

# North Coast Region Plan 2009 - 2011

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## Supporting Every School



### Our Vision:

North Coast Region provides strategic leadership and support to enable schools to deliver high quality education for all students.

<http://northcoast.det.nsw.edu.au>

# North Coast Region Plan 2009 – 2011

## Supporting Every School



The *North Coast Region Plan 2009-2011* articulates what Region will do to best support schools in continuous improvement in teaching and learning, and to raise the achievement bar and close the performance gap for every student.

The plan evolves from the Office of Schools Plan and from analysis of regional data. It has six priority areas:

- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education
- Teacher and Leader Quality
- Connected Learning.

To assist schools with their planning, hyperlinks in the online *North Coast Region Plan* will take you to detailed documents outlining specific actions and professional learning to be offered annually. The Plan will be refreshed regularly with further hyperlinks and material added, thereby updating and sharpening our focus and support to schools.

In order to enable schools to deliver high quality education for all students, the Region is committed to:

- developing and strengthening our *Great Leaders* through deepening their knowledge of, and enhancing their capacity for, school improvement;
- strengthening the capacity of our *Great Teachers* to improve student outcomes for all students; and
- actively promoting cohesive and interdependent *Great Partnerships*.

To achieve mutually beneficial partnerships we will be working with and/or through:

- the regional *Leadership Alliance* to best align and coordinate key region priorities and maximise resources;
- *outside organisations* such as community groups, support agencies, businesses, TAFE and universities to ensure every student can access a range of learning opportunities and to improve support services within the region;

- *Communities of Schools* to collaborate on joint professional learning, shared decision making and local management of a range of school and regional resources;
- *Northern, Central and Southern Network Coordination Teams* to provide resources to support local initiatives aligned to our regional priorities; and
- *Partners* such as Parent Associations and Aboriginal groups to support students' learning.

The North Coast Region team is committed to supporting every school by ensuring every teacher can access relevant, quality professional learning and every student can access broad and flexible learning opportunities.

Peter Haigh

**Regional Director, North Coast**

Region Team: Regional Director; School Education Directors; School Development Officers; Principal Liaison Officer; Principal Education Officers; Region Support Team; and Principals through Regional Principals Liaison Groups (RPLG), Policy Liaison Groups (PLG) and Network Coordination Teams.

# Priority Area 1: Literacy



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## Outcomes:

- Increased school leadership capacity to lead evidence based and strategic literacy planning
- Enhanced quality teaching practices to improve levels of literacy achievement for all students in line with Region and school targets
- Expanded use by all North Coast Region teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching literacy
- Diminished gap in literacy achievement between Aboriginal students and all students

TARGETS	INDICATORS	STRATEGIES
100% of school plans are endorsed by the School Education Directors as containing effective and appropriate literacy intended outcomes, targets, indicators and strategies.	<p>Literacy targets are evidenced based, specific, measurable and attainable.</p> <p>Literacy strategies within school plans include well designed and adequately resourced school based professional learning and support.</p> <p>Yrs 5-8 Literacy Program Reviews or Education Support Reviews are utilised in a Community of Schools group to develop literacy strategies.</p>	<p>Training for school leaders in the <i>North Coast Region School Improvement Framework</i> to provide support in leading a continuous, cyclical process of literacy planning and evaluation.</p> <p>Offer training for principals to engage in <i>Education Support Team</i> or <i>School Program Review</i> as participant and then leader.</p>
All annual Region literacy targets are achieved.	<p>All schools meet their annual literacy targets set using the target setting tool or equivalent.</p> <p>Professional learning evaluations indicate teachers' increased capacity to plan for and teach literacy.</p>	<p>Build teachers' capacity to identify and address all students' literacy needs through three programs:</p> <ul style="list-style-type: none"> <li>– <i>Beginning in Literacy (BiL) – Kindergarten</i></li> <li>– <i>Getting Ahead in Literacy (GAiL) – Stages 1 and 2</i></li> <li>– <i>Moving On in Literacy (MOiL) – Stages 3 and 4</i></li> </ul> <p>The courses will be delivered over 4 terms and comprise core and elective modules. Modules will focus on data driven planning; explicit, systematic and integrated instruction; and quality school systems.</p>

# Priority Area 1: Literacy



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TARGETS	INDICATORS	STRATEGIES
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	<p>Personalised Learning Plans for Aboriginal students contain literacy goals and strategies.</p>	<p>Expand the implementation of <i>Accelerated Literacy</i> by providing:</p> <ul style="list-style-type: none"> <li>– increased training for classroom teachers, and</li> <li>– increased number of facilitators to coach training teachers.</li> </ul> <p>Support schools to include effective literacy strategies within Personalised Learning Plans, for Aboriginal students, by providing workshops and online support packages on the essential components of Personalised Learning Plans.</p> <p>Local <i>Network Coordination Teams</i> provide Region resources, to support Communities of Schools' literacy initiatives aligned to region priorities.</p>
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<p>Literacy related professional learning, where appropriate, includes supporting teachers to use ICT in teaching and learning.</p>	<p>Professional Learning evaluations indicate increased knowledge in using interactive technologies and ICT based curriculum resources in literacy teaching and learning.</p> <p>All North Coast Region support team personnel trained in interactive technologies, and those technologies embedded into the professional learning they provide.</p>	<p>Utilise <i>Connected Learning Resource Centres</i> to provide a suite of professional learning in effectively using ICT learning tools, interactive technologies and ICT based curriculum resources in literacy teaching and learning.</p>
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# Priority Area 2: Numeracy



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## Outcomes:

- Increased school leadership capacity to lead evidence based, strategic and systematic whole school numeracy planning
- Enhanced quality teaching practices to improve levels of numeracy achievement for all students in line with Region and school targets
- Expanded use by all North Coast Region teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching numeracy
- Diminished gap in numeracy achievement between Aboriginal students and all students

TARGETS	INDICATORS	STRATEGIES
100% of school plans are endorsed by School Education Directors as containing effective and appropriate numeracy intended outcomes, targets, indicators and strategies.	<p>Numeracy targets are evidenced based, specific, measurable and attainable.</p> <p>Numeracy strategies within school plans include well designed and adequately resourced school based professional learning and support.</p> <p>Yrs 5-8 Numeracy <i>Program Reviews</i> or <i>Education Support Reviews</i> are utilised in a Community of Schools group to develop numeracy strategies.</p>	<p>Training for school leaders in the <i>North Coast Region School Improvement Framework</i> to provide support in leading a continuous, cyclical process of numeracy planning and evaluation.</p> <p>Offer training for principals to engage in <i>Education Support Team</i> or <i>School Program Review</i> as participant and then leader.</p>
All annual Region numeracy targets are achieved.	<p>All schools meet their annual numeracy targets set using the target setting tool or equivalent.</p> <p>Professional learning evaluations indicate teachers' increased capacity to plan for and teach numeracy.</p>	<p>Build teachers' capacity to identify and address all students' numeracy needs through three programs:</p> <ul style="list-style-type: none"> <li>- <i>Beginning in Numeracy (BiN) – Kindergarten</i></li> <li>- <i>Getting Ahead in Numeracy (GAIN) – Stages 1 and 2</i></li> <li>- <i>Moving On in Numeracy (MOiN) – Stages 3 and 4</i></li> </ul>

# Priority Area 2: Numeracy



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TARGETS	INDICATORS	STRATEGIES
	<p>Personalised Learning Plans for Aboriginal students contain numeracy goals and strategies.</p>	<p>The courses will be delivered over 4 terms and comprise core and elective modules. Modules will focus on data driven planning including target setting; explicit, systematic and integrated instruction; and quality school systems.</p> <p>Support the numeracy learning needs of Aboriginal students by:</p> <ul style="list-style-type: none"> <li>– providing targeted professional learning in <i>Count Me In Too</i> and <i>Counting On</i> in Aboriginal communities, and</li> <li>– training teachers in the development of Personalised Learning Plans to ensure numeracy priorities are included for all Indigenous students.</li> </ul> <p>Local <i>Network Coordination Teams</i> provide Region resources, to support Communities of Schools' numeracy initiatives aligned to region priorities.</p>
<p>Numeracy related professional learning where appropriate, includes supporting teachers to use ICT in teaching and learning.</p>	<p>Professional learning evaluations indicate increased knowledge in using interactive technologies and ICT based curriculum resources in numeracy teaching and learning.</p>	<p>Utilise <i>Connected Learning Resources Centres</i> to provide a suite of professional learning in effectively using ICT learning tools, interactive technologies and ICT based curriculum resources in numeracy teaching and learning.</p>

# Priority Area 3: Student Engagement



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## Outcomes:

- Improved attendance rates for all secondary students and reducing the attendance rate gap between all secondary students and Aboriginal students
- Increased parental engagement in supporting their child's learning
- Broader curriculum options and flexible learning opportunities across Communities of Schools, catering for the needs of all students

TARGETS	INDICATORS	STRATEGIES
<p>Improve the average secondary attendance rates of:</p> <p>all students</p> <ul style="list-style-type: none"> <li>– from 88.23% to 88.73% in 2009,</li> <li>– (89.23% in 2010),</li> <li>– (89.73% in 2011).</li> </ul> <p>Aboriginal students</p> <ul style="list-style-type: none"> <li>– from 79.13% to 80.13% in 2009,</li> <li>– (81.13% in 2010),</li> <li>– (82.13% in 2011).</li> </ul>	<p>School Education Directors report that secondary schools with attendance below state average have attendance strategies within their school plan.</p> <p>Attendance goals are included in Personalised Learning Plans for all Aboriginal students identified as having attendance issues.</p> <p>New attendance procedures are implemented.</p>	<p>School Education Directors support school leaders to:</p> <ul style="list-style-type: none"> <li>– develop data informed attendance action plans for schools with attendance rates below the region average, and</li> <li>– establish school / interagency attendance forums in targeted local council areas to develop and implement agreed actions, with a focus on developing effective attendance strategies within Personalised Learning Plans for Aboriginal students.</li> </ul>
<p>School plans contain strategies that specifically address gifted and talented students.</p>	<p>100% workshop evaluations indicate increased knowledge, skills and understandings in identifying, planning for and better meeting the needs of gifted and talented students.</p>	<p>Support Communities of Schools and in-school facilitators to:</p> <ul style="list-style-type: none"> <li>– develop workshops for teachers that focus on differentiating the curriculum for gifted and talented students,</li> <li>– implement the <i>Gifted and Talented Online Program</i>, and</li> </ul>

# Priority Area 3: Student Engagement



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TARGETS	INDICATORS	STRATEGIES
	<p>A sample of Communities of Schools across the Region focus on developing ensembles, choirs, bands, dance troupes or art, drama groups.</p> <p>Teachers participating in arts-based workshops indicate increased opportunities for students in their schools to participate in the arts.</p>	<ul style="list-style-type: none"> <li>provide workshops for teachers that focus on strengthening the teaching capabilities of teachers in a key art form such as dance, music, drama, visual arts, and including public speaking and debating.</li> </ul> <p>Local <i>Network Coordination Teams</i> provide region resources, to support initiatives for gifted and talented students, aligned to region priorities.</p>
<p>Increase the number of schools participating in the <i>Positive Behaviour for Learning Program</i> from 27 to 50 in 2009,</p> <ul style="list-style-type: none"> <li>(to 75 in 2010),</li> <li>(to 100 in 2011).</li> </ul>	<p>Established <i>Positive Behaviour for Learning Program</i> school data indicates reduced long suspension rates and duration.</p> <p>The average length of a long suspension reduced from 12 days to 11 days (2009) and the rate of long suspensions is reduced by 5% annually (2010-2011) in established <i>Positive Behaviour for Learning Program</i> schools.</p>	<p>Provide professional learning to school leaders and teachers in established <i>Positive Behaviour for Learning Program</i> schools.</p> <p>Establish a coordinated Region <i>Positive Behaviour for Learning Program</i> leadership team.</p> <p>Provide training and support in <i>Positive Behaviour for Learning Program</i> for self nominated secondary and primary schools.</p>
<p>Related professional learning and community development activities indicate:</p> <ul style="list-style-type: none"> <li>enhanced school practice in engaging parents, and</li> <li>an increase in parental skills and confidence in supporting their child's learning.</li> </ul>	<p>Professional learning and community development activities to enhance whole school learning communities have been made available to all North Coast Region schools.</p> <p>Partnerships Officers have communicated information and contributed to resource development to improve parental engagement for all North Coast Region schools.</p>	<p>Partnerships Officers conduct professional learning and community development activities across the region to develop and enhance whole school learning communities, with a focus on improving students' literacy and numeracy achievement, engagement and retention.</p> <p>Partnerships Officers facilitate the communication of information and contribute to resource development to improve parental engagement in supporting student learning from K-12.</p>

# Priority Area 3: Retention



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## Outcomes:

- Increased proportion of students completing Year 12 or recognised vocational training
- Broader curriculum options and flexible learning opportunities across Communities of Schools

TARGETS	INDICATORS	STRATEGIES
<p>Less than 10% of early leavers cite curriculum reasons.</p> <p>Increase in apparent retention Years 10-12: all students</p> <ul style="list-style-type: none"> <li>– from 60.9% to 62% in 2009,</li> <li>– (62% to 63% in 2010),</li> <li>– (63% to 64% in 2011).</li> </ul> <p>Aboriginal students</p> <ul style="list-style-type: none"> <li>– from 40% to 44% in 2009,</li> <li>– (44% to 49% in 2010),</li> <li>– (49% to 53% in 2011).</li> </ul>	<p>Evaluations of Community of Schools projects indicate:</p> <ul style="list-style-type: none"> <li>– increased Vocational Education courses offered to Stage 5 and 6 students,</li> <li>– increased access to Stage 5 Vocational Education by Aboriginal students,</li> <li>– regular planning and monitoring meetings held with local community and business organisations in project planning and implementation eg. <i>CareerLink</i>,</li> <li>– increased subject choices available to Stage 6 students, and</li> <li>– increased percentages of students accessing non-UAI pathways.</li> </ul> <p>The Region identifies the range of post school destinations for all North Coast Stage 6 students through school use of the Student Retention Tracking Tool.</p>	<p>Region assists Communities of Schools to develop curriculum options for Stage 5 and 6 students that focus on:</p> <ul style="list-style-type: none"> <li>– increasing Vocational Education options,</li> <li>– establishing and maintaining effective partnerships between local community and business organisations, and</li> <li>– increasing the availability of non-UAI pathways.</li> </ul> <p>Assist collaboration between schools to broaden curriculum options and flexible learning opportunities using interactive technologies to improve Stage 6 students access to their first subject choices.</p> <p>Provide training to all secondary schools in the use of the Student Retention Tracking Tool.</p>

# Priority Area 4: Aboriginal Education



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## Outcomes:

- Aboriginal students' outcomes on track to match or better outcomes of the broader student population by end of 2011
- Increased Aboriginal parental engagement in supporting their child's learning
- Schools develop respectful and positive relationships with Aboriginal students and communities

TARGETS	INDICATORS	STRATEGIES
<p>Increase the number of Aboriginal students who have a Personalised Learning Plan in place from 25% in 2008 to:</p> <ul style="list-style-type: none"> <li>– 50% in 2009,</li> <li>– 75 % in 2010,</li> <li>– 100% in 2011.</li> </ul>	<p>Six Aboriginal Education networks for teachers established with meetings held twice a term.</p> <p>Number of teachers attending network meetings each term.</p> <p>Percentage of Personalised Learning Plans developed with active engagement of parents.</p>	<p>Three local Aboriginal Education Facilitators employed to:</p> <ul style="list-style-type: none"> <li>– establish and lead regular network meetings for teachers,</li> <li>– develop a series of workshops and online support packages, including <i>What Works</i> seminars, on the essential components of Personalised Learning Plans that inform teaching and learning and genuinely engage parents, and</li> <li>– support the implementation of the new <i>Aboriginal Education Policy</i>.</li> </ul>
<p>30% of schools participate annually in the <i>Aboriginal Cultural Education Program</i> or locally developed cultural knowledge program.</p>	<p>All consultants complete <i>Aboriginal Cultural Education Program</i>.</p> <p>40 schools per annum complete <i>Aboriginal Cultural Education Program</i>.</p> <p>Minimum of three Communities of Schools' initiatives funded to develop a local cultural knowledge program and to evaluate its impact.</p>	<p>Schools supported by region to:</p> <ul style="list-style-type: none"> <li>– participate in the <i>Aboriginal Cultural Education Program</i>; or</li> <li>– develop a local cultural knowledge program in consultation with the <i>Aboriginal Education Consultative Group</i> (AECG) as part of a Community of Schools.</li> </ul>

# Priority Area 5: Teacher and Leader Quality



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## Outcomes:

- Strengthened teacher capacity to improve student learning outcomes
- Enhanced school leadership capacity for school improvement
- Increased number of teachers accredited with the Institute of Teachers

TARGETS	INDICATORS	STRATEGIES
100% of participating schools progress towards the <i>Enhancing Level</i> of the Quality Teaching matrix.	Interviews held with a 20% sample group indicate that quality teaching is more highly evident in an increasing number of classrooms.	Assist school leaders and the Quality Teaching contact in every school to deepen teacher knowledge and expand school implementation of the <i>NSW Quality Teaching</i> model through the regional initiative: <i>Every Classroom, Every School: Quality Teaching Makes the Difference</i> .  Local <i>Network Coordination Teams</i> provide region resources, to support Communities of Schools' Quality Teaching initiatives aligned to region priorities.
Current and aspiring school leaders demonstrate a progression in identified leadership capabilities within the <i>School Leadership Capability Framework</i> over a 12 month period.	20% of all principals and 100 middle executives/aspiring leaders complete a leadership self reflection analysis and develop a individual leadership action plan.  A 10% increase in the number of current and aspiring leaders who participate in Region leadership programs.  The annual Principals' Feedback Survey indicates improved satisfaction with leadership programs / support.	<i>Network Coordination Teams</i> establish leadership working groups, chaired by a School Education Director, to: <ul style="list-style-type: none"> <li>– invite expressions of interest from current and aspiring leaders to participate in the leadership programs,</li> <li>– analyse leadership action plans and develop leadership programs tailored to identified needs, and</li> <li>– identify experienced leaders to lead and support the needs of participants.</li> </ul> <i>Network Coordination Teams</i> assist the establishment of middle management collegial groups and/or networks.

# Priority Area 5: Teacher and Leader Quality



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TARGETS	INDICATORS	STRATEGIES
	Executive and teachers commence seeking accreditation at Accomplishment and Leadership levels with the NSW Institute of Teachers.	Local <i>Network Coordination Teams</i> provide region resources, to support Communities of Schools' leadership initiatives aligned to region priorities.
Principals report increased support by School Education Directors in relation to school planning.	Increased effectiveness of the <i>Principal Assessment and Review Schedule</i> process is indicated in the annual Principals' Feedback Survey.	The <i>Principal Assessment and Review Schedule</i> process is used to support, guide and provide feedback to principals in the development of effective school planning and evaluation processes.
Principals report improved <i>Teacher Assessment and Review Schedule</i> practices: <ul style="list-style-type: none"> <li>– align with current school plans;</li> <li>– provide for individually negotiated goals; and</li> <li>– provide quality professional support to teachers.</li> </ul>	<p>The program evaluation indicates over 90% of participants agree:</p> <ul style="list-style-type: none"> <li>– they are better prepared to align the <i>Teacher Assessment Review Schedule</i> process to their School Plan and the professional learning needs of teachers, and</li> <li>– their understanding of monitoring for improved teaching and learning has increased.</li> </ul> <p>The formal evaluation demonstrates that teachers, executive and principals report:</p> <ul style="list-style-type: none"> <li>– improved implementation of the <i>Teacher Assessment Review Schedule</i>, and</li> <li>– better quality feedback is being provided focusing on enhanced performance.</li> </ul>	<p>Up to five schools in each school education group, each year, self-nominate for a program, led by the Principal Liaison Officer, to improve their school's <i>Teacher Assessment and Review Schedule</i> policy and practices. The program will involve School Education Directors, principals and middle executive. A sample of schools engage in a formal evaluation process a semester after the conclusion of the program.</p> <p>Region and the <i>Regional Principal Liaison Group</i> develop an instrument to gauge the success of the program.</p>

# Priority Area 6: Connected Learning



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## Outcomes:

- Accessible NSW Institute of Teachers and DET accredited professional learning for all North Coast Region staff in the use of interactive technologies and digital educational resources
- Expanded use by all North Coast Region teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in quality teaching and learning activities

TARGETS	INDICATORS	STRATEGIES
<p>40% of schools access professional learning in the use of interactive technologies in 2009,</p> <ul style="list-style-type: none"> <li>– (60% by 2010),</li> <li>– (80% by 2011).</li> </ul>	<p>Increase in provision of accredited courses.</p> <p>All schools with connected classrooms access training through the <i>Connected Learning Resource Centres</i>.</p> <p>All North Coast Region Support Team personnel trained in interactive technologies, and those technologies embedded into the professional learning they provide.</p> <p>80% of interviews with sample groups of schools, participating in regionally provided professional learning, indicate regular use of ICT and digital curriculum resources in teaching and learning programs.</p>	<p>Establish three <i>Connected Learning Resource Centres</i> and remote access facilities for the provision of professional learning including:</p> <ul style="list-style-type: none"> <li>– training for all North Coast Region Support Team personnel in using interactive technologies and digital curriculum resources, and</li> <li>– providing a range of courses for all teachers in using interactive technologies.</li> </ul> <p>Form collegial networks for teachers in Connected Classroom equipped schools where virtual meetings are held fortnightly to share ideas and engage in professional learning.</p> <p>Lead an annual Connected Learning Conference to engage participants with technology, support for syllabus implementation, and integrating technology via e-learning tools to enhance engagement.</p> <p>Implement the <i>National Secondary Schools Computer</i> program across the region, if approved.</p> <p>Local <i>Network Coordination Teams</i> provide region funding and resources to support initiatives aligned to region priorities.</p>