

Priority 1. Reading

Strategy: Consolidate implementation of whole school literacy program focusing on the Four Blocks Literacy Model with targeted data collection to inform planning and teaching practice.	
Actions	Responsible Officer(s)
Continue implementation of Four Blocks Literacy Model using streamed approach	Principal
Employ specialist Four Blocks Literacy Model Consultant, Jane Farrell to observe classroom practice, provide feedback and deliver professional development focused on greater student outcomes	Principal
Complete Literacy focused diagnostic assessment tools to collect and analyse data and use diagnostic data to formulate Individual Curriculum Plans	HOC
Utilise flexible staffing arrangements to release specialist teacher to focus on 'non biased' baseline and continual scheduled literacy data collection and review	Principal
Strategy: Improve staff capability to plan, teach and assess reading through professional development, mentoring and coaching, as identified in their Teacher Performance Review Plan and the Whole School Professional Development Plan.	
Actions	Responsible Officer(s)
Employ specialist Four Blocks Literacy Model Consultant, Jane Farrell to observe classroom practice, provide feedback and deliver professional development focused on greater student outcomes	Principal
Access Four Blocks Literacy Model professional development activities to increase teacher confidence in program delivery	Principal
Establish classroom observation procedures and protocols aligned with AITSL Classroom Practice Continuum in partnership with Master Teacher, with a specific focus on English and Mathematics pedagogy	Principal, HOC
Organise school visits for Head of Curriculum to observe practices of other schools implementing Four Blocks Literacy Model	HOC
Literacy is identified as whole school focus in Developing Performance Plans and Whole School Professional Development Plans	Principal
Strategy: Consolidate the teaching of Australian Curriculum subject of English, with a focus in the senior school.	
Actions	Responsible Officer(s)
Senior School teachers implement English using ACARA achievement standards and content descriptors by adapting SWD C2C resources	Sam Leigh-Cooper, Steve Morish, Debrah Tighe
Senior School students have Individual Curriculum Plans for English	Steve Morish, Debrah Tighe

Priority 2. Writing

Strategy: Consolidate implementation of a whole school literacy program focusing on the Four Blocks Literacy Model with targeted data collection to inform planning and teaching practice.	
Actions	Responsible Officer(s)
Continue implementation of Four Blocks Literacy Model using streamed approach	Principal
Employ specialist Four Blocks Literacy Model Consultant, Jane Farrell to observe classroom practice, provide feedback and deliver professional development focused on greater student outcomes	Principal
Completion of literacy focused diagnostic assessment tools to collect and analyse data and use diagnostic data to formulate Individual Curriculum Plans	HOC
Utilise flexible staffing arrangements to have a Literacy Support teacher to focus on 'non biased' baseline and continual scheduled literacy data collection and review	Principal
Strategy: Improve staff capability to plan, teach and assess writing through professional development, mentoring and coaching, as identified in their Teacher Performance Review Plan and Whole School Professional Development Plan.	
Actions	Responsible Officer(s)
Establish classroom observation procedures and protocols aligned with AITSL Classroom Practice Continuum in partnership with Master Teacher, with a specific focus on English and Mathematics pedagogy	Principal, HOC
School visits for Head of Curriculum and Literacy Support teacher to observe practices of other schools implementing Four Blocks Literacy Model	HOC
Employ specialist Four Blocks Literacy Model Consultant, Jane Farrell to observe classroom practice, provide feedback and deliver professional development focused on greater student outcomes	Principal
Literacy is identified as whole school focus in Developing Performance Plans	Principal

Priority 3. Numeracy

Strategy: Develop and implement whole school approach to numeracy as part of Great Results Guarantee.	
Actions	Responsible Officer(s)
Research, investigate and action a whole school approach to Mathematics diagnostic assessment, delivery and pedagogy	Principal, HOC
Develop Mathematics resource kits, purchase adaptive technology and concrete resources required to enhance implementation of the Mathematics curriculum	HOC
Strategy: Skill staff in the use of diagnostic numeracy assessment tools to support collection and analysis of numeracy data and set individual student goals for improvement.	
Actions	Responsible Officer(s)
Skill staff in the use of Mathematics diagnostic assessment tools to support collection and analysis of data and to inform planning	HOC
Strategy: Improve staff capability to plan, teach and assess numeracy through professional development, mentoring and coaching, as identified in their Teacher Performance Review Plan and Whole School Professional Development Plan.	
Actions	Responsible Officer(s)
Establish classroom observation procedures and protocols aligned with AITSL Classroom Practice Continuum in partnership with Master Teacher, with a specific focus on Mathematics pedagogy	Principal, HOC
Numeracy is identified as whole school focus in Developing Performance Plans and Whole School Professional Development Plans	Principal
Access professional development to enhance teachers confidence in the teaching of Mathematics.	Principal

Priority 3. Numeracy

Strategy: Consolidate the teaching of Australian Curriculum subject of Maths, with all students assessed against adjusted Australian Curriculum year level standards.	
Actions	Responsible Officer(s)
Teachers plan, teach and assess the Mathematics Australian Curriculum through adapting the C2C SWD resources	HOC

Priority 4. Science

Strategy: Consolidate the teaching of Australian Curriculum subject of Science, with a focus in the senior school.	
Actions	Responsible Officer(s)
Teachers implement Australian Curriculum subject of Science adapting the C2C SWD resources	HOC
Access professional development to enhance teachers confidence in the teaching of Science	Principal
Purchase resources required to support the implementation of the Science curriculum	HOC

Priority 5. Retention

Strategy: Support enrolments and appropriate programs for all referred students.	
Actions	Responsible Officer(s)
School Data Profile and other data sources are reviewed to assist in future school planning	Principal
Early Childhood Development Program responds to referrals from Regional Office to support enrolment growth with an emphasis on the Early Years	Principal
Strategy: Support staff retention in upper quartile, based on discussions with Human Resources.	
Actions	Responsible Officer(s)
Liaise with regional Human Resources Officers to support teacher transfer processes	Principal
Strategy: Education Adjustment Profiles are current and accurately reflect student needs.	
Actions	Responsible Officer(s)
EAP Profiles are completed for students entering Prep on completion of verification processes	Principal
EAP Profiles are reviewed in accordance with Review Reports and associated timelines	Principal

Priority 6. Attainment

Strategy: Review School Assessment and Data Plan to reflect changes to school reporting framework and processes and ensure a systematic and planned approach to plan, teach and assess students outcomes.	
Actions	Responsible Officer(s)
Updated OneSchool student reporting format to align with Individual Curriculum Plans	Principal, HOC
School Assessment and Data Plan reviewed to include Individual Curriculum Plans	HOC
Teachers use OneSchool dashboards to analyse student data including attainment, attendance and behaviour records.	Bianca Fuerst, Steve Morish, Sonia Moyle, Jessica Parker, Robyn Roper, Courtney Smith, Debrah Tighe, Lee Warwick

Priority 6. Attainment

Strategy: Implement Individual Curriculum Plans for all students.	
Actions	Responsible Officer(s)
Teachers prepare Individual Curriculum Plans for all students and meet with parents to endorse plan	HOC
Strategy: OneSchool dashboards are utilised to analyse school and student data in academic reports, behaviour and attendance these become part of accepted practice for each teacher.	
Actions	Responsible Officer(s)
Staff utilise OneSchool dashboards to collect and analyse student data and implement strategies to address identified concerns	Principal
School leadership utilises OneSchool dashboards to analyse school performance and implement strategies to address identified concerns	Principal, HOC

Priority 7. Transition

Strategy: Implement QCIA processes and practices for all eligible students.	
Actions	Responsible Officer(s)
QCIA processes implemented in accordance with QCAA guidelines and timelines	Sam Leigh-Cooper, Steve Morish, Sonia Moyle, Debrah Tighe
Strategy: Develop and extend partnerships with families, government agencies and community organisations to improve post schooling opportunities for students.	
Actions	Responsible Officer(s)
Partnerships continued and extended with relevant private and government organisations to support student transition to post school options and funding sources	Principal
Senior School teachers continue and extend partnerships with work experience providers to support student transition to post school options	Steve Morish, Sonia Moyle, Debrah Tighe
Strategy: Transitions plans are developed, implemented and reviewed for each student at key transition times.	
Actions	Responsible Officer(s)
Senior School teachers implement Senior Education and Training Plan processes and reviews biannually for all eligible students	Steve Morish, Sonia Moyle, Debrah Tighe
Strategy: Investigate QCAA Guidelines for Individual Learning (GIL) to provide information about curriculum, assessment and reporting for developing QCIA curriculum plans.	
Actions	Responsible Officer(s)
Senior School staff attend GIL training provided by QCAA to support implementation in 2016	Steve Morish, Debrah Tighe
Strategy: Investigate ASDAN resources as a option for support Senior School curriculum implementation.	
Actions	Responsible Officer(s)
Senior School staff attend ASDAN training provided by MSSWD and provide feedback regarding suitability of program	Steve Morish, Debrah Tighe

Priority 8. Attendance

Strategy: Identify and case manage individual students with at risk attendance level.	
Actions	Responsible Officer(s)
Monitor student non-attendance and adhere to DETE policy Managing Student Absences and Enforcing Enrolment and Attendance at State Schools	Principal
Implement strategies for roll-marking, monitoring absences, identifying trends in non-attendance, following-up unexplained absences and improving overall attendance	Principal

Priority 9. Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Strategy: Ensure educational outcomes for Aboriginal and Torres Strait Islander students are addressed and targeted funds are used to support initiatives including Closing the Gap.	
Actions	Responsible Officer(s)
Targeted funds are used to support the implementation of departmental initiatives	Principal
Outcomes for ATSI students are monitored through OneSchool dashboard including attainment and attendance with strategies implemented as required	Principal

Priority 10. High levels of student, parent, staff and broader school community confidence in the school's performance and achievement.

Strategy: Utilise results of departmental data sources, including Headline Indicators, School Opinion Survey, Teaching and Learning Audit, Discipline Audit, School Performance Assessment Framework recommendations utilised to develop action plans for school improvement	
Actions	Responsible Officer(s)
Examine and analyse results of data sources to identify areas for celebration, growth and create action plans to address recommendations	Principal
Strategy: Raise school profile and cultural inclusivity within local and wider school community through planned, promoted events and social media.	
Actions	Responsible Officer(s)
Develop Parent Engagement and Community Framework	Principal
Establish ECDP processes and procedures and extend to include to playgroup aged students	Nicole Finch, Sam Leigh-Cooper, Sonia Moyte
Facebook used as a means of keeping parents, staff and wider school community informed	Principal
Update School website to include ECDP and other relevant information	Jenny Sayer
Continue Good News Officer role to actively promote school news	Lee Warwick
Conduct inschool community events and information sessions on topics of interest or need for staff and parents	Principal, HOC
Multicultural Day conducted in Term Two to celebrate student cultural backgrounds and give insight into our cultural diversity, different customs and practices	Principal
Strategy: Establish and extend networks with local community organisations, health professionals, associations and schools to support curriculum implementation and improve student outcomes.	
Actions	Responsible Officer(s)
Links are made with health professionals and Early Childhood Centres to increase awareness of ECDP and establish referral processes	Principal
Collaborate with Disability Service QLD and other organisations to support student transition to post school options	Principal
Members of different cultural groups are invited to be active members of school community and to contribute to decision making and cultural exploration	Principal

Priority 11. Develop a high quality, skilled and professional workforce with a focus on improvement.

Strategy: Implement Teacher Performance Review process aligned with departmental requirements and Australian Professional Standards for Teachers.	
Actions	Responsible Officer(s)
Establish classroom observation procedures and protocols aligned with AITSL Classroom Practice Continuum in partnership with Master Teacher	Principal
Provide professional development to teachers on Australian Professional Standards for Teachers and new four phase Developing Performance Plan process	Principal
Implement Developing Performance Plan for teachers through bi-annual individual meetings and reviews to identify professional development needs and aspirations	Principal
Implement Beginning Teachers Mentoring Program and support implementation of TECESE Program with trained mentors	Principal
Strategy: Development and implementation of Professional Development Plan for teacher aides.	
Actions	Responsible Officer(s)
Provide professional development to teacher aides and ancillary staff on Queensland Public Service Capability and Leadership Framework	Principal
Provide professional development to teacher aides and ancillary staff on new four phase Developing Performance Plan process	Principal
Implement Developing Performance Plan for teacher aides and ancillary staff through bi-annual individual meetings and reviews to identify professional development needs and aspirations	Principal
Strategy: Identify and cater for individual staff andragogy to enhance professional development opportunities.	
Actions	Responsible Officer(s)
Support staff to identify and engage in preferred style of professional development activities	Principal
Staff conduct self-assessment of andragogy to assist in determining preferred learning styles	Principal
Strategy: Develop expertise in Early Childhood as a specialist educational and school focus to align with relocation of ECDP.	
Actions	Responsible Officer(s)
Conduct visits to established Early Childhood Development Programs to inform practices and procedures	Nicole Finch, Sam Leigh-Cooper, Sonia Moyle
Develop school ECDP resource materials to increase community awareness and support referral and enrolment processes	Nicole Finch, Sonia Moyle
Source and attend professional development focused on Early Childhood pedagogy	Sonia Moyle

Priority 12. Consistent curriculum, planning and implementation to improve student outcomes.

Strategy: A strategic plan is developed to implement recommendations of Teaching and Learning and Discipline Audit.	
Actions	Responsible Officer(s)
Teaching and Learning Audit results analysed and used to develop Action Plan with designated timelines, strategies and responsibilities	Principal
Curriculum and Assessment timeline refined to include Individual Curriculum Plans and Mathematics diagnostic assessments	HOC

Priority 12. Consistent curriculum, planning and implementation to improve student outcomes.

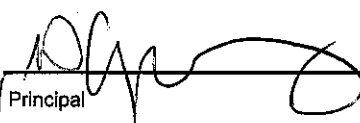
Strategy: Extend Implementation of Australian Curriculum to include areas of Humanities and Social Sciences, The Arts, HPE and Technology to Junior, Middle and Junior Secondary students.	
Actions	Responsible Officer(s)
Junior, Middle and Junior Secondary teachers implement Australian Curriculum in History (Humanities and Social Sciences) including introduction of HPE	Bianca Fuerst, Jessica Parker, Robyn Roper, Courtney Smith, Lee Warwick
Specialist teachers implement The Arts - Music, Drama and Visual Arts across the school	Sam Leigh-Cooper, Jessica Parker

Priority 13. High quality teaching focused on the achievement of every student.

Strategy: Consolidate Implementation of School Wide Positive Behaviour Support Program with a focus on explicit instruction and moving to Tier 2 of the program.	
Actions	Responsible Officer(s)
Utilise 2014 Discipline Audit results to write SWPBS Action Plan with designated timelines, responsibilities and strategies	Principal, HOC
SET and EBS data collected, analysed and used to develop SWPBS Action Plan	Sam Leigh-Cooper
Maintain relationships with Behaviour Support Services and refer students as required	Principal, HOC
SWPBS lessons explicitly taught by classroom teacher five days per week in last session	Bianca Fuerst, Steve Morish, Sonia Moyle, Jessica Parker, Robyn Roper, Courtney Smith, Debrah Tighe, Lee Warwick
Strategy: Develop agreed Whole School Pedagogical Framework focused on high expectations, explicit teaching and feedback.	
Actions	Responsible Officer(s)
Research evidence based pedagogical frameworks including Fleming, Universal Design for Learning and Art and Science of Teaching	Principal, HOC
Use collaboration and consultation processes to develop agreed Whole School Pedagogical Framework focused on what students are expected to learn, high expectations, explicit teaching and feedback	Principal, HOC
Share framework with the whole school community via school information sessions, brochures, newsletters and website	Principal
Monitor implementation of framework through observation and feedback processes	Principal

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal

P and C / School Council

Assistant Regional Director

