### Key directions of the Strategic Plan 2010 - 2012

<table>
<thead>
<tr>
<th>Key Direction</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a whole school approach to curriculum implementation incorporating National Curriculum requirements.</td>
<td>Developing</td>
</tr>
<tr>
<td>Create positive school image and enhance public confidence in our school</td>
<td>Embedded</td>
</tr>
<tr>
<td>Develop a professional learning community which embraces a high performance culture with high expectations for students</td>
<td>Embedded</td>
</tr>
<tr>
<td>Continue to embed the use of information and communication technologies (ICT) as integral components of curriculum planning, teaching &amp; learning.</td>
<td>Developing</td>
</tr>
</tbody>
</table>

### Key Priority Areas and Activities to be Undertaken in 2012

**The ‘United in Our Pursuit of Excellence’ document is a reference source for this plan**


<table>
<thead>
<tr>
<th>Specific Resources Required</th>
<th>Data Used to measure outcome</th>
<th>Underlying Action Plans containing details of implementation</th>
</tr>
</thead>
</table>

### School Community and Partnerships

High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement

- Build and sustain productive working relationships with staff, parents, Parents & Citizens’ Association, local government, local organisations and industries.
- Communicate student and school achievements effectively utilising a range of contemporary technologies (newsletter on website and via email, teachers communicate student achievement through class letters, class Facebook, virtual classrooms & email), Parent/Teacher Interviews each semester and report cards each semester, newspaper etc.
- Organise the structure, function and form of internal and external school communication to best meet the purpose, content, audiences and contexts.

### School Curriculum

Consistent curriculum, planning and implementation to improve learning

### Core Priorities

**Reading**

- 100% above NMS for Year 3, 5 & 7
- Major focus on reading comprehension Prep to Year 3
- Focussed use of teacher aides during English block Prep to Year 7
- Reading coach providing intensive in-class support for Years 3, 5 & 7 leading up to

Reading materials matched to C2C NAPLAN, PAT R PROBE NAPLAN Year level

L&N Partnership Plan Principal
### NAPLAN
- Reading coach using data to assist teachers with student profiling and individual reading goals.

<table>
<thead>
<tr>
<th>Diagnostic and other Data targets</th>
<th>Performance Plan</th>
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</thead>
<tbody>
<tr>
<td>HOC TRS C2C</td>
<td>Principal Performance Plan</td>
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</table>

### Numeracy
- HOC Differentiation to assist teachers with student profiling and individual numeracy goals.
- Focus on Measurement, multi-step problems with increasing difficulties and Number with calculator.
- Introduce PAT Maths from Prep to Year 7 as a diagnostic tool to assist with profiling and monitoring.

(Additional areas could include writing including spelling and grammar & punctuation, science)
- Consistent use of the Planning Guide for the teaching of writing. Modelled by HOC.
- PD in the use of Words Their Way as a diagnostic tool for mapping student progress in spelling.
- Continue to embed Science Spark & Earthsmart pedagogy in school Science programs.

### Closing the Gap – outcomes and attendance of indigenous and non-indigenous students
- Continue to employ indigenous teacher aide to assist with embedding indigenous culture and provide tutoring for individual students in areas of need.
- Keep parents informed about importance of attendance for student outcomes including sending brochure “Every Day Counts” to each family and developing school process for responding to non-attendance.

<table>
<thead>
<tr>
<th>Departmental brochure</th>
<th>Intervention Plan</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Attendance Plan</td>
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</tbody>
</table>

### Retention, Attainment and Transition of Students
- Maintain and enhance Prep Open Mornings.
- Continue school captain visits to local kindies as part of leadership program
- Participate in Nyanda SHS cluster curriculum initiatives and Year 8 Induction Program.
- Continue community events e.g. ANZAC, Under 8s Day, Harmony Day etc

<table>
<thead>
<tr>
<th>Attendance &amp; retention data provided by department. Enrolment trends</th>
<th></th>
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</table>
### Planning for Whole School Curriculum Implementation

- Develop Prep to Year 7 C2C Curriculum Overview identifying scope and sequence.
- Review and update school Assessment Schedule to reflect C2C requirements.

<table>
<thead>
<tr>
<th>HOC</th>
<th>Whole School Curriculum Plan</th>
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</table>

### Response to Teaching and Learning Audits

1. **Expert Teaching Team**
   - Continue to build on our high performing curriculum leadership team including Reading Coach and HOC (workplace reform). In 2012 we will diversify the HOC role with a high performing teacher taking on HOC Differentiation including aspects of coaching/mentoring/modelling the process from data to practice to outcomes.
   - Build on role of STL&N as member of Leadership Team, ensuring alignment with intervention programs and target setting for literacy and numeracy.
   - Establish formal and informal mentoring relationships amongst staff for new and beginning teachers.

2. **Differentiated Classroom Learning**
   - HOC Differentiation and Reading Coach/HOC to assist teachers to create class profiles and student learning goals then provide coaching in differentiated practice to achieve these goals.
   - Teachers undertake PD in Differentiation.
   - Establish a Culture of Affirmation, identifying our core beliefs and the mantras we share.
   - Continue to work on our Performance Plans and PD Plan based on the above and linked to our Whole School Differentiation Framework.

### Planning for Improvement

- Continue to focus on achieving alignment across the school with Principal, HOC, Reading Coach, class teachers, STL&N, GO, teacher aides using data to track student support. Further training in the use of OneSchool (special provisions), NAPLAN and other diagnostic data to create student profiles will assist in this tracking.
- Establish Data and Pedagogy Days to replace Planning Days. Introduce student mapping days early in term 1 with teachers working with the HOC and Reading Coach using C2C and student data to establish individual learning goals and a differentiated program to meet student needs.

<table>
<thead>
<tr>
<th>HOC TRS</th>
<th>Data entries in OneSchool Teacher confidence in using OneSchool</th>
<th>Principal Performance Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Profiling Proforma Student Data OneSchool</td>
<td>Results of 2012 T&amp;L Audit</td>
<td>Principal’s response to T&amp;L Audit recommendations</td>
</tr>
</tbody>
</table>
## Teaching Practice

High quality teaching focused on the achievement of every student

### High Quality Teaching Practices

- Teachers will demonstrate high quality teaching characterised by:
  - high expectations of all students
  - deep knowledge of learning areas and pedagogical practices
  - targeted teaching in response to students’ specific needs and context
  - continuous monitoring of student achievement
  - a safe, supportive, inclusive and disciplined learning environment

### Collaborative Practices

- Continue to share best practice in teaching based on dimensions of teaching in Roadmap.
- Principal to continue collegial visits and provide feedback on pedagogy.

### Consistent Pedagogical Practice

- Access Regional PD in high quality pedagogical practice in key aspects of core learning priorities.
- Leadership team attend “Leading a Coaching Culture Master Class” and apply best practice in school context.

### Evidence-based decision-making

- Analyse data to inform whole-school and individual student improvement strategies
- Teachers will routinely use data to inform, monitor and review their classroom teaching practices and contribute to whole-school strategies to assist in identifying and addressing student learning needs
- STL&N will assist teachers in providing tailored support and intervention based on school context, achievement and improvement data
- Establish improvement strategies and targets to monitor student and school improvement

<table>
<thead>
<tr>
<th>Learning Place Roadmap C2C</th>
<th>Principal’s record of professional conversations</th>
<th>Whole School Curriculum Plan Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional PD</td>
<td>Reading Coach Log</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td>Relative Gain data</td>
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</table>
**Principal Leadership and school capability**

Instructional leadership with an unrelenting focus on improvement

Refer to https://sreports.data.qld.gov.au/services/HumanResources/CapabilityDevelopment/PrincipalInductionAndResources/IntellectualLeadership/StrategicPicture/Pages/EOPrincipalsCapabilityMFLLeadershipFramework.aspx

<table>
<thead>
<tr>
<th>Instructional leadership</th>
<th>Regional PD</th>
<th>Principal Performance Plan</th>
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<tbody>
<tr>
<td>• Work with my Leadership Team to provide Instructional Leadership in the areas of:</td>
<td></td>
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<tr>
<td>- core learning priorities</td>
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<td>- quality curriculum</td>
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<tr>
<td>- student achievement and improvement</td>
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<tr>
<td>- pedagogical practice</td>
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<tr>
<td>- teacher feedback</td>
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<td>- quality assessment</td>
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</tbody>
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**Developing Workforce Performance**

• Teachers develop Individual Performance Plans based on school data and priorities.

| | School data and performance targets | School Opinion Surveys | Individual Performance Plans |
| | | | |


**CERTIFICATION**

This Operational Plan was developed in consultation with the school community.

Carol Greenwood  
Principal  
28/02/2012

Paige Garland  
P&C President  
28/02/2012

Karen Howes  
Assistant Regional Director  
Metropolitan Region  
29/09/2012