Key priorities for 2013

- Implement the Australian Curriculum, including the development of a Whole School Curriculum Framework
- Analyse and respond to school performance data, with a focus on Reading
- Develop and implement a Pedagogical Framework aligned with State and Regional agendas, including UPE and the new P-12 Curriculum, Assessment and Reporting Framework
- Implement recommendations from the most recent CT&L Audit, including embedding a coaching and feedback methodology
- Connect with parents and the community to create a desirable, supportive and successful student learning environment

Documents attached include

- The Budget Overview Report 2013
- School Improvement Targets for 2013

Certification

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

#### Actions

- Implementation of National Curriculum, supported by C&C
- Develop whole school curriculum to support the implementation of National Curriculum
- Develop and implement whole school Pedagogical Framework aligned with State and Regional agendas, including UPE and the new P-12 Curriculum, Assessment and Reporting Framework
- Focus on school improvement agenda using the CT&L Action Plan and associated frameworks.
- Individual Learning Plans developed, implemented and reviewed regularly for each child.
- Review school Reading Program and change to support National Curriculum
- Develop a whole school phonics approach
- Standardised testing implemented as a data collection tool

#### Performance Measures

- Confident and skilled teachers
- Coherent, sequenced curriculum plans
- Operational and consistent approach to phonics
- Operational and consistent approach to explicit teaching
- Individual Learning Plans for all students
- Improvement in areas of curriculum in CT&L Audit

#### Others

- School reading program with First Steps in Reading and Explicit teaching model
- THRASS development
- Magic 100 Words along with phonics program

### Core Learning Priorities

- Reading
- Writing including spelling, grammar & punctuation
- Numeracy
- Science
- Closing the Gap

### System Priorities

- Implement Australian Curriculum
- Develop Whole School Curriculum Framework
- Develop and Implement Pedagogical Framework
- Explicit Teaching Practice in all classrooms

### 2013 key priorities:

- Connect with parents and the community to create a desirable, supportive and successful student learning environment
- Implement recommendations from the most recent CT&L Audit, including embedding a coaching and feedback methodology
- Connect with parents and the community to create a desirable, supportive and successful student learning environment
- Develop and implement a Pedagogical Framework aligned with State and Regional agendas, including UPE and the new P-12 Curriculum, Assessment and Reporting Framework
- Engage with parents and the community to create a desirable, supportive and successful student learning environment
- Implement the Australian Curriculum, including the development of a Whole School Curriculum Framework
- Analyse and respond to school performance data, with a focus on Reading
- Develop and implement a Whole School Phonics Approach
- Review school Reading Program and change to support National Curriculum
- Develop a whole school phonics approach
- Standardised testing implemented as a data collection tool

### SCHOOL CURRICULUM (the WHAT)

#### TEACHING PRACTICE (the HOW)

- Regular collection and analysis of data to improve student performances
- Data regularly analysed against regional benchmarks
- Whole school Pedagogical Framework developed and adopted, with a focus on explicit teaching
- PD to develop staff knowledge around Explicit Teaching
- Closing the Gap funds used to support Indigenous Students with Reading
- Adequate time allocated to develop staff around Frameworks and whole school reading and phonics program.

#### SCHOOL AND COMMUNITY (the WHO)

- Ensure clear and timely communication with school community
- Train and engage Ready Readers to support student reading and improve participation
- Introduction of Community Playgroup to engage parents in the education of their children
- Production of Community Newsletter three times per term
- Strengthen the capacity of the P&C to help attain items outside of the school budget scope
- Strengthen the capacity of the P&C to support the learning of students

#### PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

- Monitoring of implementation of National Curriculum
- Regular focused observations and feedback on the implementation of the Pedagogical Framework
- Regular monitoring of data and analysis against regional benchmarks for Reading
- Principal to access coach to be supported in primary role
- Principal to access PD to enhance knowledge around the Explicit Teaching agenda for the region
- Implement recommendations from the CT & L Audit with consultation from school community where possible
- Implement Developing Performance Frameworks for staff
- Develop Principal PPDP and action

- Improve in all areas of the CT&L Audit
- Principal to access PD to improve capabilities and implement learning where need to improve performance within the school

#### Others

- C&C resources and access Regional Curriculum team
- Closing the Gap cost centre
- Curriculum cost centre
- THRASS training

- P & C Support
- Playgroup Queensland for support and advice
- Regional Behaviour Team

### Others

- School reading program with First Steps in Reading and Explicit teaching model
- THRASS development
- Magic 100 Words along with phonics program