2014 Key Priorities
- Reading Comprehension
- Writing
- Numeracy (Numeracy Pedagogy and Mental Computations)
- Vocabulary
- Attendance
- Explicit Instruction (Including Bookwork and Handwriting Standards)
- Australian Curriculum Implementation, including Geography
- High Quality Teaching and Learning
- Feedback and Coaching

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

Lyle Walker  
Principal

Ashley Welfare  
P&C President

Paul Wood  
Assistant Regional Director
WHERE are we GOING?

‘Where are we going?’
‘I don’t know. I thought you knew.’
‘No, I don’t know. Maybe he knows.’
‘No. He definitely doesn’t know.’
PAUSE
‘Maybe no-one knows.’
PAUSE
‘oh well. I hope it’s nice when we get there.

Shared Mantra
‘Learning is Our Work’

Regional Mantras
- Every child has a good day every day.
- Every child matters every day.

School Vision
Every Parkhurst learner is literate, numerate, safe and happy and learning every day.

School Mission Statement
‘Tomorrow’s Teaching and Technology Today’
Delivering a consistent and engaging 21st century education to the full range of contemporary learners through dynamic pedagogy using the latest technologies and resources, whilst preparing learners for futures beyond the school context.

Shared Values (‘Our Five Rs’)
- Respect
- Responsibility
- Rigour
- Resilience
- Relationships

Shared Beliefs
- Our learners are individuals who learn at their own rate using their preferred learning styles to reach their full potential
- High expectations are essential for high performance
- Our environments are warm, caring, nurturing and stimulating to develop independent, 21st century learners
- Children learn best by doing and through modelling
- Negotiation, choice, risk taking and challenges are an important part of the learning process
- Learning is engaging and connected to the real world
PARKHURST STATE SCHOOL
2014 School Improvement Priorities

1. Reading Comprehension
   - Five Weekly Data Captures
   - Three Level Guides/HOTs
   - ‘Five’ Star Readers (★★★★★)

2. Writing (Spelling, Punctuation and Grammar)
   - Weekly Demand Writing
   - Five Weekly Cohort Moderation
   - ‘Five’ Star Writers (★★★★★)

3. Numeracy (Mental Computations)
   - Daily, Explicit ‘Maths’ Hour
   - Mental Computations
   - CQ Benchmark Tests; PAT M

4. Vocabulary
   - ‘Word of the Day’, ‘WOW’ Words
   - Warm Ups Across KLAS
   - Data Captures (PAT-V/Words our Way)

5. Attendance
   - ‘Every Day Counts’ Champions
   - Weekly Attendance Monitoring
   - Ongoing Celebrations

6. Explicit Instruction
   - For all new concepts and skills
   - Consistent Lesson Structure
   - Short to Long Term memory
## School Improvement Targets 2014

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year Level</th>
<th>Measure</th>
<th>Current Performance</th>
<th>2014 Targets</th>
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<td>Dimensions of Measure</td>
<td>Current Performance</td>
<td>2014 School Improvement Targets</td>
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<tr>
<td>Indigenous Education</td>
<td>Halve the gap in Year Three Reading and Numeracy by 2014</td>
<td>The gap between Indigenous and non-Indigenous student <strong>reading</strong> and <strong>numeracy</strong> mean scale scores</td>
<td>Reading: 109.5 -20.2</td>
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<td>Numeracy: 65.6 -6.9</td>
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<td>Attendance and Retention</td>
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<td>The gap between Indigenous and non-Indigenous attendance rates</td>
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<tr>
<td>Satisfaction Measures</td>
<td>An increase of 1% pa</td>
<td>Average attendance rate for students</td>
<td>93.3% 93.8%</td>
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<tr>
<td></td>
<td>Percentage of students satisfied that they are getting at good education at Parkhurst State School</td>
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<td>84.7% 93.8%</td>
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<tr>
<td></td>
<td>Percentage of Parents and carers satisfied/agree that their child/ren is getting a good education at Parkhurst State School</td>
<td></td>
<td>92.7% 88.5%</td>
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<tr>
<td></td>
<td>Percentage of parents and carers satisfied/agree that Parkhurst State School is a good school</td>
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<td>97.6% 88.5%</td>
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<tr>
<td></td>
<td>Percentage of school staff who agree that they have good access to quality professional development</td>
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<td>96.7% 92.3%</td>
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<td>Overall percentage of school staff who agree with the individual staff morale items (composite measure based on S016, S017, S018, S019 and S020)</td>
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<td>76.0% 94.8%</td>
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<tr>
<td>School Priorities</td>
<td>Actions</td>
<td>Measures</td>
<td>Sources</td>
<td></td>
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<tr>
<td>-------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| **Key Priorities** | - Reading Comprehension  
- Writing (including Spelling)  
- Vocabulary  
- Numeracy  
- C2C is delivered and differentiated  
- Data drives curriculum planning | - Literacy and Numeracy  
- The school wide reading agenda is actioned through shared expectations, standards and beliefs, explicit teaching, data collection, analysis and action and professional learning  
- Learner performance across reading, writing and numeracy is captured and reported every five weeks to monitor student reading performance and improvement, differentiate, set individual/class reading goals and targets and deliver quality teaching.  
- School’s Reading Program is delivered consistently by all teachers, including Reading Assessment Schedule  
- All teachers use explicit instruction as key literacy pedagogy  
- Higher Order Thinking skills to be incorporated in all reading programs, with professional learning provided  
- All teachers submit reading performance of every student using a template every five weeks using a ‘five star’ (★★★★★) rating scale (A to E) against school’s reading benchmark standards  
- Staffroom Data Wall tracks reading development and progress of all learners  
- Reading benchmarks, targets and learning goals are regularly reviewed, reported and modified  
- School’s Reading Beliefs are embedded in classrooms  
- Principal and HoC to coach teachers and provide feedback  
- Teacher Aides, ‘Ready Readers’ and Volunteers continue to implement Support a Reader Program for targeted learners  
- A whole school model for Numeracy Pedagogy to be implemented in 2014, with a focus on explicit instruction and mental computations  
- Australian Curriculum  
- Teachers implement Australian Curriculum through consistent, sequenced and differentiated Curriculum to Classroom (C2C) units and lesson plans as well as key QCAR Curriculum Areas  
- A current school wide Curriculum Overview is maintained by Head of Curriculum (HoC) and internally monitored through classroom visits and professional conversations  
- HoC assists teachers to adapt C2C materials for multiage classes  
- Ongoing professional learning provided for all teachers to further engage with the Australian Curriculum, particularly History and Geography  
- Resources purchased to further support curriculum  
- ICTs used to ‘value add’ to classroom curriculum implementation | - The performance of all students in the Years Three, Five and Seven NAPLAN including the percentage of students at or above the National Minimum Standard and students in the upper two bands of each domain.  
- Curriculum Review is ongoing with C2C implemented with rigour and differentiated by all teachers  
- PAT-R and PM Benchmarking is collected regularly with data analysed and actioned  
- Whole School Curriculum, Assessment and Reporting Plan is updated and monitored in response to evolving priorities  
- Differentiation and intervention strategies have increased learner achievement and performance  
- School improvement continues to be explicit  
- Reading pedagogy and routines are consistent across all classrooms  
- Teaching and Learning Audit continues as an internal monitoring mechanism to monitor improvement | - School Strategic Plan  
- Parkhurst State School’s Curriculum Framework and Assessment Schedule  
- C2C Units on OneSchool  
- EATSIP Action Plan  
- School Improvement Plan  
- Data Walls  
- OneSchool |
| **System Priorities** | - Implement the Australian Curriculum  
- Develop whole school curriculum, assessment and reporting plan | | |
| **Regional Priorities** | - Explicit Instruction  
- ‘Every child matters every day’  
- ‘Every child has a good day everyday’ | | |
| **Core Learning Priorities** | - Reading  
- Writing including Spelling, Grammar and Punctuation  
- Numeracy  
- Science  
- History and Geography  
- Retention, attainment and transitions at key junctures of schooling  
- Closing the gap actions  
- Literacy  
- Numeracy  
- Attendance and Retention  
- Student Engagement | | |
| **Contemporary Curriculum** | - A contemporary curriculum is aligned to National, State and Local priorities and initiatives promoting connectedness as global citizens and the development of 21st century citizenship attributes and skills  
- Curriculum offerings continue to be highly engaging, connected to the real world and promote risk taking | | |
# Teaching Practice

## School Priorities

### Key School Priorities
- Consistent, high quality teaching and learning
- A contemporary and engaging curriculum
- C2C is delivered and differentiated
- Collaborative Teams

### System Priorities
- Implement the Australian Curriculum
- Develop whole school curriculum, assessment and reporting plan

### Regional Priority
- Explicit Instruction
  - 'Every child matters every day'
  - 'Every child has a good day everyday'

### Core learning Priorities
- Reading
- Writing including spelling, grammar and punctuation
- Numeracy
- Science
- History
- Retention, attainment and transitions at key junctures of schooling
- Closing the gap actions
  - Literacy
  - Numeracy
  - Attendance and Retention
  - Student Engagement

### Learning Culture
- Maintaining a consistent, school wide learning culture that is learner centred, personalised and innovative
- Curriculum offerings promote high expectations and performance aligned to systemic expectations
- Individual achievements are celebrated through feedback and acknowledgement

## Actions

### Explicit Instruction
- Current Explicit Instruction Action Plan is revised as required to guide implementation to full embedment in all learning spaces
- **Bookwork and Handwriting Standards** are implemented as part of Explicit Instruction Agenda to build schoolwide pride
- **Classroom Display Guidelines** are distributed, implemented and monitored as part of Explicit Instruction Agenda.
- Professional learning and flexible Student Free Days focus on key aspects of Explicit Instruction as outlined in Action Plan
- High quality teaching practices are maintained and differentiated, reflecting high expectations for all learners
- 'Parkhurst' specific documents, including visuals are prominently displayed in all learning spaces
- Teachers collaborate to design and deliver quality teaching practices, whilst engaging in reflective learning
- Teachers demonstrate and apply a deep knowledge and understanding of all key learning areas and related pedagogical practices as identified in their Developing Performance Plans
- Teachers continue to regularly collect, analyse and respond to data sets to inform teaching practices and monitor learners' achievement and improvement, particularly Indigenous learners and those in the middle two bands
- Professional learning and coaching is facilitated to develop staff capacity and enhance their pedagogy across identified areas
- Principal/HoC to model lessons with explicit instruction focus
- All teachers engage in collegial observation and feedback around explicit instruction

### Related Actions, Priorities and Strategies
- School Improvement Plan clearly articulates school wide data collection and analysis processes and expectations
- EATSIP Plan is implemented and monitored
- Succinct documents are developed to articulate key aspects of the school's Improvement Plan, Curriculum Plan, Assessment Schedule and Pedagogical Framework
- Teachers use a range of data sets, including NAPLAN to develop and monitor individual learning goals for all learners
- Curriculum Leadership Team to develop Pedagogical Framework
- Onsite release time provided for all teachers to collaboratively plan and moderate whilst engaging in professional conversation
- Developing Performance Plans are adjusted in light of evolving needs

## Measures
- Pedagogical consistency is visible in all learning spaces
- Explicit achievement targets and standards set high expectations for teaching and learning
- Teams meet regularly with a clear focus on curriculum planning, data analysis, assessment and differentiating learning
- C2C implemented by all teachers
- Curriculum differentiation is evident in planning and teaching
- School wide internal data is collected and analysed frequently
- Staff professional learning in the area of curriculum, assessment and differentiation continues to be a focus
- EATSIPS is embedded in curriculum programs and school culture
- Feedback continues as a strategy to drive improved pedagogy

## Sources
- School Improvement Plan and associated targets
- 2013 Professional Development Plan
- Parkhurst State School's Curriculum Framework and Assessment Schedule
- Parkhurst State School's Pedagogical Framework
- Responsible Behaviour Plan for Students
# Principal Leadership and School Capability

## School Priorities

### Key Priorities
- Developing Performance and Capability Framework (DPC)
- Team collaboration
- Staff induction
- Consistent, high quality teaching and learning
- A contemporary and engaging curriculum
- ICT for improvement and innovation

### System Priorities
- Implement the Australian Curriculum
- Develop whole school curriculum, assessment and reporting plan

### Core Learning Priorities
- Reading
- Writing including spelling, grammar and punctuation
- Numeracy
- Science
- History
- Retention, attainment and transitions at key junctures of schooling
- Closing the gap actions
  - Literacy
  - Numeracy
  - Student Engagement
  - Attendance and Retention
  - Community Partnerships

## Actions

### Developing Staff Performance and Capability
- Develop professional capabilities of all staff through professional learning, coaching and mentoring, reflective of individual needs within Performance and Development Plans
- Facilitate ongoing **Induction Sessions** for Early Careers and newly appointed Staff, reflective of individual needs
- Regularly update **Principal Performance and Development Plan** with explicit alignment to School Improvement priorities and Annual Implementation Plan
- **Principal Performance Plan** to focus on **Educational and instructional leadership** to support staff to action shared beliefs, systems and practices focusing on:
  - core learning priorities
  - quality curriculum (C2C implementation)
  - student achievement and improvement with reading comprehension continuing to be the school’s priority with an emphasis on effective teaching practices
  - pedagogical practice (based on evidence based instruction)
  - teacher feedback
  - quality assessment
- **Intellectual leadership** will lead the analysis of data and related decision making to inform innovation and differentiation
- **Organisational leadership** leads the monitoring of the enacted curriculum for achievement, consistency and coherence
- Extend processes to promote feedback amongst staff, including developing interdependence, coaching and capacity building
- Develop Team structures within school as a key strategy to promote succession, distribute leadership and increase ownership of school priorities
- A Professional Development Plan is enacted and reflects systemic, regional and school priorities

### Related Actions, Priorities and Strategies
- Negotiate with teachers focus areas of Principal 'Walkthroughs’ in order to facilitate quality feedback conversations
- Develop staff capability to deliver Explicit Instruction
- Maintain active participation in Microsoft World Innovative Schools’ Program and associated activities and events
- Continue providing opportunities for quality collaboration amongst staff through focused conversations around data, student learning, achievement, improvement and pedagogy
- All staff to participate in 'Study Tour' of Northern Territory Schools in 2014

## Measures

- All staff review Developing Performance Plans by the end of Term Two
- Principal Performance and Development Plan is updated as required and reviewed by Assistant Regional Director through differentiated supervision
- Collegial feedback continues to drive pedagogical improvement
- Professional learning is clearly focused on school improvement priorities, curriculum and pedagogy

## Sources

- Performance and Development Plans
- 2013 Professional Development Plan
- Principal Capability and Leadership Framework
- School Improvement Agenda
- EATSIP Action Plan
<table>
<thead>
<tr>
<th>School Priorities</th>
<th>Actions</th>
<th>Measures</th>
<th>Sources</th>
</tr>
</thead>
</table>
| **Key Priorities** | - Team collaboration  
- Maintaining productive partnerships with parents, carers and the community  
- Maintaining a positive school climate of celebration and recognition  
- Continued implementation and review of the school’s Responsible Behaviour Plan | - Increased parent/carer and community attendance at P&C Meetings, school events, face to face reporting sessions, training and activities  
- School marketing regularly promotes school  
- A focus on positive communications is maintained  
- Student achievement, effort and improvement are openly celebrated  
- Student attendance, particularly Indigenous students improves  
- Weekly assemblies continue to attract a large parent and carer audience  
- Parent, carer and community access to social networking increases  
- State Education maintains market share in transition from primary to secondary school  
- Increased feedback received from school community members  
- Attendance data  
- Continued improvement in School Opinion Survey data  
- Active representation is maintained at community events | - School Strategic Plan  
- School Improvement Plan  
- Parkhurst FaceBook 'ParkhurstSS'  
- Parkhurst Twitter @ParkhurstSS  
- School website www.parkhursss.eq.edu.au  
- Weekly Newsletter  
- EATSIP Action Plan |
| **Core Learning Priorities** | - Retention, attainment and transitions at key junctures of schooling  
- Closing the gap actions  
- Literacy  
- Numeracy  
- Student Engagement  
- Attendance and Retention  
- Community Partnerships | - Increased parent/carer and community attendance at P&C Meetings, school events, face to face reporting sessions, training and activities  
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- Weekly Newsletter  
- EATSIP Action Plan |

**School Priorities**

- Maintain active partnership with cluster schools in Glenmore Educational Precinct, providing opportunities for all stakeholders to interact, particularly in lead up to Year Seven's joining Secondary school in 2015
- Teachers continue to host Central Queensland University Teachers in Training undertaking Professional Practice rounds
- Maintain active marketing and school promotion to secure enrolment share and maintain position as local school of choice
- Seek opportunities to further develop partnerships, alliances and networks with a range of organisations and businesses, particularly within the Glenmore Educational Precinct
- Embed further strategies to celebrate learning, individual and school achievements, particularly at the classroom level
- Maintain active participation in the World Microsoft Innovative Schools’ Program, providing opportunities for staff and learners to engage with others across the world for professional learning and curriculum enhancement
- Classes continue to enact global and informed citizenship projects at a local, state, national and international level
- Work with the Parents and Citizens’ Association to develop strategies to promote increased parent/carer involvement in their child/ren’s learning and classroom
- Maintain an active online presence, continuing to use and promotion of the school website and the social networking tools of FaceBook and Twitter to engage parents, carers and immediate community not able to be 'present' within the school
- Continue to embed ‘Every Day Counts’ messages to reduce student absenteeism and its effect on student achievement and improvement
- Provide training and information sessions for parents and carers, particularly in the area of reading, linking in with the ‘Ready Reader’ and Let’s Read’ Programs
- Continue communication of school improvement priorities with community to encourage greater ownership
- Maintain open communications with local Indigenous community to further embed EATSIP Action Plan strategies
- Maintain active school presence at significant community events and activities, particularly Anzac Day commemorations, Eisteddfod and other cultural and sporting events and activities
## School Priorities

### Key Priorities
- Attendance
- Differentiation
- Team collaboration
- Maintaining a positive school climate of celebration and recognition
- Continued implementation and review of the school’s Responsible Behaviour Plan
- A contemporary and engaging curriculum
- EATSIP

### Core Learning Priorities
- Retention, attainment, and transition of students at key junctures of schooling
- Closing the gap actions
- Literacy
- Numeracy
- Student Engagement
- Attendance and Retention
- Community Partnerships

## Actions

### Student Services
- Maintain proactive approach to managing student absences and the celebration of attendance
- Continue individual student profiling processes utilising OneSchool to record data from a range of assessment tools, including PM Benchmarks, Probe, PAT-Reading, NAPLAN Tests and Words Our Way to gather detailed information about learners
- Revised Responsible Behaviour implemented in 2014 to maintain a safe, supportive and inclusive learning environment for all learners
- Collaboratively planning to occur to shape Special Education Program (SEP) in 2013, particularly with the provision of a new facility, additional staffing and a fractional coordinator position
- **Special Needs Action Group (SNAG)** meet fortnightly and as required for a forum for teachers to refer students and seek strategies, fostering a ‘Wraparound’ approach to ‘Close the Gap’
- Teacher Aides support is consolidated with Aides allocated to Year Level Teams, whilst supporting individual students identified as requiring ‘intervention’ or having a ‘special need’
- ‘Teacher Aide Team and ‘Ready Reader’ Volunteers to continue facilitation of daily Support a Reader with focus groups identified through data collection and analysis
- Further embed the school’s values across all aspects of the curriculum and school related activities
- Continue to track and closely scrutinise student attendance patterns, alerting parents and carers early to potential achievement and improvement issues due to regular or prolonged unexplained absenteeism
- Facilitate ongoing transition programs for learners entering Prep
- Liaise with Glenmore State High School and Precinct Schools regarding the facilitation of rigorous and engaging Transition Programs for Year Seven learners entering secondary school
- Principal to conduct detailed enrolment interviews with all prospective enrolment to clearly articulate school direction and expectations to assist all ‘new comers’ with their transition
- Behaviour Management processes to be communicated with all class groups to promote consistent shared understandings
- Student Leadership programs implemented across the school
- Extended Learning Music and Gifted and Talented Programs continue to be facilitated for schools
- Cultural and sporting opportunities continue to be provided to enhance curriculum offerings

## Measures
- The individual needs of all learners are catered for through differentiated program modification
- Special Needs Action Group (SNAG) continues to address identified concerns and needs through teacher referrals
- Individual Student OneSchool Profiles are detailed and capture a wide range of information
- Intervention programs continue to value add to classroom curriculum programs
- School values are embedded
- Smart Moves Program is sustainable and maintained as a daily routine
- Student Leadership is visible throughout the schools at all levels
- Transitions Programs continue to be well supported by learners, parents and carers
- A consistent and proactive approach to managing learner behaviour is delivered

## Sources
- School Strategic Plan
- School Improvement Plan
- SNAG Meeting Minutes
- OneSchool Units
- OneSchool Student Profiles
- OneSchool Data Sets
- Smart Moves Program
- Responsible Behaviour Plan for Students
- School Values