

Stuart High School Site Operational Plan

Priority	Key Performance Indicator	Who	Timeline	Progress	Further action to be undertaken
Literacy Development	Examination of NAPLAN data and analysis at question level to identify gaps in teaching.	Year level coordinators with staff.	Term 1, 2011	Year level coordinators have unpacked data with staff.	
	Site learning plan developed with focus on improving reading for meaning through developing vocabulary and literacy practice agreements		Term 1- 4, 2011	Training in persuasive writing for lead up to NAPLAN testing Training has occurred, literacy agreements in place across the school as per SLP. All students and parents have a copy of literacy agreements	
	Two key staff in Literacy to be trained in Tactical Reading	Alice and Tracy	Week 5, Term 1, 2011	ESL Consultant has supported school to work with key teachers, Alice and Tracy in their support for teachers in programming and planning. This has been ongoing during terms 1 and 2. Training occurring in staff meetings and others scheduled	
	Training and development for leaders in leading	Veronica	Week 2 Term 2	Leading Literacy Learning Survey: All leaders have completed with a view to what	Leadership consultant to collate the survey and present back to school

Differentiated curriculum to ensure that all students are working to improve from the level that they are at	literacy .Implementing agreements for performance support		Ongoing	we need to concentrate on next.	leadership
	Calendar for staff development in literacy			Leadership team observation and assessment of all classrooms to check literacy richness of classrooms .Feedback and performance support for staff who need extra support	Monitor use of proofreading and editing by al
	Ongoing support for literacy at SHS <ul style="list-style-type: none"> ▪ Staff training on Tactical Reading/ ESL ▪ Planning and Programming for literacy ▪ Literacy agreements 	Ross, Chris, Tracy, Alice and Veronica	Week 4, Term 2 and ongoing	Nearly all staff trained in ESL or booked in to do course All ESL students work assessed by ESL team	Target one or two staff members who have not undertaken ESL training
	Establish Base line data in relation to reading abilities using PROBE	Tracey and Alice	All year and in staff meetings	Identified students who need intensive intervention	Further focus in PM meetings on staff programmes to look at differentiation .
Train SSOs to use PROBE to assess students reading	Tracey All curriculum SSOs	Term 2 and ongoing	SSOs trained and conducting assessments with Tracey modelling first. Occurred and assessments ongoing.		
Staff training in differentiated curriculum/observation	Debbie Hemming Leaders	ongoing	Early PROBE results shared with all staff. Training occurred and Observations and		

	and staff feedback around differentiating the curriculum and providing evidence in Performance meetings through curriculum programmes and work examples .			performance meetings	
Aboriginal Education To support literacy improvement. <i>See Aboriginal Education Improvement Plan</i>	Ongoing support for ACEO Cultural Competence training. Implement Aboriginal Cultural Studies	Veronica Conley/Brett Spangenberg David Rathman and Karin Garrett	Ongoing Term 2, 2011	Regular meetings with ACEOs Training has occurred. AET transferred .process to recruit new AET	
Safe orderly classroom environment to support Positive Learning Outcomes Support for training for Behaviour support	Classroom observation of possible students requiring support will be undertaken with list of students prepared and proactive strategies developed. Teachers released for discussions with Behaviour Management support – WRO to set aside	Anne Marie Sarah Leadership team Steve for induction Ann-Marie & Anne Williams & PBL team	First 4 weeks, Term 1, 2011 First 4 weeks, Term 1, 2011	Classroom observation has occurred in term 1. Positive Behaviour Learner training has been occurring which is providing strategies for teachers in setting behaviour targets with their classes and de-escalating behaviour. Induction and support for new inexperienced teachers, Observation of classroom management undertaken by senior staff.	Continue training in PBL and revisit Restorative Justice early 2012 Further feedback and planning with Anne Williams.

<p>EAP support for school due to extreme numbers of students exhibiting trauma .</p>	<p>resourcing.</p> <p>Plan for Behaviour Support including training in Positive Behaviours –</p> <ul style="list-style-type: none"> ▪ Your classroom course – new and less experienced staff to attend <p>Psychological Health survey conducted.</p> <p>Support from EAP to be negotiated for staff suffering vicarious trauma.</p> <p>All staff trained in Suicide assessment and post -vention procedures</p>		<p>Your classroom course scheduled for Wednesdays 4-5pm</p> <p>2011</p> <p>Term 3 , 2011</p> <p>Term 3</p>	<p>Review of SBM processes by Anne Williams.</p> <p>Ongoing review by Sarah Bradbury and PBL team .</p> <p>Sarah has reviewed with leadership and staff the documentation of BM practices, Parent referral room, Classroom procedures based on PBL, toolbox.</p> <p>Fewer suspensions have been recorded...with weeks at a time with no suspensions</p> <p>New teachers attended the Regional “Your Classroom” course.</p> <p>Psychological Health survey conducted and results show vast improvement on last year particularly in relation to Behaviour management support and processes. However staff indicated that hearing sad stories on a day to day basis causes concern to them .Hence EAP involvement .</p> <p>EAP services accessed for</p>	<p>EAP to come back and run training on Self Care</p>
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<p>Linking with community to establish referrals and agencies with responsibilities for students out side of school core business .(Community meeting established that there are very few services for adolescents in Whyalla)</p>	<p>Continue to investigate and develop links with ICAN providers to support FLO students</p> <p>Review of FLO</p> <ul style="list-style-type: none"> ▪ Review of FLO curriculum and staffing needs ▪ Audit of FLO students and appropriateness of their support 	<p>Giulio /Melissa and FLO team</p>	<p>Ongoing</p>	<p>some teachers requiring support.</p> <p>FLO staff have attended RUSTI Training. All staff booked in for SAFETalk (suicide prevention)</p> <p>Interagency Heads of agencies meetings have occurred to examine service delivery to adolescents at risk. Whyalla Alliance group formed through these meetings.</p> <p>Sub committee of agencies, ICAN and regional Support Services formed to look at student data and needs in order to work more coherently on support for adolescents at risk.</p> <p>Mission presently full .Established that school is trying to refer elsewhere but there is nowhere else .</p>	<p>Continue interagency meetings and unpack data further to examine progress of students and further strategies for support high risk students.</p> <p>Develop a plan for meeting the needs of students that have high level needs which are not being adequately supported through existing approaches. Support from ICAN for EC funding for students who have not been successful in mainstream and need external case management.</p> <p>Giulio to work on the processes with documentation of FLO student referrals, MOUs with agencies (CAMHS, Families SA, Mission Aust. Plaza) & communication structures</p>
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<p>Attendance improvement to support improved reading results</p>	<p>Attendance referrals to be prioritised and plans for further action developed</p>			<p>All care group teachers and year level coordinators liaising with parents re attendance .employed Aboriginal worker in term 2 to visit most disengaged students' .Ongoingly employ youth worker to follow up re attendance .Angela Dolphin meets with Coordinators re attendance .Has sent letters to parents of non attenders.</p> <p>Term 2 a reduction in all year levels of un explained absences</p>	<p>Unpack attendance list and prioritise needs. Review the attendance improvement strategy.</p>
<p>Role Clarity, Management and leadership capacity</p>	<p>Work with leadership team to examine Job and Person Specifications and role clarity to be developed as a result of restructuring roles, responsibilities, structures and processes</p> <p>Develop leadership capacity of leadership team</p> <p>Develop performance management processes and</p>	<p>Chris, Rowena, Veronica and leadership team</p>	<p>Term 1, 2011 and ongoing</p>	<p>Ongoing support for leadership staff in performance management and performance planning.</p> <p>All leaders making times to meet with leadership consultant</p>	<p>Support and outcomes to be reviewed.</p>

	support leadership team to provide feedback on targets set as part of the Site Improvement Plan				
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