Orange High School
2014 Strategic Plan

Focus Areas

- Introduce the new Australian Curricula enhancing academic rigour with expectations of raising student achievement
- Create a supportive, nurturing and professionally challenging culture through the introduction of the Australian Institute of Teaching and School Leadership (AITSL) standards across the school
- Introduce whole school, Key Learning Area (KLA) and individual literacy initiatives
- Lead the implementation of programs and initiatives for high achieving students with Gifts and Talents
- Build a school culture that has the infrastructure, expertise and confidence to seamlessly integrate technology into all teaching, learning, administration and communication activities

Leadership Team

- David Lloyd – Principal
- Michelle Barrett – Deputy Principal
- Helene Hamilton – R/ Deputy Principal
- Kath Maksymczuk – Head Teacher English
- Terri Johnston – Head Teacher Mathematics
- Peter Shea – Head Teacher Science
- Glen Griffith – Head Teacher Industrial Arts
- Narelle Small – Head Teacher Home Economics
- Terry Baker – Head Teacher Personal Development, Health and Physical Education
- Pauline Frost – Head Teacher Creative and Performing Arts
- Stephanie Nott – Head Teacher Special Education
- Kylie Winslade – Head Teacher – Students
- Jo Cormack – R/Head Teacher – Staff
- Kerrie Chopping – Head Teacher Wellbeing
- Kristie Esson – R/Head Teacher Teaching and Learning
- Ian Paine – Head Teacher – HSIE

Student Wellbeing and Learning Team

- Alice Bright (Year 7)
- Sophie Healey (Year 8)
- Sarah Townsend (Year 9)
- Taara Wilson and Aaron Routh (Year 10)
- Daniel Wait (Year 11)
- Karen Rogers (Year 12)

Progress Codes:

- On Track
- Action Required
- Completed
### Orange High School Priority Area: Australian Curricula

<table>
<thead>
<tr>
<th>Activity</th>
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| Lead and support the whole school implementation of the new curricula in English, Maths, Science and HSIE | • Coach and support Head Teachers (HTs) through regular meetings and liaison as new programs are taught and further developed in 2014  
• Allocate Professional Learning and RAM funds to support Teaching and Learning Program development for implementation in Years 8 and 10 in 2015.  
• All KLAs adopt the OHS Teaching and Learning Program Template as the basis of KLA programs to ensure consistency and a focus on pedagogy  
• Oversee partnerships and professional learning with other e2 schools through communication, liaison and negotiation on a whole school basis | P and DPs | 2013, 2014 and Ongoing | • Evidence of regular, productive and supportive discussions between Principal (P), Deputy Principals (DPs), HTs and teachers such as meeting records  
• Physical evidence of program development for ‘Year 2’ of the Australian Curricula  
• Professional Learning Feedback reflects effective use of professional learning  
• KLAs continue to revise and develop programs on a contextualised whole school template  
• Evidence of effective partnerships with other e2 schools on a whole school level including the development of shared written Teaching and Learning programs and written evaluations of professional learning activities | Australian Curricula ($13000)  
RAM ($5000)  
Professional Learning est. ($5000)  
OHS e2 Allocation ($1000) | On Track |
| Lead the further development of VET frameworks and trainer skills | • Allocate Professional Learning funds to support VET professional learning and the maintenance of Industry competencies for trainers | VET Coordinator and P | 2014 and Ongoing | • Log of evidence of VET trainers undertaking professional learning | Professional Learning est. ($5000) | Completed |
| Strategic planning to ensure the maintenance of VET trainers | • Encourage and support suitable teachers to retrain as VET trainers in identified areas of future need | VET Coordinator and P | 2014 and Ongoing | • Evidence of teachers selecting and undertaking requirements to become VET trainers in areas future need including hospitality and construction | Senior Pathways Funds | Completed |
| Maintain and create further industry links | • VET trainer site visits  
• Support VET trainer work experience | VET Coordinator and P | 2014 and Ongoing | • Feedback from employers indicates student skills match industry requirements  
• Evidence of students obtaining employment in work related industries | Professional Learning est. ($2000) | On Track |
| Quality Assurance of new Teaching and Learning Programs in | • Teachers record and register changes, and note improvements, on new teaching programs  
• HTs lead and monitor the teaching, | HTs | 2013, 2014 and Ongoing | • Evidence of written evaluation and ongoing improvement to teaching and learning programs as they are taught  
• Evidence of regular quality review and | Professional Learning ($5000) | On Track |
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| English, Maths, Science and HSIE | feedback and subsequent student learning data following the implementation of new Teaching and Learning Programs  
- HTs lead KLA partnerships and collaborations with other e2 schools to share workloads, professional learning and development of quality teaching and learning programs as appropriate  
- Continue to develop programs to reflect differentiation of teaching and learning to meet the needs of ALL students  
- Review teaching programs to ensure the incorporation of Literacy/Numeracy, Sustainability, Aboriginal Culture and Engagement with Asia | HTs | Ongoing | subsequent improvement of teaching and learning strategies on an ongoing basis for ‘Year Two’  
- Physical evidence of quality Teaching and Learning programs incorporating the Australian Curricula requirements  
- Partnerships with e2 KLAs sustained as appropriate  
- All programs incorporate teaching and learning differentiation including strategies that ensure quality learning for students with learning difficulties along with those who are academically talented  
- Programs and registrations clearly incorporate required focus areas | ESES ($15000) | On Track |
| HSC Focus | Continue the review and quality assurance of Preliminary and HSC programs and procedures | HTs | Ongoing |  
- Hard copies of changed and improved programs  
- Introduction of consistent HSC record keeping across KLAs | Nil | Action Required |
| Strengthen existing PBL foundation and positive rewards | PBL Team to lead implementation of new positive rewards system to support curricula achievement and values  
- Lead professional learning to ensure all teachers collaborate and distribute awards consistently | PBL Team | Term 1 2014 and Ongoing | PBL Team leads professional learning for implementation of positive rewards  
- Data indicates all teachers rewarding student learning and values consistently | PBL ($2500) | On Track |
| Aboriginal Education Focus | Employ ‘Aboriginal Learning and Engagement Officer’ (ALEO) | P and DPs | Term 1 2014 and Ongoing |  
- Aboriginal student learning  
- Reduction in fractional truancy  
- Increased evidence of parental and community linkages such as meeting records | RAM ($50 000) | Completed |
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<tr>
<td>Develop staff reflection and individual professional learning processes and proformas</td>
<td>• Continue to develop, trial and refine TARs/EARs, KLA and whole school templates and processes based on the AITSL Standards</td>
<td>Head Teachers and Teaching and Learning Team</td>
<td>Term 1 and Ongoing</td>
<td>• Documentary evidence demonstrating use of templates for coaching and mentoring between teachers and HTs</td>
<td>RAM ($10,000)</td>
<td>Action Required</td>
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<td></td>
<td>• Ensure every staff member is supported through at least 1 coaching and mentoring discussion by their supervisor by the end of Term 1 2014</td>
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<td>• Roster of DP and P engagement in classes and feedback provided to teachers/head teachers</td>
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<td>• P and DPs to team teach, demonstrate or provide feedback on at least one class a week</td>
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<td>• Written evidence on templates outlining the core of the discussions and priorities</td>
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<td>Implement Individual Professional Learning Plans</td>
<td>• All teachers to develop an individual professional learning plan (PLP) completed by Week 4 Term 1 2014</td>
<td>Head Teachers Teaching and Learning Team</td>
<td>Term 1 2014 and Ongoing</td>
<td>• Teaching and Learning Team collate and review a completed PLP for all teachers</td>
<td>Nil</td>
<td>Completed</td>
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<tr>
<td></td>
<td>• Teaching and Learning Team lead the development and the agenda and professional development activities on School Development Days (SDD)</td>
<td></td>
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<td>• Evidence of School Development Day organisation based on identified priorities in PLPs</td>
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<td></td>
<td>• Professional Learning Plans form the basis for all professional learning activities throughout 2014</td>
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<td>Teaching and Learning Team leads the whole school professional learning based on identified needs and areas for development</td>
<td>• Culture change to ‘in house’ professional learning, coaching and mentoring as the predominant form of long term teacher learning</td>
<td>Teaching and Learning Team</td>
<td>Term 1 and Ongoing</td>
<td>• Written documentation from the Teaching and Learning Team recording professional learning activities</td>
<td>Professional Learning ($10,000)</td>
<td>On Track</td>
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<td></td>
<td>• Use ‘in house’ staff expertise to facilitate SDDs and staff meetings</td>
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<td>• Written records of SDD agendas and staff feedback following professional learning activities</td>
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<td></td>
<td>• Professional learning plan/agenda developed and published for fortnightly teacher meetings</td>
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<td>• Professional learning agenda for Monday teacher meetings published and adapted as required</td>
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<td></td>
<td>• Professional learning around AITSL Standards led by Teaching and Learning Team on an ongoing basis</td>
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<td>• All teachers familiar with the AITSL standards and evidence required to demonstrate proficiency</td>
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<tr>
<td>Build Head Teachers as Instructional</td>
<td>• Professional learning in HT Meetings focusing on AITSL Leadership Standards</td>
<td>Principal, DP and Teaching</td>
<td>Term 1 and Ongoing</td>
<td>• Head Teachers increase their proficiency with and understanding of AITSL Standards</td>
<td>Nil</td>
<td>Action Required</td>
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<td></td>
<td>and priorities identified in PLPs</td>
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Progress Codes: On Track  Action Required  Completed
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<td>Leaders at OHS</td>
<td>• Expertise of different HTs used to lead professional learning activities around professional practice.</td>
<td>and Learning Team</td>
<td></td>
<td>• Agendas, plans and minutes demonstrate a range of head teachers facilitating professional learning for their colleagues</td>
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| Teachers/Leaders begin Accreditation at Higher Levels | • Promote the initiative and encourage potential candidates to accept the challenge  
• Discuss mode of completion and possible mechanism for team meetings to ensure progression  
• Investigate the employment of an external coach/mentor to support completion of the higher standards | Principal and Head Teachers | Term 1 and Ongoing | • Teachers agree to sign up and begin  
• Minutes of meeting deciding how best to run the initiative  
• Evidence of progress towards completion by participants  
• Employment of an external coach/mentor | Professional Learning ($2000)  
RAM ($10 000) | Action Required |              |
| Strong and consistent support for New Teachers | • Appoint Teachers Requiring Accreditation (TRA) Coordinator  
• Publish and share new Orange High School Teaching Handbook  
• Implement a ‘Welcome to Orange High School’ activity before school begins  
• Regular Meetings of New Teachers  
• Support in class and through regular meetings by Head Teachers  
• Identification of an ‘Individual Teacher Mentor’ for each new teacher  
• All New Teachers supported through new system to apply for professional learning time  
• Support to achieve Institute Accreditation from head teachers and Teaching and Learning Team | Taara Wilson | Term 1 and Ongoing | • Handbook published and distributed to all new teachers to OHS  
• Existing teachers meeting with new teachers at a social activity  
• New Teacher Meeting Schedule published and implemented  
• Written reviews of discussions, coaching and mentoring  
• Each new teacher provided with teacher mentor for extra support  
• New teachers apply for time through Teaching and Learning Team  
• New teachers achieve accreditation efficiently | TRA est ($12 000) | On Track |
## Orange High School Priority Area: Literacy/Improving Literacy Numeracy National Partnership

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<tr>
<td>Develop whole school Literacy Strategy</td>
<td>• Employ Head Teacher (Teaching and Learning) to lead ILNNP Strategy&lt;br&gt;• Develop comprehensive, aspirational and targeted, whole school Literacy Strategy for 2014 onwards&lt;br&gt;• Publish and lead professional learning to ensure the knowledge, engagement and support of all staff&lt;br&gt;• Monitor and review strategy regularly at whole school and HT level to ensure progress</td>
<td>Literacy Team</td>
<td>Term 4 2013 Onwards</td>
<td>• Comprehensive strategy developed and published&lt;br&gt;• Professional learning to share strategy with other staff&lt;br&gt;• Literacy Strategy is part of school culture and all staff actively support its implementation&lt;br&gt;• Use of Cross KLA Learning Teams</td>
<td>ILNNP ($130 000)</td>
<td>On Track</td>
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<tr>
<td>Engage staff in honest reflection and deep understanding of NAPLAN rigour</td>
<td>• Present historical and current literacy data/trends to all staff (Term 4 2013)&lt;br&gt;• Develop professional learning starting point through the completion and marking of a NAPLAN Assessment Task by all Teachers&lt;br&gt;• Professional learning to promote discussion and ensure future specific and targeted professional learning</td>
<td>K Esson Literacy Team</td>
<td>Term 4 2013 through 2014</td>
<td>• Data shared at HT and Staff Meeting&lt;br&gt;• NAPLAN completion included as part of Term 4 School Development Day&lt;br&gt;• Teachers engaged in NAPLAN rigour&lt;br&gt;• Calendar of targeted professional learning developed for each faculty/individual&lt;br&gt;• All teachers have at least one literacy professional learning activity in the Professional Learning Plan</td>
<td>ILLNNP</td>
<td>On Track</td>
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<tr>
<td>Whole school Professional Engagement in NAPLAN (Grammar and Punctuation)</td>
<td>• Develop and publish Grammar and Punctuation Professional Learning schedule for all School Development Days, HT Meetings and Staff Meetings incorporating data from NAPLAN assessment&lt;br&gt;• Target and develop professional learning activities to ensure a whole school focus and deep understanding of the required Literacy rigour</td>
<td>K Esson M Healey</td>
<td>SDD Term 1 2014 and Monday Staff Meetings</td>
<td>• Grammar and Punctuation Professional Learning completed in all scheduled allocated timeslots&lt;br&gt;• Regular review of Grammar and Punctuation Professional Learning at HT level&lt;br&gt;• Literacy rigour evident in school culture through discussions at whole school, KLA and individual professional learning level</td>
<td>ILNNP</td>
<td>On Track</td>
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<td>KLA Professional Engagement in NAPLAN (Grammar and Punctuation)</td>
<td>• Develop an individualised plan for grammar and punctuation to set out professional learning for each KLA&lt;br&gt;• Incorporate grammar and punctuation teaching into each KLA’s teaching units.</td>
<td>HTs K Esson</td>
<td>Term 1 2014 Onwards</td>
<td>• Evidence of a Grammar and Punctuation Plan for each KLA&lt;br&gt;• Teaching and learning program registration shows the incorporation of Grammar and Punctuation strategies</td>
<td>ILNNP</td>
<td>On Track</td>
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<td>KLAs lead completion of sections of NAPLAN papers</td>
<td>• Identified sections of NAPLAN papers completed and marked by identified KLAs</td>
<td>K Esson</td>
<td>Term 2 2014</td>
<td>• Evidence of professional learning to ensure all teachers have confidence and competence to lead the completion of tasks</td>
<td>ILNLP</td>
<td>On Track</td>
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| Individual Professional Engagement in NAPLAN (Grammar and Punctuation)  | • Develop and implement comprehensive individual professional learning in grammar and punctuation  
• Explicit teaching of grammar and punctuation by teachers through texts used in each KLA | K Esson Individual Teachers | Term 1 2014 Onwards | • Evidence of individualised professional learning in grammar and punctuation  
• Evidence of explicit grammar and punctuation instruction through texts in classrooms | ILNLP   | On Track |
| Whole school Professional Engagement in NAPLAN (Writing)                 | • Professional learning in NAPLAN writing requirements including marking rigour  
• Assign each KLA Text Type Targets and Quotas to implement  
• Audit writing across all KLAs                                                                                     | K Esson HTs Teachers | Term 1 2014 Onwards | • Writing segments of NAPLAN competed and marked  
• Work samples from students used to evaluate effectiveness of teaching and learning strategies | ILNLP   | On Track |
| Faculty Professional Engagement in NAPLAN (Writing)                     | • Writing targets set for each subject/KLA and embedded in TL programs  
• Review Assessment Tasks and work with KLAs to ensure NAPLAN qualities are incorporated                               | K Esson Literacy Team | Term 1 2014 Onwards | • Work samples show evidence of target achievement  
• Assessment Tasks incorporate rigorous NAPLAN Marking Criteria                                                       | ILNLP   | On Track |
| Individual Professional Engagement in NAPLAN (Writing)                   | • Implement system to enable teachers to apply for and receive individual support in achieving Writing Targets  
• Provide explicit and supportive feedback to individual staff on the assessment of writing tasks in Assessment Tasks | K Esson Literacy Team | Term 1 2014 Onwards | • Staff from all KLAs request individual support for writing  
• Explicit support provided  
• Work samples audited for writing quality                                                                         | ILNLP   | On Track |
| Review Roll Call and investigate the incorporation of Literacy activities | • Review the effectiveness of existing Roll Call practices  
• Investigate teaching time requirements                                                                            | Roll Call teachers and K Esson | Term 2 2014        | • Plan developed for the future of Roll Call                                                                 | Nil     | Action Required |
| Improve NAPLAN procedures                                                | • Undertake all assessments in whole school groups                                                                                       | Literacy Team      | Term 1 and 2 2014  | • PAC/Hall booked on calendar  
• Organisation published and promoted                                                                               | Nil     | Completed |
| SASS Support                                                            | • Employment of SASS to maximise value of teaching expertise during the implementation of the strategy                                      | K Esson           | Term 1 2014 Onwards | • ILNLP implementation supported and timely                                                                 | ILNLP ($20 000) | Completed |
**Orange High School Priority Area:** High Achieving Classes for students with Gifts and Talents

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| Refine existing High Achieving Strategy                                  | • Change application process and paperwork for 2015 candidates in Years 7 and 9 so that applicants supply all documents direct to OHS  
• Publish 2015 program paperwork in first 5 weeks of school 2014  
• Develop closer partnerships with partner primary schools              | P Frost, D Lloyd            | Term 1 2014   | • Paperwork and processes updated and documents posted or delivered to OHS front office  
• Advertising and paperwork published widely  
• Visits and discussion with partner primary schools re program aims and directions  
• Clear communication with all potential stakeholders                     | Marketing ($2000) | Completed  |
| Refine written High Achieving policies and procedures                   | • Write, update and publish all policy documentation including appeals process | P Frost      | Term 1 2014   | • Documents published in dedicated place on the OHS website                           | Nil     | On Track  |
| Monitor effectiveness of program                                         | • Review student achievement and class places formally within the first 5 weeks of Term 1 2014 and then ongoing throughout 2014  
• Undertake regular data analysis to monitor achievement  
• Develop individual Total Talent Portfolios for students.               | P Frost                  | Term 1 2014   | • Documentation of formal review of class placement of all students  
• Class changes made as appropriate (esp. second motivated class in Year 7)  
• Records of formal review meetings throughout the year  
• Portfolios track achievement and support goal setting and achievement according to individual needs | Nil     | On Track  |
| Professional Learning for teachers                                       | • Continue professional reading and learning activities for teachers throughout 2014  
• Professional learning for teachers taking classes in 2015              | P Frost                  | Term 1 and ongoing 2014 | • Positive written evaluations from professional learning activities  
• Teacher exchanges with other schools  
• Upload onto P Drive G&T readings for all OHS teachers                   | RAM ($5000) | On Track  |
| Encourage students to enter ‘Worldskills’                                | • VET trainers promote competition to capable and potentially interested students | VET Trainers  | Term 1 and ongoing 2014 | • Students enter competitions  
• Evidence of successes celebrated                                          | Nil     | On Track  |
| Quality assurance of teaching programs                                  | • Review new teaching programs in partnership with HTs to ensure rigour and intent is achieved | HTs, P Frost  | Term 1 and ongoing 2014 | • All programs used demonstrate evidence of differentiation and academic rigour. | RAM ($5000) | On Track  |
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<td>Celebrate Achievements</td>
<td>• Communicate student achievements with parents regularly</td>
<td>Teachers</td>
<td>Term 1 and ongoing</td>
<td>• Evidence of parent communication including email, newsletter and phone</td>
<td>Nil</td>
<td>On Track</td>
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**Progress Codes:**
- On Track
- Action Required
- Completed

**Celebrate Achievements**
- Communicate student achievements with parents regularly

**Evidence of Progress**
- Evidence of parent communication including email, newsletter and phone

**Finance**
- Nil

**Progress**
- On Track
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| Establish Bring Your Own Device (BYOD) culture | • Develop and promote school based policy and procedures  
• Market and promote to students and parents.  
• Lead professional learning for staff  
• Collaborate with other schools also implementing the new culture | H Hamilton Technology Team | Term 1 and Ongoing | • Students and parents familiar with policies, procedures based on surveys  
• Students bringing and using ICT widely for learning  
• Surveys indicate staff confident to genuinely incorporate technology into teaching and learning  
• Evidence of collaborations with other schools | RAM ($2000) | On Track |
| Organise Technology Support | • Collaborate with DER personnel to employ personnel.  
• Develop support new model beyond the expiration of the DER program  
• Investigate employment of ICT Consultant between secondary schools | H Hamilton Technology Team | Term 1 and Ongoing | • All staff and students supported in their use and adoption of technology  
• Long term strategy devised for ICT support | DER State Funding ($20 000)  
RAM ($20 000) | Completed |
| Establish QMS at OHS | • Provide professional learning for teachers in QMS  
• Develop systems and employ SASS support as required to upload evidence etc onto QMS | VET Coordinator and P | 2014 and Ongoing | • QMS over time becomes the ‘hub’ of VET at OHS  
• Staff confident to adapt to continually changing VET requirements  
• Systems developed and SASS employed as required | Professional Learning est. ($2000) | Completed |
| Activities in Teaching and Learning that increase student Engagement in Technology | • Undertake a cross faculty program audit to establish the software used and what could be added to faculty programs to enhance Australian Curricula implementation teaching | H Hamilton Technology Team | 2014 | • Professional learning around new software packages and ‘apps’  
• Increased student engagement evidenced through regular and consistent surveys and interviews with a cross section of staff, students and teachers as well as Head Teachers in their EARS meetings.  
• Evidence of implementation of ICT in teaching and learning programs assessing the registration section in faculties.  
• All staff have at least one professional learning activity in the Professional... | Nil | Action Required |
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| Lead eT4L                    | - Collaborate with Dell and Regional ICT to install new server and undertake LAN remediation as required  
                              |                                    | H Hamilton Technology Team        | Term 1 2014       | - New Server installed  
                              |                                    |                                    |                   | - OHS LAN remediated and upgraded as required  
                              |                                    |                                    |                   | - Professional learning for staff to use new system | Nil     | On Track |
| OHS Website Development      | - Develop and promote OHS Website communication systems for staff, parents and students  
                              |                                    | H Hamilton Technology Team       | 2014              | - Regular emails and text to parents with a link to information that has been updated  
                              |                                    | OHS staff and website manager     |                   | - Monitor data to track the volume of traffic on the website.  
                              |                                    |                                    |                   | - Survey parents and students at parent teacher nights with Survey Monkey about how they use the school website.  
                              |                                    |                                    |                   | - Organise and facilitate professional learning sessions for parents, staff and students to promote confidence with the website | RAM ($10 000) | On Track |
|                              | - Develop systems at OHS to ensure consistent information is provided to the community including an accurate calendar, major events and the schools teaching and learning focus for students 7-12  
                              |                                    |                                    |                   | - Plan dates and times certain information in uploaded onto the website for the school community  
                              |                                    |                                    |                   | - Survey how many staff use the ‘App’ to see events on the calendar?  
                              |                                    |                                    |                   | - Regular meetings with the website manager and the Technology Team.  
                              |                                    |                                    |                   | - Website becomes the ‘hub’ of the school for information  
                              |                                    |                                    |                   | - Student learning promoted through the website and social media regularly  
                              |                                    |                                    |                   | - Surveys indicate improved communication with parents and the wider community |         |          |
|                              | - Ensure the website is aesthetically pleasing and user friendly  
                              |                                    |                                    |                   |                                    |         |          |
|                              | - Publish an accurate ‘Assessment Calendar’ for all Year 7 to 12  
                              |                                    |                                    |                   |                                    |         |          |
|                              | - Develop an OHS ‘App’ facilitating convenient access to information from phones, ipads or tablets.  
                              |                                    |                                    |                   |                                    |         |          |
|                              | - Investigate placing 2014 student assessment marks and attendance online allowing secure parental access through a user name and password  
                              |                                    |                                    |                   |                                    |         |          |
|                              | - Develop Intranet and Website social media including Facebook and or Instagram site  
                              |                                    |                                    |                   |                                    |         |          |
| Improve OHS Intranet         | - Develop the P Drive to ensure calendars, major events and excursions PL etc are documented.  
                              |                                    | Technology Team                  | 2014              | - Evidence of PL where to locate forms and polices.  
<pre><code>                          |                                    | H Hamilton                        |                   | - Staff use interactive forms | Nil     | On Track |
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<tr>
<th>Activity</th>
<th>Strategy</th>
<th>Personnel</th>
<th>When</th>
<th>Evidence of Progress</th>
<th>Finance</th>
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<tbody>
<tr>
<td>Publish DEC policies and procedures</td>
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<td>Positive feedback from staff on how easy information is to locate</td>
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<td>Promote excursion forms and risk assessments</td>
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<td>Established and experienced staff know where to locate paperwork necessary to support successful teaching and learning.</td>
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<td>Implement interactive PDF forms for assessment tasks</td>
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Orange High School Priority Area: Technology

Progress Codes: On Track  Action Required  Completed
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| Continue to establish school culture through the development and implementation of policies | • Collaboratively develop, refine, publish and consistently implement whole school policies in:  
  - Attendance  
  - BYOD  
  - G&T  
  - PBL including Rewards and Recognition  
  - AITSL | HTs & DPs Leading areas | Term 1 and Ongoing | • Policies published  
  • Professional learning activities for staff  
  • Evidence including statistics that the policies are used by staff to support learning | Nil | Action Required |
| Lead the introduction of new DEC direction and procedures | • Lead the implementation of new Learning Management Business Reform (LMBR), Student Access and Learning Management (SALM), Resource Allocation Model (RAM) and Rural and Remote (RAR) packages in OHS context  
  • Negotiate to maintain Sentral until other packages can be at least as comprehensive  
  • Lead implementation of a range of new DEC policies including BOSTES, Code of Conduct and Child protection | D Lloyd | Term 1 and Ongoing | • Software and Hardware associated with the changes installed  
  • Evidence of comprehensive professional learning for staff – especially SASS  
  • Systems in place and running smoothly  
  • Evidence of localisation and implementation of State policies including physical documents supporting learning | RAM ($5000) | Completed (on hold at stat level) |
| Newsletter refinement | • Implement Phase II of the Newsletter improvement including photographic focus and improved format | C Sharp  
D Lloyd | Term 1 and Ongoing | • Cover of Newsletter predominantly visual with a student learning focus  
  • Higher percentage of achievements publicised  
  • Evidence from a quality assurance process; phoning parents to ensure receipt of the newsletter | RAM ($2000) | Action Required |
| Embed KLA Plan driven budget process | • All KLAs complete a KLA plan based on the School Plan, School Priorities and KLA priorities identifying resources required  
  • Negotiate Semester or Yearly budget | Leadership Team | Term 1 and Ongoing | • All KLAs have a published plan  
  • Budget meeting documented  
  • Sub-dissections populated with budget figures | Nil | Completed |
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| Continue upgrade of assets | • Collaborate with P&C and SRC to organise more ‘OHS The Block’ style events to upgrade learning spaces  
• Pursue every possible funding possibility to secure support for significant asset upgrade including painting and carpets  
• Alter front office foyer to facilitate parent payments direct from Woodward Street  
• Integration funding secured for asset development for vision impaired students  
• Replace aging phone system  
• Purchase new blinds as rooms are painted and distribute working blinds to other rooms as required  
• Audit exam tables and chairs and order replacements as required to ensure quality and quantity  
• Purchase chairs and tables as required to ensure each room has sufficient for students numbers | Leadership Team | Term 1 and Ongoing | • More classrooms painted to promote learning and school pride  
• Parents only make payments and enquiries through the front foyer  
• Modifications made to physical surfaces including new stair edges, ‘Hi Vis’ paint and re-rendering to smooth cement where required  
• New phone system installed with spare parts available  
• Blinds installed and moved as required  
• Exam rooms accommodate all students for exams with appropriate furniture  
• All classrooms accommodate required students | Global Funds  
Front Foyer ($8000)  
Phone ($15000)  
Blinds ($6000)  
Exam Desks ($8000)  
Classroom Furniture ($3000) | Completed |
| Maintain and develop facilities to ensure RTO currency | • Ensure regular servicing of existing equipment  
• Strategically upgrade and purchase new equipment to ensure industry currency | VET Coordinator and P | Term 3 | • All equipment in optimal safe working order  
• Investigate purchase of a panbreak machine | $5000 | Completed |