



OUR VISION:

Every child in every classroom is making learning improvements every day.

2012 - 2016

Revised 2014

Completed in 2013

To be addressed in 2014

Ongoing

KEY STRATEGIC GOALS	KEY STRATEGIES	PERFORMANCE INDICATORS	Evidence Source
School Curriculum <i>'the what'</i>	➤ Continued implementation of the Australian Curriculum through the C2C units of work.	➤ The Australian Curriculum is implemented and embedded in all year levels within the school. ➤ Maintain High or above for "Systemic Curriculum Delivery" in the Teaching and Learning Audit.	➤ School Curriculum/Assessment Reporting Overview ➤ Teaching and Learning Audit
	➤ Implement 'Words Their Way' to improve Spelling.	➤ Increased improvement in Words their Way Testing conducted each Term (Baseline 2012). ➤ Effect size of greater than State School Average in spelling for each Year level (3-5 and 5-7). ➤ 30 % of students achieve in the upper 2 bands in Spelling.	➤ Words Their Way test results ➤ NAPLAN Data
	➤ Introduce 'CAFÉ' (Comprehension, Accuracy, Frequency, and Expand Vocab) Approach to improve reading comprehension.	➤ Effect size of greater than State School Average in reading for each Year level (3-5 and 5-7). ➤ Improvement in students PAT R data. ➤ 30 % of students achieve in the upper 2 bands in Reading.	➤ NAPLAN Data ➤ School Profile ➤ PAT R data
	➤ Use Verbalising and Visualising Strategies in whole of school. ➤ Utilise whole of school 'Literacy Packs'.	➤ Effect size of greater than the State School Average in Writing and Grammar and Punctuation for each Year level (3-5 and 5-7). ➤ Improvement in Students PAT Spelling data.	➤ NAPLAN Data ➤ School Profile ➤ PAT Spelling data
	➤ Develop and Implement improvement strategies and Targets for Numeracy.	➤ Improvement in Mean Scale Score greater than the national improvement in Mean Scale Score in Numeracy. ➤ Effect size of greater than State School Average in Numeracy for each Year level (3-5 and 5-7). ➤ 30 % of students achieve in the upper 2 bands in Maths.	➤ NAPLAN
	➤ Develop and Implement improvement strategies and Targets for Science.	➤ 90% students achieving C or higher in Science academic grading (baseline Semester 1 2013).	➤ A-E Reporting
	➤ Close the gap on Indigenous and Non-Indigenous Achievement.	➤ No gap between our Indigenous and Non-Indigenous students.	➤ NAPLAN Data ➤ PAT Results
Teaching Practice <i>'the how'</i>	➤ Ensure differentiation is embedded in classroom practice.	➤ Receive High or Above in the Teaching and Learning Audit for Differentiation.	➤ Teaching and Learning Audit
	➤ Analyse ALL data sources (NAPLAN, PAT Testing, and C2C Assessment) and use the analysis to inform our teaching.	➤ QBSS achievement Targets being met. ➤ Maintain High or above for "Analysis and Discussion of Data" in the Teaching and Learning Audit.	➤ A-E Reporting, NAPLAN, PAT Tests
	➤ Develop individual learning plans (Individual Curriculum Plans) with identified students that have learning goals clearly defined.	➤ Each identified child has an Individual Learning Plan (Individual Curriculum Plan).	➤ Student profiles
	➤ Explore the Dimensions of Teaching and Learning as a Whole School Pedagogical Framework. ➤ Investigate and trial "Explicit Instruction" model of teaching as part of a cluster.	➤ Improvement in Mean Scale Score greater than the national improvement in Mean Scale Score in all areas. ➤ Effect size of greater than the State School Average in ALL areas. ➤ Maintain High or Above for "Effective Teaching Practice" in the Teaching and Learning Audit.	➤ NAPLAN ➤ Teaching and Learning Audit
	➤ Continued Implementation of Gifted and Talented Program.	➤ Every child recognised as Gifted and Talented in any area has a completed folio. ➤ Extra-curricular and curricular activities provided for Gifted and Talented students.	➤ Gifted and Talented folios
School and Community Partnerships <i>'the who'</i>	➤ Comply with School Enrolment Management Plan implemented in 2012 through promotion of new school zone during enrolment enquiries via Newsletters and phone conversations with families.	➤ 100% new enrolments meet criteria of Enrolment Management Plan.	➤ Enrolment data
	➤ Work with Parent body to improve the satisfaction level of the school with Parents.	➤ 90% of Parents satisfied that Queens Beach State School is a good school. ➤ All classes publish Unit Overviews in School Newsletters each term to update parents on current work.	➤ School Opinion Surveys ➤ School Newsletters
	➤ Liaise with Community groups and agencies to solve local issues.	➤	➤

	<ul style="list-style-type: none"> ➤ Prepare school community for Year 7 Transition to Secondary in 2015 through education and making plans to ensure Year 6 leavers have the same opportunities as Year 7 leavers (e.g. School Captains, Graduation etc.). ➤ Develop a Learning and Well Being Framework. 	<ul style="list-style-type: none"> ➤ Parents and community are confident and are informed of EQ Initiatives, Australian Curriculum and Year 7 transition to High School. 	<ul style="list-style-type: none"> ➤ School Opinion Surveys
	<ul style="list-style-type: none"> ➤ Continue to reinforce <i>Every Day Counts</i> for Attendance to the school community. ➤ Provide Principals Certificates for all students that have over 95% attendance and 100% attendance. 	<ul style="list-style-type: none"> ➤ 95% attendance for ALL students, including Indigenous students. ➤ Close the gap for attendance between Indigenous students and Non-Indigenous students to 0%. ➤ Increase in the number of Principal Certificates provided for attendance per Term (Baseline Term 1 2012). 	<ul style="list-style-type: none"> ➤ ID Attend ➤ OneSchool Attendance Dashboard
	<ul style="list-style-type: none"> ➤ Continue implementation of School Wide Positive Behaviour Support. 	<ul style="list-style-type: none"> ➤ 90% of students satisfied with behaviour at Queens Beach State School. 	<ul style="list-style-type: none"> ➤ School Opinion Surveys
	<ul style="list-style-type: none"> ➤ Work with P & C to provide resources as required. 	<ul style="list-style-type: none"> ➤ 95% staff satisfied with resources available at Queens Beach state school. 	<ul style="list-style-type: none"> ➤ School Opinion Surveys
Leadership and School Capability <i>'the capacity'</i>	<ul style="list-style-type: none"> ➤ Continue to implement the Developing Performance Framework for all staff. 	<ul style="list-style-type: none"> ➤ All staff members are engaged in the phases of the Developing Performance Framework. 	<ul style="list-style-type: none"> ➤ Developing Performance Framework
	<ul style="list-style-type: none"> ➤ Develop Staff Capacity to deliver quality teaching and quality learning opportunities to all students. ➤ Build Staff Capability to achieve Dimensions of Teaching and Learning and Explicit Instruction Model. 	<ul style="list-style-type: none"> ➤ Achieve High or Above for "Expert Teaching Team" in the Teaching and Learning Audit. 	<ul style="list-style-type: none"> ➤ Teaching and Learning Audit
	<ul style="list-style-type: none"> ➤ Develop capability through the development and implementation of key strategies as discussed and identified in the Principal's Performance and Development Plan. 	<ul style="list-style-type: none"> ➤ Principal Performance Development Plan completed and revised annually. 	<ul style="list-style-type: none"> ➤ Principal Performance Development Plan
	<ul style="list-style-type: none"> ➤ Continue to work with cluster schools on Moderation and Mentoring. 	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤