team	2009-2011
Staff access training to support Laptops 4 Learning program	Staff training supported through TPL funds Staff are supported to develop appropriate	ICT Team TPL Team TPL Team	2009-2011

	pedagogy for use of laptops in the classroom	ICT Team Executive	2009-2011
Staff develop knowledge and skills in the use of immersive web technologies	<p>Staff team established to investigate virtual world sites like Skoolaborate and how these may be used within the school. Investigation will include students and parents.</p> <p>Communication with DET It support will examine filtering and compliance issues as they arise</p>	Principal Immersive Technology Team	2009-2011

School Plan 2009 -2011

School Priority Area: A safe and supportive workplace

Intended Outcomes: An efficient OH&C committee with trained representatives that meets regularly and responds quickly to issues
 Staff and students are knowledgeable of OH&S requirements
 Staff report that their workplace is safe

Target/s: Evacuation and lockdown drills completed and evaluated each semester
 OHS&S committee meets every two weeks each term
 Lockdown policy developed and implemented
 100% of staff report that they feel their workplace is safe on annual survey

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
OH&S committee meets regularly to respond to staff notifications and plan improved safety procedures.	Committee is elected at the first staff meeting each school year.	Principal	2009-2011
	Training and refresher programs are available to all committee members	Principal	2009-2011
	Staff notification process to raise safety concerns is evaluated each year	Committee	2009-2011
	An annual budget is planned and administered to implement cyclic improvement to school safety issues raised by staff or through the committee's annual inspection audit.	Committee	2009-2011
Staff understand responsibilities and participate in the OH&S program	A report from the OH&S committee is presented at each staff meeting	Committee	2009-2011
	Staff are trained in OH&S policy requirements during Staff Development Days Students are informed of OH&S requirements and	Committee	2009-2011

	the reporting process at assemblies and through special purpose seminars	Committee	2009-2011
	Emergency Management Guidelines updated to new format by Term 3 2009	Committee	2009.
Staff complete a workplace safety survey annually	Survey tool is developed and administered by the OH&S committee	Committee	2009
	Issues that arise from the survey are addressed by the OH&S committee quickly and a report provided to staff at the earliest available staff meeting.	Committee	2009-2011
Staff and students practice lockdown drill	Lockdown drill policy is developed by the OH&S committee and endorsed by staff.	Committee	2009
	Lockdown and Evacuation policy is practiced each semester	Committee	2009-2011
Dignity and Respect in the Workplace Charter is followed by all staff	Staff training and refresher is held each year during Staff Development Days.	Committee	2009-2011
	Procedures for responding to complaints are developed and endorsed by staff	Principal Committee	2009

School Plan 2009 -2011

School Priority Area: Connecting with Our Community

Intended Outcomes: Effective procedures to ensure the community is aware of what is happening at the school
 An effective school promotion strategy
 Partnership programs with local primary schools and other community organisations

Target/s: 75% of parents report an improvement in school communication by 2009
 85% of parents report improved school communication by 2010
 90% of parents report improved school communication by 2011

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Parents receive school newsletter by email	Email data base established and newsletter sent via email	Principal Deputy Principal	2009
School publicity material is easily available to visitors to the school	School Publicity Team develops and updates Power Pont slide show featuring photos of recent school events for display on screen in school foyer	Deputy Principal	2009-2011
School events are presented in fresh and exciting formats	School Publicity Team evaluates and recommends changes to annual school feature events	School Publicity Team Executive	
Local media has frequent reports about the school	School publicity team established incorporating P&C	Principal	2009
	School Publicity Team develops regular news items for local media covering school programs and events	School Publicity Team	2009-2011

	School Publicity Team updates promotional material including brochures and Power point presentations annually		
School uses DET website service	Website team established Subscription to DET website services and content protocols developed Content regularly updated using school developed protocols	Principal Website team	2009 2009-2011
School communication survey administered	School publicity team works with Kylie Wilkinson to develop and administer survey tool and response procedures	School Publicity Team	2009-2011

School Plan 2009 -2011

School Priority Area: Community of Schools

Intended Outcomes: Community of schools established and meets regularly to develop transition and curriculum initiatives

Target/s:
 Effective transition programs
 Improved Stage 3 and Stage 4 curriculum
 Increased share of year 6 students enrolling in Byron Bay High School for year 7:
 Byron Bay Public increase from 80% to 90% by 2011
 Bangalow Public increase from 60% to 75%
 Coorabell Public from 30% to 40%
 Newrybar Public from 30% to 40%
 Community School from 10% to 35%
 St Finbar's from 10% to 35%

INDICATORS	STRATEGIES	RESPONSIBILITY	TIMEFRAME
Community of schools established and team meets once per term.	Community of schools established, operating through a management team, and terms of reference are established. Initiatives planned. Curriculum initiatives planned and implemented across Stage 3 and 4 with staff training	Principal Deputy Principal Principal Deputy Principal	2009 2009-2011
Transition programs result in increased enrolment into year 7	Transition programs evaluated and revised annually	Principal Executive Whole School Learning Support Team	2009-2011
Curriculum opportunities are enhanced across the community of schools	Team meets to investigate use of connected learning technologies. Options reported to school staff meetings and supported initiatives are implemented with appropriate staff training and resource allocation	Management Team	2009-2011