

BOONDALL STATE SCHOOL

**TRIENNIAL SCHOOL REVIEW
2007**

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Boondall State School – Triennial School Review: A Prelude

The planning cycle operates over a period of three years. During the third year, a major review is held, which is called the Triennial School Review. In 2007, the Boondall State School community engaged in a review process to renew the school's strategic direction. The review forms the backdrop of the Strategic Plan 2008-2010.

CERTIFICATION

This triennial School Review was developed in consultation with the school community.

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Chris Campanaris
Principal

/ / 2007

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Trevor Jarvis
P&C President

/ / 2007

.....
Tom Robertson
Executive Director Schools,
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/ / 2007

Introduction

Statement of Purpose

As part of Education Queensland's School Improvement and Accountability Framework, Boondall State School is required to undertake a Triennial School Review in 2007. The three year cycle follows a process which ensures that the school community:

- Undertakes a review of the existing strategic plan
- Becomes aware of and considers the current needs of staff, students and community
- Uses this information to develop a new three-year strategic plan which includes performance targets
- Bases its annual operational plan and budget on the strategic plan

Hence, the strategic planning and review process is based upon self-assessment and consultation with a wide range of school community stakeholders. It involves reviewing performance and determining the school context, strategic direction and performance indicators and targets for the next three years.

The Executive Director (Schools) verifies the process and review outcomes to ensure that they are relevant to the school and to the direction established in *Queensland State Education 2010, Destination 2010, Education and Training Reforms for the Future* and *Strategic Plan 2007-2011*

Review Teams

The review is lead by the Principal in collaboration with review teams, representative of the stakeholder groups operating at the school. The review is overseen by the Executive Director, Schools. Support from Brisbane North District office for schools was provided in the form of workshops as well as ongoing guidance from the EDS and other officers associated with school improvement.

Several meetings were held to clarify the scope of the topics to be reviewed within the operating environment, analysing the whole in order to identify the component parts, agreeing on the parameters of the review and refining the topic abstracts. The areas for review were selected because they were relevant to the present situation. For example, all staff selected the Early Years of Learning as being relevant with the full cohort of Preparatory Year students enrolling in 2008.

Review Team Meeting Schedule

The planning, implementation and monitoring of the review and strategic planning process was completed by the review team during a series of meetings and forums held over Term 4, 2006 and Terms 1 and 2, 2007.

Review Process

A three phase process was adopted for the implementation of the review and subsequent design of the Strategic Plan 2008-2010. The process was based on Edward De Bono's Model for Change. The 'What Is' phase of the process provided the opportunity to conduct a literature review and examine existing and new information about the achievements of the school over the previous three years. Data sources are outlined below. A visioning process was designed by the review team and informed by the literature review to guide the 'What May Be' phase. This phase saw propositions and possibilities for the future of Boondall State School drawn from the stakeholder groups associated with the school through the focus groups and forum discussions. The strategic plan which follows emerged from the third and final 'What Can Be' phase of the process. The school's future depends entirely on this aspect. Strategies were collaboratively developed to positively position the school for the future.

The review process included a longitudinal analysis of school data and making recommendations, the 'What May Be' phase, to inform 'What Can Be' phase/the new Strategic Plan 2008-2010 in Learning, Schools and Workforce with development of key strategies, actions and performance indicators to improve student learning outcomes.

The areas for review included:

- Literacy Learning (Learning)
- Early Years of Learning (Learning)
- Enhancing School Tone (Schools)
- Workforce Planning (Workforce)

Staff share a belief in excellence and equity based on a strong expectation that all students can learn and achieve high standards. Overall, the review found that the strongest elements in the school's high performance culture was linking lessons to academic test scores – especially those of the 'basic' skills of literacy and numeracy, ensuring that there are sufficient resources and teaching materials, carefully and regularly analysing student performance and placing a high priority on student achievement. These elements show that socio-economic/financial disadvantage and other challenges need not keep students from doing well.

Data Sources

- Corporate Data Warehouse
- Australian Bureau of Statistics
- School Standardised Tests
- Questionnaires: student, parent, teacher surveys
- Reflection Tool (P&C Association, Parent Forum)

Social, Economic and Cultural Impacts on the School

Boondall State School is a connected learning community whose members actively participate in, and shape the academic, cultural, physical and social life of the school. Staff and community members work together to ensure that programs of work are well-designed and suitably differentiated to enable all students to participate fully and maximise progress across the curriculum. Targets, tasks and activities are carefully selected to meet individual needs and develop students as lifelong learners.

This is achieved through:

- Implementation of a learning framework to prepare students for living in complex, multi-cultural and networked societies.
- Creation of a learning community that meets diverse student and community needs.
- Ensuring that the workforce has the capacity and flexibility to deliver the objectives of *Queensland State Education 2010*.

Values	Distinctiveness
<ul style="list-style-type: none"> • Care and Compassion • Doing Your Best • Fair Go • Freedom • Honesty and Trustworthiness • Integrity • Respect • Responsibility • Understanding, Tolerance and Inclusion <p><i>(National Framework for Values Education in Australian Schools)</i></p>	<ol style="list-style-type: none"> 1. A strong, highly inclusive and productive culture to meet the educational needs of all students 2. Support and capacity building of all staff to satisfy systemic accountabilities 3. Enhanced curriculum offerings and extracurricular activities promote students’ intellectual, social and physical development. 4. Targeted intervention strategies to improve student learning outcomes 5. Active participation in the Arts 6. Safe and disciplined environment 7. Shifting from a welfare driven to a learning driven culture 8. Quality preservice and induction programs

The school’s relational values (such as respect, inclusion, compassion and fairness) and emotional literacy are important drivers in moving forward the vision of a resilient, caring and supportive community. When staff and students develop healthy relationships, they are more likely to have a commitment to the school.

Purpose

Boondall State School develops students who are lifelong learners – knowledgeable persons with deep understandings, critical thinkers to solve problems and construct new meanings, creative persons, active investigators, effective communicators – participants in an interdependent world, reflective and self directed learners.

SCHOOL CONTEXT

Profile

Boondall State School is currently a Band 9 primary school. The school was opened on 6 April 1925 and takes its name from the creek which flowed across the school grounds into Cabbage Tree Creek. The school is located on land described as Lot 298 on SL 7006 in the Parish of Kedron, country of Stanley with an area of 5.536 hectares – at the intersection of Sandgate and Roscommon Roads, Boondall. The school is in the Brisbane City Council Ward of Deagon, the State Electorate of Nudgee and the Federal Electorate of Lilley.

Students

In 2007, 684 students enrolled in the Prep-Year 7. The half cohort of Prep students in 2007 will reduce primary school enrolments by 50 students from 2008 until 2014.

The school is becoming more culturally and linguistically diverse. The incidence of students from ESL/NESB background – that is, students whose first language is a language other than English – and indigenous background is 31.2% (up from 25.7% in 2005) and 3.6% respectively. Students speak 28 different languages other than English in their homes, with Asian and Pacific Islander languages the most dominant. The school has a long tradition of supporting a range of inclusive programs for ESL and Indigenous learners, and continues to provide a flexible curriculum that has been adapted to the changing needs of individual students.

The school provides access to facilities and resources for the teaching of community languages – Hindi – as part of the Department of Education’s Ethnic Schools Policy.

The school prides itself on teaching students that the Australian culture of the 21st Century is one which comprises many beliefs and views of the world. With many students from a myriad of countries, the school has built strong relationships with the wider community.

Beneath the diversity, there is a gradual homogeneity of values in the school community. A subtle merging of the staff’s values and the community’s own have been achieved so that today each has changed a little towards the other.

The broad socio-economic mix and culturally diverse student population have value-added to the educational experience of students. Teachers are emphasising that cultural diversity and mutual tolerance are essential to a shared Australian culture. Students are developing an understanding and respect for all people, their cultures, values and way of life. The outcome has been a decrease in the frequency of racist and general bullying behaviour.

In an effort to uphold the school motto 'Success by Work', students are encouraged to accept the challenge of excellence and personal best (PB) approach to learning – to do as well as or better than their previous best.

Serving a highly diverse student population, the vision of the school is to afford all students the opportunity to realise their academic potential through the design of relevant, inclusive, innovative learning experiences and assessment strategies in an environment where excellence and high equity co-exist. The aim is to take what is outstanding and make it universal. Students are motivated to strive for learning independence that can be used and applied.

School Community

The school community consists of a range of socio-economic backgrounds varying from economically depressed to middle income earners. The Department of Families (Queensland Government) and the Brisbane City Council (2000) using ABS data, identified a high-need northern Brisbane corridor running from Stafford to Boondall. The corridor is an area of diverse need.

Mobility, in terms of student transfers in and out of the school, is high across all year levels, with a possible correlation between student mobility and lack of employment opportunities and housing affordability for parents. In March 2007, 38.9% of the students continued from Preschool through to Year 7 at the school.

High student turnover has meant that issues such as continuity of programs, and the quick process for the identification and assistance of students with learning 'gaps' have had to be established, documented and passed on to other schools when students leave. With an increasing transient school population comes an increase in emotional, physical and social issues.

The school enjoys a high level of support from its community across all areas of school life. The widespread spirit of volunteerism has made the difference between a regular school and a caring educational environment where students flourish. The school is very dependent on its network of volunteers for a range of activities including helping out with ICT technical support, reading to students, art, excursions, swimming and sports coaching, school musicals and annual fete.

All parents regardless of background have high expectations of the school in terms of its performance in all aspects of its activity.

Motivation

The school was motivated to improve student outcomes for numerous reasons. Consistent numbers of students identified in systemic testing as having literacy and numeracy skills below the State benchmark was of concern, as was the observation that literacy and numeracy difficulties increase as students move through the grades. For example, in 2003, 14% of Year 5 students and 24% of Year 7 students were identified as bottom 15% of the State's overall numeracy results, and 28% of Year 2 students, 29% of Year 3 students and 41% of Year 5 students were identified for literacy support.

Maintaining a climate of expectation in which no students are permitted to fall below minimum levels of achievement, especially ESL students, Indigenous students, boys and low achieving girls are the main challenges facing the school. Socio-economic status simply determines a student's starting point. School-based benchmark testing is undertaken in all year levels and guides teacher planning and

teaching. Student learning is gauged through both ongoing classroom assessment and annual State testing. Realistic but demanding academic targets challenge both teachers and students to move to the next level.

The combination of cultural and linguistic diversity and high socio-economic disadvantage has become a major pedagogical issue for teachers at the school. Literacy development is the core business in every classroom. *Literate Futures: The Teacher Summary Version 2000* (p7) states that 'effective literacy education relies on teachers' professionalism, local flexibility and innovation in program development at the school level'. With this notion of 'flexibility' and 'innovation' in mind, the task of finding the best and most appropriate way to meet student literacy needs has been an on-going priority.

In recognition of its commitment to the development of literacy skills, the school received Education Queensland's Showcase 2006 State Award for Excellence in Schools in the Early Phase of Learning category for its Early Literacy Fundamentals (ELF) Program (developed by the University of Queensland) which focuses on the accelerated development of literacy skills.

In National Literacy and Numeracy Week 2007 the school achieved a Highly Commended Award for boosting literacy achievement in the Early Years. Intensive professional development for teachers has resulted in a shared methodology for teaching literacy with an emphasis on the early identification of student literacy needs with carefully targeted intervention prior to the Diagnostic Net Validation process.

The above State and National Awards highlight the school's reputation for making a difference. Only 62.3% of the student population reside within the school's natural catchment area. The remaining 37.7% of students are drawn from neighbouring catchments.

Learning Programs

Literacy

In line with new literacy understandings, the school has developed a program that is broader in its aims for literacy: a 'Language to Literacy' model to address literacy and teaching needs and to embed literacy outcomes in all units of work, with a particular focus on reading and viewing, and writing. A unique literacy/pedagogy program has been implemented throughout the whole school. The program follows a systematic pedagogy of guided, shared and independent teaching stages, with programming clearly connected to assessment information. High academic expectations are placed on students who are supported through extensive scaffolding to achieve high-order outcomes. Moreover, small group activities are planned based on identified needs of groups of students. Students identified most 'at risk' are provided with a modified learning program which is implemented one-on-one with the assistance of designated teacher aides.

Numeracy

Coupled with the emphasis on literacy is the focus on numeracy with an awareness of the significance of mathematical literacy – where language and mathematical development are mutually supportive. Students' numeracy development includes the acquisition of numerical, spatial, graphical, statistical and algebraic skills.

Students are lead to construct their own knowledge of place value within a guided mathematical framework. The focus on numeracy includes the promotion of positive attitudes to mathematics and the development of sound number sense through a very hands-on approach to mathematics.

The introduction of whole school benchmark testing in literacy, numeracy and science has enabled the tracking of every student's progress from Year 1 to Year 7. Results are recorded on a database with bi-annual testing in February and November to measure value-adding. Because students are so closely tracked, teachers see progress immediately, causing a real buzz when teachers see students improving.

Chess

In 2007 the school's use of Chess was put forward as a District Showcase nomination in the Middle Phase of Learning: *Checkmate! Boondall State School Chess – Learning to Impress*. Over the 2004-2007 quadrennium, Boondall has been experimenting with the addition of chess to the mathematics curriculum to increase students' problem solving and reasoning skills. A formalised chess program is available for Year 2 students and upwards, allowing them to become rated players.

Overseas studies (New York City Schools Chess Program, 1990) confirm the educational value of chess participation in relation to cross-over thinking – that playing chess raises academic performance.

Since 2004, teachers have noted enhanced literacy and numeracy performance of students participating in chess proportionate to the amount of chess in the curriculum.

As in mathematics, which is the study of patterns (spatial, numerical) and relationships, complex pattern recognition and similarity judgments in chess are of prime importance in problem-solving. By becoming good chess players/problem-solvers, students perform better in mathematics – studying the sort of patterns that develop from the many relationships that exist within its various parts to reach a solution.

Student performance in the Year 3 and 5 Queensland Test explicitly shows very high levels of spatial reasoning transfer in the Space dimension where students demonstrate their ability to visualise objects and create new mental images. Likewise, learning chess strengthens numerical abilities – place value, infinite mental calculations, conversions – with student performance levels being consistently higher/trending higher than state measures in both the Number and Measurement and Data dimensions.

There is a good deal of visual memory transfer from chess – remembering a group of shapes and their relation to each other – to consistently very high test scores in the Spelling dimension, with the visual and auditory study of structured and phonemic elements in the words. Improved memory enables students to think how the spelling word looks, visualising the way the word is written and repeating each lettering sequence to themselves.

Students who learn chess enjoy a significant increase in their reading skills. The cognitive processes used in Chess and reading are very similar. Both chess and reading involve processes of decoding, thinking, comprehension and analysing – all higher order skills. Chess and reading are decision-making activities and some transfer of training from one to the other may be expected. The impact of chess play in Reading and Viewing dimension has found student performance levels upwardly trending and consistently higher than state averages in Years 3 and 5 over the past three years. Playing chess has shown a significant improvement in the behaviour of students, especially boys. The opportunity to express feelings in a cooperative and structured environment where a personal code of conduct is central to the chess proceedings, benefits those students with social and behavioural difficulties. At

Boondall, referrals for detention have significantly decreased amongst those students participating in chess.

Extra Curricula Program

Every student must have academic success as their major goal but is also encouraged to succeed in at least one other extra curricula area – the Arts, sport, citizenship, ICT and chess. Student involvement in a range of extra curricula endeavours has a positive impact upon classroom activities. The opportunities for success so provided promote more resilient learners, enhance strong feelings of self worth and create a sense of belonging to the school, all of which usually lead to greater success in the classroom. Busy, occupied students benefit from the concept that ‘success breeds success’.

The Arts

Students are personally passionate about the Arts in their education. German language plays, Oktoberfest celebrations, German fashion parade, student art displays, school musicals, (Ebenezer 2001, The Pied Piper of Hamelin 2003, Pinafore Pirates 2005, and Hundred Year Rock 2007) and lip sync competitions help the creative potential in students and to understand their potential in the real world. The recently built music centre has lifted the profile of the school music program. Students showcase their talents regularly in recitals, solo, band and choir performances.

Sport and Physical Education

Healthy lifestyles are encouraged through the Health and Physical Education program. At least two hours each week is devoted to physical activity and participation in a wide range of sports in the school environment: interschool sports competition, Sports House competition, swimming program, cross country running, intraschool tennis and hockey upskilling (Years 3 and 4), CAPON Gross Motor skills program (Prep, Years 1 and 2).

Student Council

The school models democratic values by promoting an open climate for discussing issues and inviting students to take part in shaping school life. Student representatives, from every Year 4-7 class, on the Student Council work with peers and see results for their efforts. To have practical experience in meeting procedure and to be involved in democratic decision-making provides students with experiences that enhance their future civic preparation by giving them opportunities for participation in a setting that matters to them. By making leaders of our students early in life, they earn more respect and admiration from the school community. Students with a strong sense of self inspire others to try and emulate them.

Information and Communication Technology

A variety of useful, problem-solving strategies for a changing and challenging environment are provided in order to foster critical thinking skills and to encourage the development of creativity. Teachers attend on-site professional development sessions and implement *Smart Classroom* initiatives and strategies to make ICT integral to learning in classrooms. Moreover, training experiences are provided for identified teachers to achieve their ICT Pedagogical Licence, enabling the school to enhance its ICT Index rating.

The Student ICT Club attends weekly workshops to develop knowledge and skills using digital cameras, digital video image manipulation, software, data projectors, overhead projectors, safe internet navigation, computer packages etc. Students engage in basic photography, cinematography, storybook/script writing, on-line text analysis and communication systems. Weekly on-line meetings are held through *The Learning Place* website to consolidate information, provide research links and facilitate effective group communication.

Drug Education Policy

The school Drug Education policy is fully implemented across all year levels with an emphasis on proactive strategies which have proven to be the most effective means of combating the uptake of illicit drugs.

Religious Education Program

An ecumenical religious education program operates at the school with the involvement of clergy and lay helpers. Students are given a clear understanding of the Bible – that the situations faced by people in the ancient Bible lands are just as relevant in contemporary situations. A highlight of the program is the end-of-year whole school religious education concert.

German LOTE Program

The school has developed an excellent German LOTE language program for Years 5, 6 and 7 students. Reading and writing in a foreign language supports students' literacy learning. The LOTE program is based on a multi-sensory approach with high level of student participation. Students enjoy the repetition of songs, games, rhymes and school routines. In this way they absorb and internalise the patterns and structures of the German language. An interactive LOTE e-pals program has been set up to assist the development of Year 7 students' German language skills. The program presents students with the opportunity to write on-line to schools in Germany and other countries.

School Community Activities

The school participates in a number of community activities endorsed by Education Queensland which have local, state and national significance including International Women's Day, Anzac Day, State Education Week, Queensland Week, Royal Queensland Show competition, NADOC Week, Instrumental Music Camps and the 'Big Play Out' at Sandgate District State High School, Arbor Day and Teacher Excellence Week.

Facilities and Infrastructure

In 2006, a new music centre and administration refurbishment and upgrade was delivered under the Queensland State Government's *Smart School Renewal Program*. In conjunction with the music centre, a new bicycle enclosure was built for the safety and protection of students' property.

Under the Australian Government's *Investing in Our Schools* program, a multi-purpose court (\$41,900) and upgrade of Early Years playground area (\$48,401) were built in 2006. In addition to these two projects, \$59,689 from the *Investing in Our Schools* program in 2007 has enabled the school to purchase Information and Communication Technology equipment and resources which are invaluable in the education of students in today's fast-paced technological world.

Queensland State Government improvements to both the school library facilities under the *School Community Development Fund*, a \$62,200 allocation, and construction of a multi-media centre and computer laboratory under the *Smart School Renewal Program* will provide students with every opportunity to develop skills in technology which will enhance their learning abilities and experiences now and in their future education and employment.

Not only will the multi-media centre and computer laboratory empower students to apply their own ICT knowledge, but the new *Smart Classrooms* will support the *Community Access to ICT in Schools* initiative, a community training project, to upskill community members using computers, the web and digital technology. This initiative is part of the whole-of-government Community Engagement Program. Members of the community with limited or no ICT skills will gain opportunities to develop these skills and explore their application in current environments.

Under the Queensland State Government’s Gambling Community Benefit Fund, the school received \$30,000 in 2006 to construct a new Early Years adventure playground. In 2007, an additional \$9,000 approximately was received from the Benefit Fund to construct a shade canopy over the structure. The new adventure playground provides a stimulating environment that fosters social interaction, encourages problem-solving and aids students’ physical development.

Learning through play is a key foundation element in shaping the minds of young students, providing them with challenges and opportunities to interact and create. The school has a very culturally diverse student population, and play is one way students come together and barriers disappear.

Excellent school facilities help to create stimulating learning environments which improve student learning outcomes.

Operating Environment

Boondall State School operates within a local and globalised market economy – the real world that students will be sent into. Social, economic and educational context factors which impact on the school’s operation are as follows:

<i>Social Trends</i>	<i>Economic Context</i>	<i>Educational Context</i>
Changes to the structure and character of the family	Economic gap between the ‘haves’ and ‘have nots’ is widening	Building a strong Queensland state education system which is high-quality and high-equity
Disengagement of students through their learning journey	Education provides value for money – that schools operate efficiently and effectively to meet their agreed goals, monitor their own performance, and that their work improves.	Building transition from the early years, middle years to senior years of schooling
Combining equity and diversity with limited funding and constantly rising quality requirements is the challenge for the Australian public sector.	Government departments become more productive by focusing on outcomes, not just tackling the inputs.	Schools are more accountable when principals are given greater operational flexibility.

Globalisation and societal changes	ICT explosion and rapidly changing job market	Smart State priorities promote academic excellence, vocational education qualifications and life-long learning to pick up new knowledge and skills
Development of an Australian identity in a multi-cultural society and world	Reduction of trade and immigration barriers between nations	<p>Need for specialised Australian English language teaching</p> <p>Learning of foreign languages (LOTE) will improve English language proficiency and improve literacy and numeracy Test scores</p> <p>Modelling democratic values at school to promote civic knowledge and engagement</p> <p>International students in Queensland state schools and off-shore teaching centres and programs</p>

Change is not going away. The reasons, as outlined above, are: new knowledge created at an unprecedented rate, information and communication technology, social impact of change and increased social and political diversity. The next three years will see an acceleration of change in the school operating environment. State and national agendas will increasingly impact on what happens in schools on a day-do-day basis.

Governance

Boondall State School operates under school-based management option EO1 where local decision making is made more open through regular consultation with the Executive Director Schools, including endorsement of strategic documents. Other peak groups include: Local Consultative Committee (LCC), Curriculum Teams, Parents and Citizens' Association and Student Council.

A Culture of Learning

The Triennial School Review process of measuring achievements and setting goals for the next three years helps form a culture of learning. Setting goals, using reflective practice and developing trusting relationships all contribute to an atmosphere that promotes learning. High levels of teacher collaboration and trust to uncover evidence-based data from a review of the existing strategic plan, ensured teachers were in receipt of the right data that would tell them what to do to generate a new three-year strategic plan.

The Early Years of Learning

Abstract

The early years of learning are the most vital period for the development of the child's intellect. Providing students with a foundation for successful learning will maximise their achievement and engagement at school. Implementing a plan of action for the introduction of the full cohort of the Prep school initiative in 2008, developing key understandings of the Early Years Curriculum and having a strong focus to improve literacy, numeracy and ICT outcomes will promote successful transitions across the early years of learning.

Review Team	Name	Position
	<i>Program Manager</i> Mary Lancaster Sarah Allan Alison Dawson Brigid McKendry Anita Kendes Sharon Marin Fiona Newey Kathy Beevers Megan Franks Annaleise Koolstra Wendy Mason Anita Wardle	Support Teacher Learning Difficulties Prep Teacher Prep Teacher Prep Teacher Year 1 Teacher Year 1 Teacher Year 6 Teacher Year 1 Teacher Year 3 Teacher Year 1 Teacher Parent and Teacher Aide Parent and Teacher Aide
<i>Phase 1: What Is? Data Gathering</i>		<i>Phase 2: What May Be? Visioning Process</i>
<p><i>Play as the Supreme Educative Activity</i></p> <ul style="list-style-type: none"> • There is very high level satisfaction with play-based flexible curriculum (2006 AOP LE2.2 p11) • To a large extent, curriculum activities are student initiated and grow from the life interests of students. • Through play, students extend their oral language capabilities which have clear links to literacy in the primary grades. • Outdoors play activities foster social interaction, encourage problem-solving and physical development. Under the: <ul style="list-style-type: none"> - Australian Government's <i>Investing in Our Schools</i> infrastructure, an early years playground (\$48,401) was built, 2006 		<p>Based on the Parent/Student/Teacher survey responses (Appendix 1, 2, 3, 4, 5):</p> <ul style="list-style-type: none"> • More play-based/hands-on learning experiences through to Year 3 • Provision of more resources for literacy, numeracy and play-based curriculum with updating regularly • Increased physical activities for students in the early years eg. exercise programs, sports afternoons, team activities • Jump Rope for Heart • Brain Gym • Availability of 'sports equipment' for Year 1-3 for lunch break active play eg. hoops, skipping ropes, balls, skittles, hopscotch, quoits etc

Phase 1: What Is? Data Gathering

- Queensland State Government's *Gambling Community Benefit Fund*, a \$30,000 grant went towards construction of another early years adventure playground, Term 2, 2006 (2006 AOP SC3.1 p21)
- Early Years teachers have engaged in collective reflection around conflicting pedagogical theories and practices in respect to early childhood education and young children's learning, including:
 - stories and incidents from their own settings are used as illustrations
 - looking for differences in 'ways of seeing' (even the same incident) and talking about these (2006 AOP WO1.1 p24-25)

Collaboration and knowledge sharing behaviour is supported in the Early Years

- Early Years teachers focus their professional learning on familiarisation with Early Years Curriculum Guidelines (EYCG) in readiness for the introduction of the Preparatory Year: half cohort 2007, full cohort 2008 (TSR/SPO Workforce Plan p56, 2006 AOP WO1.1 p25).
- Preparatory Year timetable has been restructured so teachers can plan collaboratively, analyse their own work and share best practice.
- Prep Year teachers facilitate the continuation of the core principles and practices of the Early Years Curriculum into Year 1 classrooms – through group presentations and coaching and mentoring of individual teachers.
- Early Years curriculum philosophy and view of the learner, and the learning process have been applied throughout the school, eg Middle Years initiatives are based on promoting investigative, inquiry-based learning as is the Early Years curriculum (TSR/SPO SC1.2 p38).
- Early Years Curriculum Guidelines has provided a foundation for the developmentally appropriate play-based program implemented in the inaugural year of Prep (2006 AOP LE2.2 p11).
- Built continuities through curriculum linking establishing essential connections between EYCG and school-based KLA programs.
- Early years literacy strategies place emphasis on the achievement of effective literacy experiences for all P-3 students through:
 - a daily, focused two-hour classroom literacy sessions; key literacy strategies, include

Phase 2: What May Be? Visioning Process

- Narrow the gender gap by engaging boys in learning through play and project work in Prep and Year 1 classes, resulting in boys being more eager to learn through play and 'hands on' activities, better social skills through learning together in group and a marked increase in literacy skills.
- Develop and implement practical and effective strategies to ensure that each child entering the Prep classroom is mentally and physically prepared to face the challenges of the day ahead; that is, daily early morning structured perceptual motor activities that involve tumbling, balancing, ball games – memory and rhythm patterns getting brain and body ready for the more cerebral learning that takes place in the rest of the day.
- The Prep curriculum includes:
 - beginning to understand reading, numbers and letters
 - writing numbers and letters
 - how to use computers to draw, make signs, play games and find out about things
 - health and movement
 - how to use their imagination
 - how to listen and to respond to stories
 - how to get along with others

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> - guided reading and writing, shared reading and writing, independent reading and writing and oral language experiences - case management of students who require additional assistance - home/school productive partnerships - coordination of Year 2 Diagnostic Net by Key Teacher/s - whole school commitment <p><i>Transition Strategies</i></p> <ul style="list-style-type: none"> • Orientation Day in November for Prep parents • Regular visits between Prep and Year 1 classes during Term 3 and 4 • Buddy System between Prep and Year 1 students to ease transition • Specialist lessons in Prep year for Music, PE, Library as regular part of curriculum • Attendance at junior parade, special school parades and presentations • Participation in school activities eg. Fun Run, Fete, Christmas Concert, Easter Hat Parade • Parent workshops for Support-A-Reader, Support-A-Writer <p><i>Student Outcomes</i></p> <ul style="list-style-type: none"> • Sutherland Phonological Awareness Tests: <ul style="list-style-type: none"> - 65-70% of students are entering Year 1 with some phonological awareness knowledge which support the development of basic literacy. • Year 2 Net Diagnostic Test <ul style="list-style-type: none"> - A slightly higher percentage of students have been caught in the Year 2 Net in Reading and Number in the last 3 years than the State Average and Like Schools Average. In Writing the difference is more significant. • Year 3 State Tests <ul style="list-style-type: none"> - In the last 3 years Boondall State School students have achieved results above the State Mean in all areas of Literacy and Numeracy. Boondall State School students are performing between 92- 99% above the National Benchmark in Literacy and Numeracy. 	<ul style="list-style-type: none"> • Maintain current transition strategies • Introduce theme days eg. maths days, science days, art/craft days for class rotational activities to enhance shared learning across age/gender groups • Under 8s Day Program • Multi-cultural day • Cross-age reading/writing program • Ekka activities for entry /celebration of student work <p>As written in 2007 AOP, we aim to achieve the following school targets (AOP 2007, p24):</p> <ul style="list-style-type: none"> • To increase students' phonological awareness to 80% success on entering Year 1. • Year 2 Diagnostic Net <ul style="list-style-type: none"> - To increase/maintain the percentage of students not requiring additional support for the Year 2 Diagnostic Net: <ul style="list-style-type: none"> ○ <i>Reading</i>: from 73% to 78% ○ <i>Writing</i>: to maintain 78% or above (2006, 82%) ○ <i>Number</i>: to maintain 80% or above (2006, 82%) • Year 3 National Literacy and Numeracy Tests <ul style="list-style-type: none"> - To increase/maintain the percentage of students not requiring additional support for the Year 3 National Tests: <ul style="list-style-type: none"> ○ <i>Reading</i>: to maintain 98% or above (2006, 99%) ○ <i>Writing</i>: to maintain 97% or above ○ <i>Numeracy</i>: to maintain 92% or above, until new 2008 targets are set.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p><i>Curriculum Development</i> <i>Building Curriculum Continuities and Teaching Practice</i></p> <ul style="list-style-type: none"> • The Early Years curriculum is based on child-centred learning with extensive use of co-operative learning groups, collaborative learning, peer support, whole class teaching, individual learning and target-setting. Success is equated with improving student performances in literacy and numeracy (2006 AOP LE1.1 p4). • Teachers and students are involved in curriculum decision making with more negotiation of curriculum occurring in Prep. In Years 1-3 curriculum is more teacher-directed taking into consideration students' interest and experiences and cultural backgrounds. Building a community of learners supports students as they make transitions between settings (2006 AOP SC1.2 p18) • In 2004, 2005, and 2006 School Opinion Survey, the School Mean for parent satisfaction with the development of students' literacy, numeracy and ICT skills was significantly higher than the State Mean 	<ul style="list-style-type: none"> • Address the key priorities in the Department's <i>Professional Development Agenda 2008- 2010</i> • Implement responsive curriculum programs in the Early Years to promote continuity of teaching and learning by using the experiences gained through the introduction of the Preparatory Year in 2007 to: <ul style="list-style-type: none"> - develop an Early Years philosophy - develop understanding of the Early Years curriculum as it will move from Prep (2007) to Year 1 (2008) to Year 2 (2009) to Year 3 (2010) • continue networking and workshops for the current Prep teachers as well as involving the current Year 1 teachers in workshops during Semester 2, 2007 and Year 1 and 2 teachers in 2008 - use the continuity strands of curriculum and pedagogy, understanding students, school management, organisational structure and communities as a checklist • Curriculum continuities establish links for children between prior, current and future learning and the KLA areas. The early learning areas are used to develop a balanced, integrated curriculum for young children. <p>From the Staff Survey responses (Appendix 1 and 2), we aim to implement:</p> <ul style="list-style-type: none"> • Timetabling consideration to allow uninterrupted teaching eg. in the literacy block. • Specialist lessons and intervention programs allowing minimal disruption to classroom activities. • Teacher knowledge of available resources • PM Benchmark levels applicable for given year levels. • Teacher induction into early years teaching area to be available eg. booklet of year level expectations for learning, strategies and resources to support early years teaching. • Scope and Sequence P-3 across KLAs <ul style="list-style-type: none"> ○ address this at <i>the end of 2008</i> after a full year of Prep → Year 1 has been completed and monitoring of performance /standards correlate with current curriculum

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> • Multi-skilling of teachers and teacher aides are enhanced through the development of strong Early Years teaching teams and there is more purpose to students' learning (2006 AOP WO1.1 p25; TSR/SPO WO1.3 p46). • 2006/2007 Prep Inservice of teachers, teacher aides, support staff and Administration • 2007 Inservice of teachers and teacher aides in the Literacy strategy. • Professional Development opportunities are provided within the school through District initiatives (eg TLN, Bramble Bay Network Group, Key Teacher meetings). • Timetable restructuring has allowed in-depth student work and completion of tasks (TSR/SPO p26) and some opportunity for teachers to meet in groups to discuss learning programs (TSR/SPO WO1.1 p44). • Most of the current P-3 class teachers have significant experience teaching in the early years. • Experienced, multi-skilled, stable and committed Teacher-Aides <p><i>Literacy</i></p> <p><i>Metalinguistics Awareness Program</i></p> <ul style="list-style-type: none"> • The Prep Year Metalinguistics Awareness Program, which focuses on developing Prep students' pre-literacy skills, is achieving improved literacy outcomes for all students. • Prep teachers devised whole-class program that includes play activities incorporating learning about words, syllables, sentences and rhyme (2006 AOP LE 2.2 p11). • The outcomes for students have been outstanding with Year 1 teachers noting greatly increased confidence in students' literacy skills. Assessment tasks demonstrated a significant improvement in students' skills in a brief period (AOP 2006 SC1.2 p18). • Preschool and Prep teachers have been collaborative, flexible, willing to learn and embrace change, and apply new skills to improve students' oracy skills (2006 AOP Wo1.2 p26; TSR/SPO WO1.1 p44). 	<p>Based on responses from the Staff Surveys (Appendix 1 and 2):</p> <ul style="list-style-type: none"> • Upskilling of teachers to enable early identification of students who are underachieving and target support effectively • More collegiate communication across P-3, and with Administration • Creating P-3 co-ordinator/ Initiator role • Regular P-3, 1-2, 2-3 year level meetings • Regular sharing of planning, strategies and resources • <i>Early Years Curriculum Guidelines</i> Inservice for P-3 Teachers and Teacher-Aides who have not previously received inservice • Early Literacy Fundamentals Program Inservice for new staff • Access the literacy renewal program: <i>Literacy the Key to Learning: Framework for Action 2006-2008</i> for teachers and teacher-aides conducted by the EQ • Collaborative planning of units of work around the KLA syllabi and Essential Learning to be achieved at end of Year 3. <ul style="list-style-type: none"> • Create a literacy rich environment (language in use) in the Early Years. What is involved in each of the language modes – speaking, listening, reading, viewing, writing and drawing – varies according to context, purpose and audience. Literacy assessment tasks in Prep Year include: <ul style="list-style-type: none"> - <i>Making Meaning from Text</i>: listen and retell story, explain the intentions of a character in a picture story book - <i>Reading Fluency</i>: tell story based on pictures - <i>Concepts about Print</i>: knowledge of book orientation and reading directionality by asking students to indicate the front of a book and where to start reading - <i>Phonemic Awareness</i>: having understanding of rhyming words and initial word sounds - <i>Writing</i>: students draw a picture about the story and then writer about their <i>drawing</i>

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p data-bbox="145 277 719 313"><i>Early Literacy Fundamentals Program(ELF)</i></p> <ul data-bbox="193 315 783 750" style="list-style-type: none"> • Implementation of the ELF program in 2003 • In service of Year 1 teachers for implementation within Year 1 classroom • Focused teaching sessions with target groups of identified students by STLD • Since the introduction of the ELF program, the percentage of Year 3 students in the bottom 15% of the state for Literacy has decreased substantially from 21.6% to 3.9% in 2005 and 8.1% in 2006 respectively <p data-bbox="145 786 512 822"><i>Teaching Practices: Literacy</i></p> <ul data-bbox="193 824 783 1966" style="list-style-type: none"> • Implementation of literacy blocks in Years 1, 2, 3 (shared reading, guided reading, genre -based activities, and modelled writing). • Literacy is embedded into all KLAs, with timetabled uninterrupted literacy blocks in the early years classrooms. Prep operates within the Early Years Curriculum Guidelines following the eight Principles for Practice. In Years 1, 2, 3 follow the P-3 KLA based syllabuses which have both a content and process approach. • Wide range of language experiences related to real-life to cater for different learning styles and needs • Valuing of play-based and hands-on learning (especially in Prep) • Utilization of Jolly Phonics, Rainbow Road, Home reading, story telling, rhymes, Gross Motor Program • Transitions and routines for meaningful, spontaneous and planned learning. Organisational routines are particularly valuable to developing independence and personal identities. Transitional times are an opportunity to introduce concepts, provide meaningful practice of skills, recall information, and make connections between classroom discussions and experiences, recount experiences, respond to text, think about relationships and patterns, and share personal knowledge. 	<ul data-bbox="815 315 1442 1928" style="list-style-type: none"> • Maintain current programs: <ul data-bbox="858 349 1374 705" style="list-style-type: none"> - Metalinguistics Awareness Program - ELF - Jolly Phonics (Prep→) - Rainbow Road - Reading Recovery - Literacy Block - Home Reading Program - Intervention Programs (from Yr 2 Net) - Parent inservice in Support-A-Reader and Support-A-Writer • Introduce: <ul data-bbox="858 853 1374 954" style="list-style-type: none"> - Support-A-Talker in Prep Term 3. - Encourage volunteers/parents for extra reading at school • Investigate the need for additional reading resources • Check teacher needs for additional software to support literacy learning, eg phonic programs, story writing, vocabulary development, comprehension • Screening of all Year One students at the end of Term 2 by the STLD and Class Teachers • Nomination of target students to be included in the ELF Program in Term 3-4 (12 weeks) • On-going monitoring by STLD and Class Teachers • Continue to support the implementation of the literacy block in Year 1,2,3 through the development of a resourcing plan: <ul data-bbox="858 1503 1442 1928" style="list-style-type: none"> - housing reading materials in a user-friendly manner - auditing reading resources and delivering cost effective purchasing - achieving balanced and sequential materials to support literacy - support literacy by purchasing ICT materials eg. PM site license (reading scheme) cater for diversity by purchasing appropriate materials - relating language and curriculum to students' experiences/ interests

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p><i>Numeracy</i></p> <ul style="list-style-type: none"> • Curriculum focus in P-3 is on the development of mathematical understandings through children investigating their environment and communicating their mathematical ideas. These ideas promote children’s developing understandings, capabilities and dispositions related to number, patterns and algebra, measurement, chance and data, and space. • The development of an understanding of the language of mathematics and relevant symbols for real-life and problem-solving applications <p><i>Teaching Practices: Numeracy</i></p> <ul style="list-style-type: none"> • Engagement in learning activities related to real-life and life-like shared and personal experiences • Use of concrete materials/ hands-on learning experiences • Utilisation of direct teaching, focused teaching, small group learning, independent learning experiences, maths workbook (eg Signpost). • Games, oral reinforcement, homework activities • Numeracy block in Year 3 <p><i>Information and Communication Technology</i></p> <ul style="list-style-type: none"> • Boondall State School has implemented an ICT program over the last 4 years. A Scope and Sequence has been developed. Based on the ICT Teacher survey (Appendix 3): • All student from P-3 have weekly access (or more frequently) to computers. Access 	<ul style="list-style-type: none"> • Promote play-based learning as a valuable tool in all Early Years classrooms. • Investigate availability of resources to support play-based learning • Continue implementation of the literacy program eg. Jolly Phonics, Metalinguistics, home reading etc. <ul style="list-style-type: none"> • Check Maths stocktake (Dec 2006) re available mathematics resources • Survey early years class teachers re additional resources needed • Investigate funding availability for purchase of identified resources • Collegiate sharing of mathematical practices, ideas, resources • Establish maths benchmark level for each year level • Software to support classroom programs - [clocks, tape measures, trundle wheels, puzzles, games, blocks, cards, unifix blocks, MAB, place value charts, 100s board, construction / manipulative activities] <p>To integrate ICT across the curriculum to enhance student learning:</p> <ul style="list-style-type: none"> • To maintain, monitor and improve student attainment and achievement within the Computer Skills Program • Implement levels 1 and 2 of the technology

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p>is gained in the classroom and/or in the computer lab with Teacher Aide (TA004)</p> <ul style="list-style-type: none"> • Students are accessing a variety of programs. • Students are applying their learned computer skills in story publications, research activities and internet access. • Boondall SS has in place a Computer Skills Program for each year level, Years 1-3. These skills range from basic keyboarding knowledge, manipulation of the mouse, logging on with user name and password, accessing programs, accessing Internet websites through Favourite, gaining simple word processing skills, accessing the school intranet and the Internet • Targets for achievement are set, children are tested and Level 1 Certificates of achievement for keyboarding and Computer are awarded at the end of Year 3 (see Appendix A) • In 2004, 65% of Year 3 students gained Keyboarding Certificates and 87% gained Computer Certificates. In 2006, 96% gained both Keyboarding and Computer Certificates. • Assistance from parents/ volunteer helpers in this area is very limited • Within classrooms students are using their computer skills across KLAs through access to a variety of programs • In 2004- 2006 School Opinion Survey, the School Mean for parent and student satisfaction with student access to computer technology was above the State Mean <p><i>Intervention / Support Strategies</i></p> <ul style="list-style-type: none"> • Active partnerships between parents and teachers allow for intervention approaches, with parents assisting with individual and small group learning and practical activities in the classroom. • Better support and engagement of learners has resulted in improved learning 	<p>syllabus</p> <ul style="list-style-type: none"> • Provide staff training and guidance on the use of ICT to enhance learning • Identify and disseminate good practice • Improve continuity and consistency of progress as students move from one year level to the next • Promote the use of ICT to raise the attainment of students with special educational needs • Computer use is integrated seamlessly across KLAs in classroom activities • Investigate need for additional software • Teacher surveys • Consultation with ICT Teacher-Aide • Outcomes/ Achievements <i>in Year 3</i> <p>As suggested by teacher and Parent Survey responses (Appendix 1, 2 and 4), we intend to:</p> <ul style="list-style-type: none"> • Maintain early years identification: <ul style="list-style-type: none"> - social and emotional competence - health and physical well-being - language development and communication - early mathematical understanding - active learning processes - positive dispositions to learning • Implement intervention/ support strategies to establish foundations for learning.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p>outcomes. Teachers, teacher aides, Support Teacher Learning Difficulties (STLD) and Advisory Visiting Teachers (AVTs) work in collaboration to plan activities suitable for the learning needs of each child (2006 AOP WO1.1 p25; Wo2.1 p29).</p> <ul style="list-style-type: none"> • In Years P-3, over 40 percent of students have received additional assistance in oracy, literacy and/or numeracy at various stages, providing a safety net (2006 AOP LE1.1 p4, LE1.5 p8). • Implementation of support strategies: Reading Recovery, ELF, Support-A-Reader, Support-A-Writer, Support-A-Learner: Number • Individual and small group support for students through Education Adjustment Programs, Learning Support Programs, Refugee children, Children in Care. • Support provided through Advisory Visiting Teachers, Speech Language Pathologist, Guidance Officer and referral to other agencies (eg Child Development Unit, School Nurse, Triple P, CYMHS) <p><i>Assessment and Reporting</i></p> <ul style="list-style-type: none"> • Since the TSR/SPO review in 2004, key areas of change have included using assessment data to inform teaching and to map student progress (TSR/SPO p21), teaching staff working and planning together to achieve improved outcomes, and modelling of effective strategies by Head of Curriculum (HOC) and senior teachers (2006 AOP p24). • Comprehensive assessment of students has allowed staff to identify learners at risk and to provide specific intervention. Early identification of students at risk through class teacher observations, Sutherland Phonological Awareness testing, Early Fundamentals Program Screening, Continua mapping, Report Cards • Parent – teacher interviews (twice a year) provide an opportunity for sharing student progress, student needs, classroom programs 	<ul style="list-style-type: none"> • The development of assessment for learning techniques, where teachers gather and use evidence about teaching and learning to decide: <ul style="list-style-type: none"> - what is expected of students - recognise students who fall below expected standard - know how to adjust what teachers need to do to help students close the gap • Adoption of new report cards for Year 1-7 in Semester 1, 2007 • Use of Early Learning Record for Prep students • Continue Continua plotting in Year 1-3 • Maintain student folios for teacher –parent meetings, and to substantiate report writing • Parent-Teacher meetings twice/year (Parent Survey Appendix 4) • Continue ‘open door’ approach for parents to request additional teacher interviews to

	discuss student progress concerns
<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p>and ways in which parents/care givers can support children's learning.</p> <ul style="list-style-type: none"> • Student Report Cards at the end of Semester1 and 2 • Boondall State School has an open-door communication approach between staff and parents. 	

Literacy

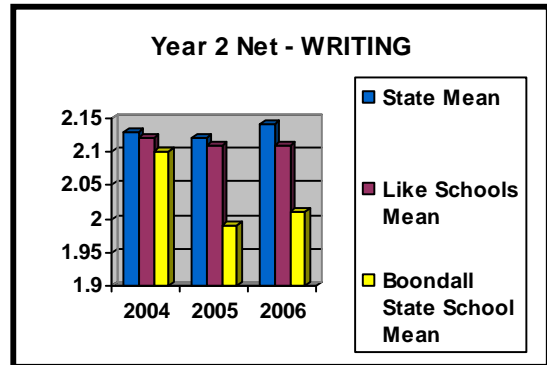
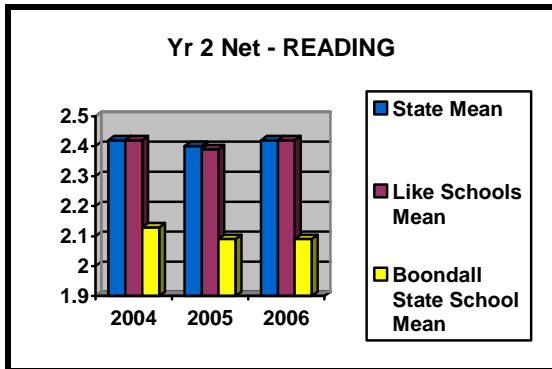
Abstract

The Boondall State School community is becoming more culturally and linguistically diverse with more than 31% of the student population having a language other than English is spoken at home. More than 28 non-English speaking groups are represented, with Asian and Pacific Islander backgrounds the most dominant. The combination of cultural and linguistic diversity and high levels of socio-economic disadvantage have become a major pedagogical issue. Finding the best and most appropriate way to cater for students' literacy needs has been an ongoing priority. Taking a whole-school and multi-strategy approach, teachers set annual goals and target underachieving students, particularly in literacy. Over the 2004 -2006 triennium, the school has achieved significantly improved outcomes in literacy across all year levels. Narrowing the gap between the high and low performance as well as improving the performance of ESL/NESB and indigenous students has both been pleasing and rewarding. As a result of the school improvement progress, student engagement in literacy initiatives has increased, the capacity of teachers has grown and home-school partnerships have been strengthened.

Review Team	Name	Position
	Rachel Guttler, <i>Program Manager</i>	Head of Curriculum/Teacher
	Desleigh Lindberg	Teacher Librarian
	Kathryn Matthews	Year 3 Teacher
	Helen James	Year 4 Teacher
	Georgina Stampton	Year 3 Teacher
	Edna Galea	Year 2 Teacher
	Elizabeth Hodgkin	Year 2 Teacher
	Mary Mahon	Year 5 Teacher
	Wendy Porter	Year 6 Teacher
	Geoff Quartermaine	Year 5 Teacher
	Victoria Alley	Year 4 Teacher
	Julianne Rogers	Year 5 Teacher

Phase 1 – Data Gathering and Analysis – What’s So

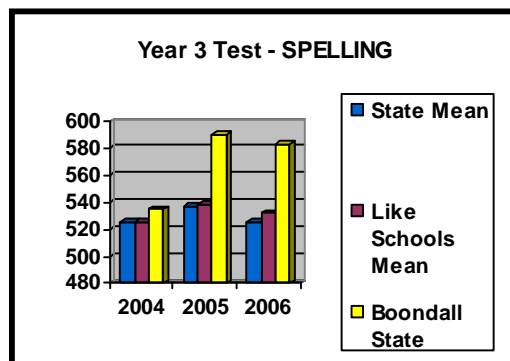
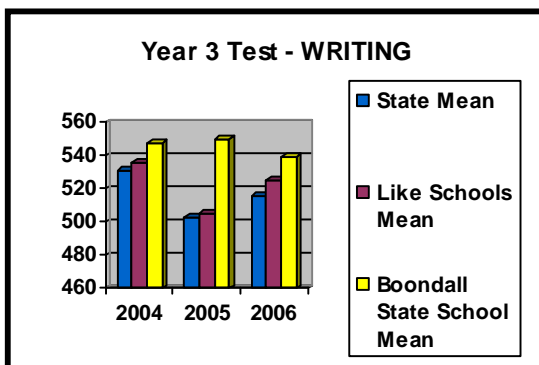
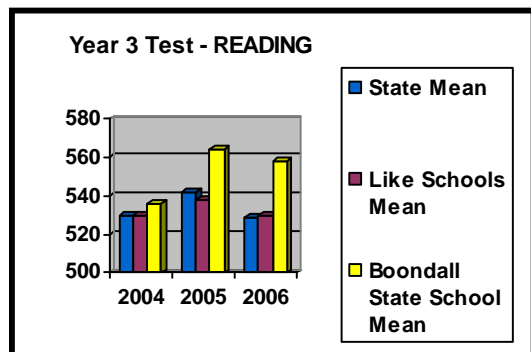
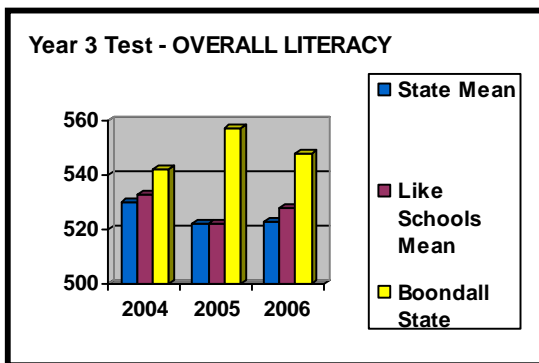
1. Year 2 Diagnostic Net Data



Reading – The Boondall State School Mean was **measurably lower** than both the State Mean and the Like Schools Mean in 2004, 2005, 2006.

Writing – The Boondall State School Mean was **lower** than the State Mean and Like Schools Mean in 2004 and 2005 and **measurably lower** than both in 2006.

2. Year 3 Test Data



Overall Literacy – The Boondall State School Mean was **measurably higher** than the State Mean and Like Schools Mean in 2005 and 2006 and **slightly higher** than both in 2004.

Reading – The Boondall State School Mean was **measurably higher** than the State Mean and Like Schools Mean in 2005 and 2006 and **slightly higher** than both in 2004.

Writing - The Boondall State School Mean was **measurably higher** than the State Mean and Like Schools Mean in 2005 and 2006 and **slightly higher** than both in 2004.

Spelling - The Boondall State School Mean was **measurably higher** than the State Mean and Like Schools Mean in 2005 and 2006 and **slightly higher** than both in 2004.

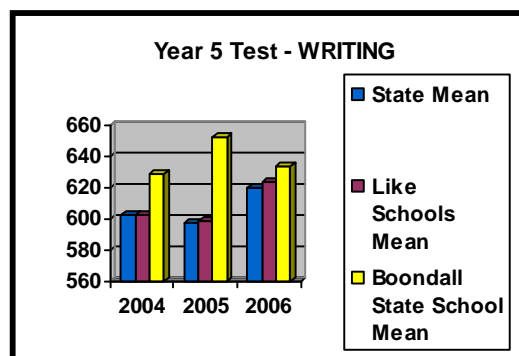
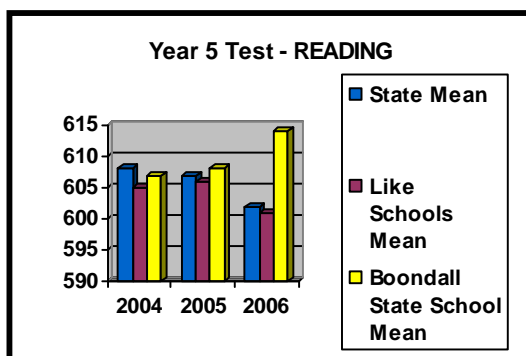
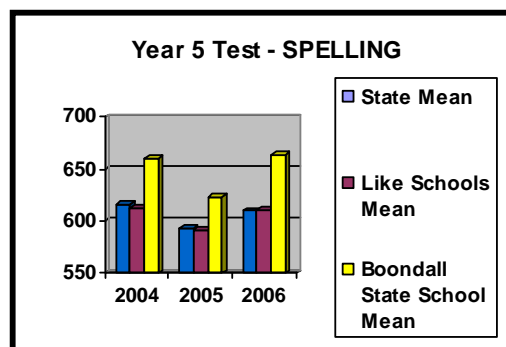
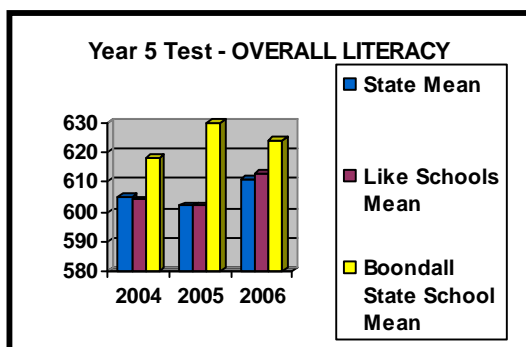
Year 5 Test Data

Overall Literacy – The Boondall State School Mean was **measurably higher** than the State Mean in 2004, 2005 and 2006 and the Like Schools Mean in 2004 and 2005. It was **slightly higher** than the Like Schools Mean in 2006.

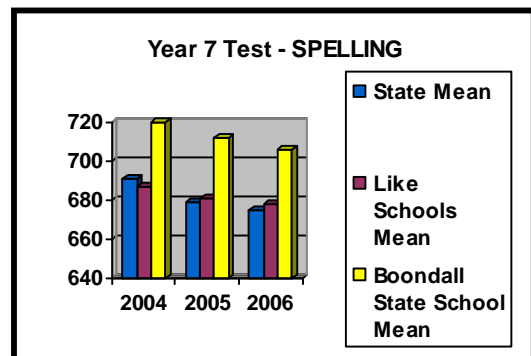
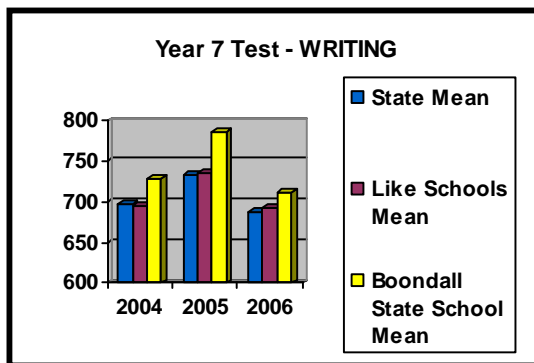
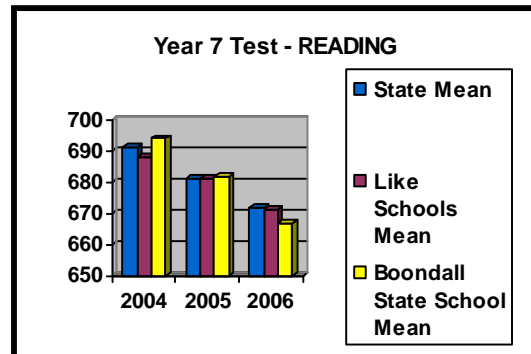
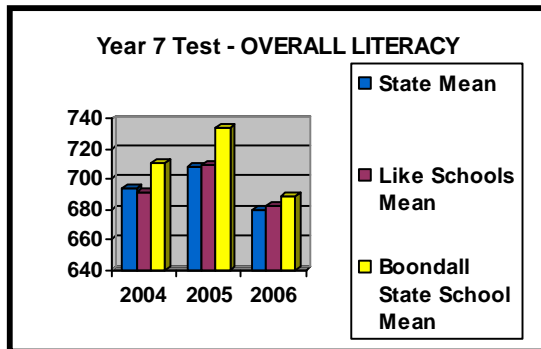
Reading – The Boondall State School Mean was **equivalent** to both the State and Like Schools Means in 2004 and 2005. In 2006, it was **slightly higher** than both.

Writing – The Boondall State School Mean was **measurably higher** than both the State and Like Schools Mean in 2004 and 2005 and **slightly higher** than both in 2006.

Spelling - The Boondall State School Mean was **measurably higher** than both the State Mean and the Like Schools Mean in 2004, 2005, 2006.



Year 7 Test Data



Overall Literacy – The Boondall State School Mean was **measurably higher** than the State and Like Schools Mean in 2004 and 2005. It was **slightly higher** than both in 2006.

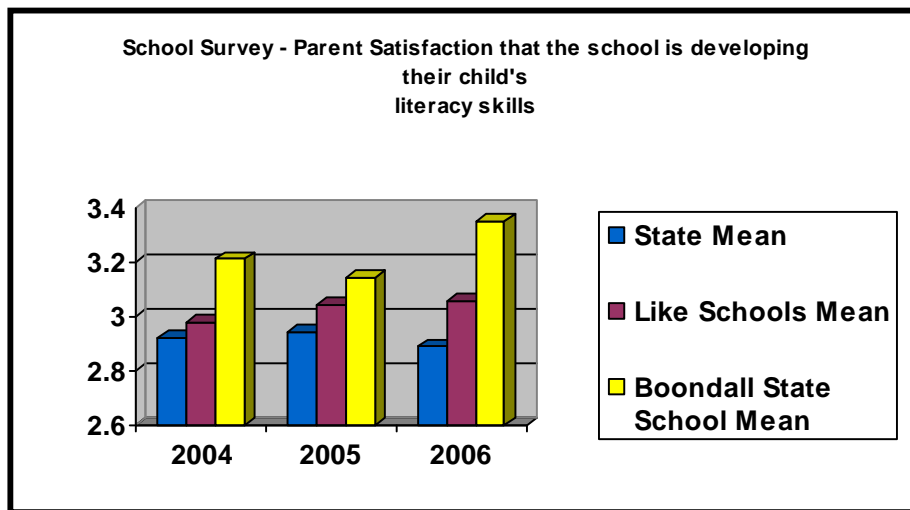
Reading – The Boondall State School Mean was **equivalent** to both the State and Like Schools Means in 2004 and 2005. In 2006, it was **slightly lower** than both.

Writing - The Boondall State School Mean was **measurably higher** than the State Mean in 2004, 2005 and 2006 and the Like Schools Mean in 2004 and 2005. It was **slightly higher** than the Like Schools Mean in 2006.

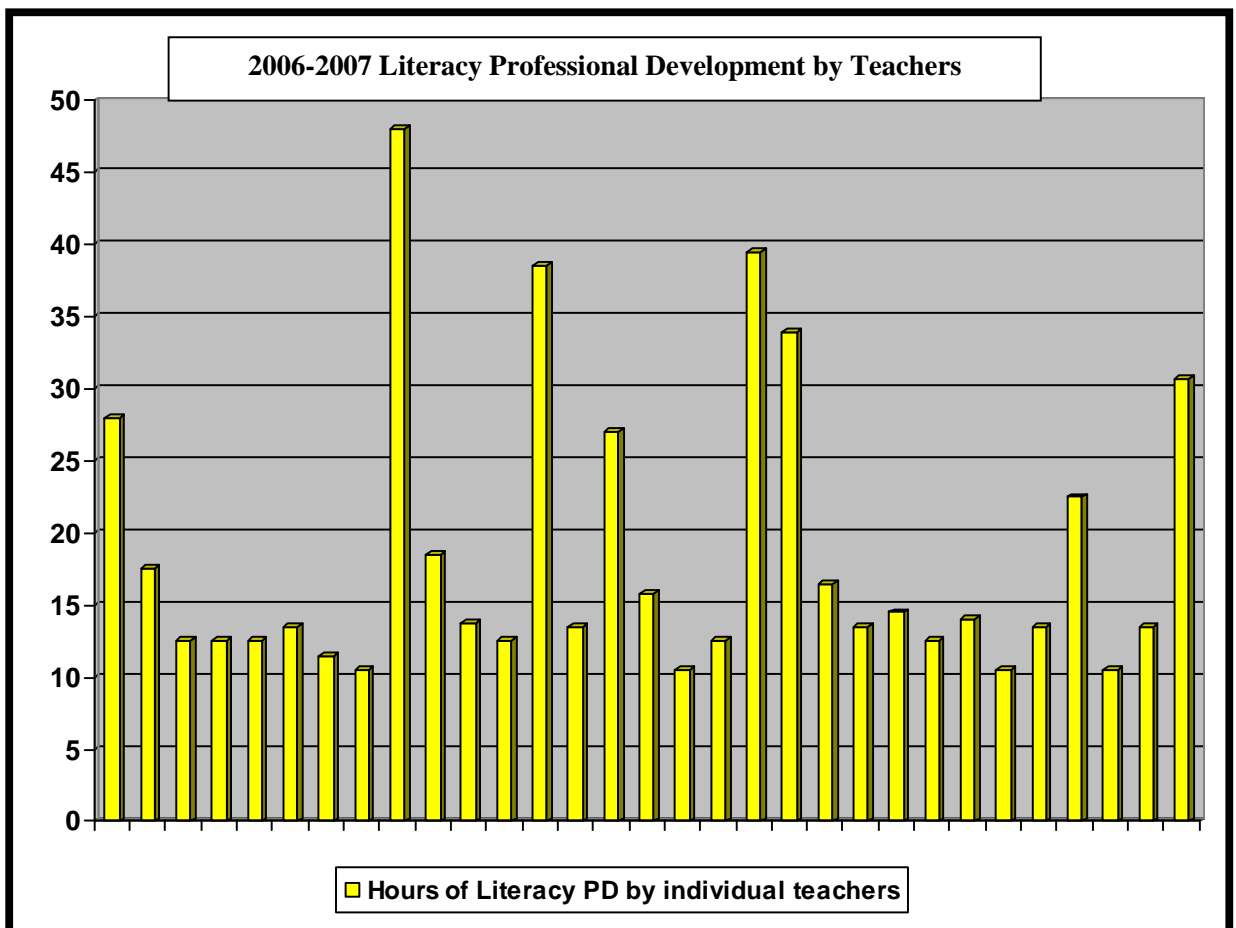
Spelling - The Boondall State School Mean was **measurably higher** than both the State Mean and the Like Schools Mean in 2004, 2005, 2006.

3. School Opinion Survey

School Survey – Parents at Boondall State School responded **measurably higher** than the State Mean and Like Schools Mean in satisfaction with the school’s development of students’ literacy skills in 2004 and 2006. In 2005, the satisfaction was only slightly higher than both.



4. Professional Development



Data from the Professional Development Register (SMS 2006/2007) shows that Boondall does value and encourage professional literacy learning. There has been a whole-school approach to literacy learning as all teachers (including specialists) need to widen their repertoire of approaches to the teaching of literacy. New literacies combined with traditional literacies create significant challenges for many teachers (*Literacy The Key to Learning: Framework for Action 2006-2008, p 2*). There is a

need for the school to provide more opportunities for teachers to undertake literacy professional development and time for teachers to reflect on their teaching and assessment practices.

Professional Development and Learning Priorities (determined against systemic compliance requirements: implementation of whole school literacy strategy)

- A major professional learning project, the Literacy Strategy, was initiated by the school community, to address literacy and teaching needs and to embed explicit literacy outcomes in all units of work, with a particular focus on reading (TSR/SPO Workforce Plan p54).
- HOC developed and implemented Literacy Strategy where teachers, teacher aides and Support Teacher Learning Difficulties (STLD) worked in collaboration to plan literacy strategies suitable to the learning needs of each child (TSR/SPO Workforce Plan p59).
- Teachers considered the balance between traditional print texts and other texts 'to develop' students as multi-literate readers (2007 AOP LE2 p7).
- Implementation of Literacy Strategy has significantly improved literacy outcomes in Years 3, 5 and 7 Queensland Testing Program 2004-2006: teachers identify a repertoire of practices and develop a theorised balance to their literacy teaching that underpins and informs the whole curriculum.
- In 2007 Pupil Free Days, opportunities were provided for whole staff professional learning in language, reading and writing from 2006 Showcase Awards for Excellence in Schools Development Grant:
 - Reading Comprehension Skills: Literal, Inferential, Critical, Creative
 - Guided Reading: Using explicit questioning to help students develop comprehension skills, guiding students' thinking at varying levels of complexity
 - Reading/Writing connections: Teaching Narrative Writing: Understanding the Writing Task, Designing the Text, Composing, Editing, Publishing the Text
 - Writing/Composing Process: teaching students to write factual texts: Developing strategic writers through planning and decision making of the various strands of information selection, organisation, relationships, vocabulary, grammar and cohesion.
 - Reading Visual Texts: Understanding images through familiarisation with the visual codes being used. For example, reading an image and recognising that clothing is a reflection of personality, a period in time, culture and status, etc.

5. School Information (Literacy teaching strategies and resources)

School Change in Literacy Learning 2005-2007

- Members of the school community have developed a shared vision and established a long term commitment to literacy improvement (TSR/SPO p15).
- Success with school-based literacy programs result from highly coordinated efforts to increase student performance (TSR/SPO p14). Daily uninterrupted literacy blocks devoted to class and group reading and writing activities are a key feature of the program.
- As students' test scores increase, teachers set higher goals, culminating in above State Mean Test scores, in most dimensions of literacy for the 2004-2006 triennium (2006 AOP LE1.2 p5).
- Use of data at the student, teacher and school level is used to promote change. Teachers set targets in reading comprehension and spelling and twice a year collect evidence to examine students' progress towards meeting benchmarks (2006 AOP LE2.3 p12).
- To help all students achieve at high levels in reading and writing, teachers teach with an instructional emphasis on complex thinking as well as basic skills (TSR/SPO SC1.2 p38).
- In the middle years, teachers improve students' ability to read non-fictional materials with fluency, accuracy and understanding to strengthen information reading skills in their integrated, multi-disciplinary curriculum (TSR/SPO SC1.2 p39).

- Modelling and coaching are provided to introduce new instructional strategies for integrating reading instruction across the KLAs (TSR/SPO WO1.3 p46).

Early Years Literacy Learning

Teachers have developed a systematic approach to the teaching of literacy in the Early Years characterised by indicator LE1:

- Integration of instruction in the areas of reading, writing, speaking, listening, observing and thinking across the curriculum with literature being the focus where students read for themselves.
- Beginning reading instruction that includes explicit instruction in phonemic awareness and phonics with application of letter/sound patterns in meaningful texts that students read and write.
- Instruction in the reading and writing processes that provides a balance between explicit instruction of skills and strategies application of this instruction in real reading and writing experiences.
- Instruction which provides reading to, with, and by students through reading aloud, shared reading, guided reading, literature study and independent reading.
- Instruction which provides writing for, with, and by students through modelled writing, interactive writing, shared writing, language experience approach and independent writing.
- Instruction which emphasises that reading and writing are both meaning-making processes and students learn to read and write better when instruction connects the two.
- Continuous opportunities for students to read to become fluent readers – readers capable of identifying words automatically.
- Assistance to students in applying strategies learned during reading and writing instruction to other KLA areas.
- Continuous and ongoing assessment which provides teachers with information useful in promoting students' growth in literacy.

Middle Years Literacy Program

- The Years 4-7 literacy program focuses on expanding the range and complexity of texts that students read, write, speak, listen to and view. Ongoing elements characterised by indicator LE1 include:
 - A wide reading program with students setting goals for their wide reading including the number and range of texts they read
 - writing in all aspects: daily, explicit teaching of text types (recount, narrative, procedure, explanation, information report, exposition)
 - speaking and listening (collaborative classroom climate provides ideal setting for developing speaking and listening)
 - spelling with implementation (collaborative classroom climate provides ideal setting for developing spelling)
 - spelling with implementation of key spelling strategies (phonic strategy, high frequency words, exploring spelling patterns, etc)
 - using ICT to communicate
 - research skills and strategies
 - critical literacy (looking for meaning within texts, the purpose of the text and the author's motives, questioning the ways in which texts have been constructed, emphasising multiple interpretations of texts, etc).

Phase 2 – Visioning Process – What May Be

Literacy is integral to effective learning across all Key Learning Areas across all year levels at Boondall State School. While many students perform well in literacy, significant challenges remain as students are assisted to develop the capabilities to lead literate lives in the 21st century (*Literacy the Key to Learning Framework for Action 2006-2008, p1*). The *Framework for Action* identifies four key interrelated challenges of improving literacy outcomes as literacy teaching, literacy learning, literacy in the curriculum and literacy leadership.

Literacy Teaching

- Professional development with a focus on literacy for teachers and teacher aides.
- Extend teachers' repertoire of approaches to the teaching of literacy. These should include a balance of skills approaches (including the systemic teaching of reading, writing, spelling and phonics skills), whole language approaches (including the scaffolded and contextualised teaching of reading comprehension), genre approaches (including the explicit teaching of texts and grammar) and social-critical approaches (including the purposeful teaching of critical literacy).
- There will be a new emphasis in the use of phonics in learning to read. Specifically this will involve students learning the sounds of letters and letter groupings before they attempt whole words. Students will be taught to link sounds to letters, naming and sounding the letters of the alphabet.
- Employment of productive pedagogies to challenge all students and focus on high quality work and higher order thinking skills.
- Access the literacy renewal program – *Literacy – the Key to Learning: Framework for Action 2006-2008* – for teachers and teacher aides conducted by the Department.
- Use the *Professional Development Pathways, Developing Performance Framework* and the *Professional Standards for Teachers* as a process to develop enhanced literacy skills for self identified teachers.
- Disseminate information on staff notice board, at staff meetings and by emails to highlight available workshops in Literacy professional development.
- Provide the opportunity for teachers to participate in cluster organised activities designed to include moderation across schools and year levels.
- Review whole school literacy planning processes with the renewed focus on literacy in the curriculum:
- Undertake a comparative review of the existing whole school literacy plan and required outcomes as stated in National and State literacy documents.
- Review current scope and sequence charts for year levels and ensure adequate monitoring processes are in place
- Analyse available school data and state data to ascertain current levels of achievement and to identify targeted groups
- Conduct an audit of the available resources to support a whole school literacy plan
- Plan units of work around KLA syllabi and *Essential Learnings* to be achieved at end-of-year in Years 3, 5 and 7 with 'backward mapping process': making explicit what students are to achieve through 'Ways of Working' and 'Knowing and Understanding'; building pedagogy and teaching practice around that; and building structures, leadership and culture to support that.

Literacy Learning

- Adapt middle school literacy intervention using the *Upper Primary Literacy Grant* to promote an inclusive and effective model of literacy learning support.
- Monitor and track student literacy learning.
- Ensure literacy practices in the Early Phase of School takes account of home literacy practices.
- Disseminate effective literacy practices that lead to improved literacy learning.

Literacy in the Curriculum

- Utilise *QCAR Framework for Standards* to develop clear expectations of students' literacy learning in the curriculum in each KLA.
- Apply a 'backward mapping process' in the teaching of *QCAR Essential Learnings* using language systems including specialist texts and language structures.
- Professional development to implement standards of literacy in the curriculum.

Literacy Leadership

- School leaders to attend literacy forums, workshops and networks and share information with school staff.
- Lead the redevelopment of the Whole School Literacy Strategy
- Review the Whole School Literacy Strategy annually

**Enhancing the School Tone
(Staff Perspective)**

Abstract

When parents/community members walk into a school for the first time, they can sense something special and undefined, an atmosphere, a spirit or a feeling. This is called the school 'tone'. Our school is not just a workplace. Creating a friendly, positive and cooperative school tone (where quality behaviour, productive work and positive attitudes become the norm) will contribute to school success and individual success.

Review Team	Name	Position
	<i>Program Manager</i> Keith Wilkinson Karen Denning Don Ree Wendy Seel Julie Knight Chris Pitman Alyson Aleksic Christine Dorman	Deputy Principal Year 7 Teacher PE Teacher Year 7 Teacher Year 5 Teacher Music Teacher Year 3 Teacher Reading Recovery Teacher
Process	<ul style="list-style-type: none"> • To review school tone the panel needed to define all aspects of school life which they believed contributed to a positive school tone. See 'Our Vision' (Appendix 6). • Surveys were developed to ascertain the views of all school users: <ul style="list-style-type: none"> - parents (Appendix 7) - staff (Appendix 8) - students (Appendix 9) • Survey responses were collated, statistically summarised and presented in graphic form: <ul style="list-style-type: none"> - parents (Appendix 7) - staff (Appendix 8) - students (Appendix 9) • Once the data was gathered ('What Is?'), the visioning process was able to be undertaken ('What May Be?'). 	
<i>Phase 1: What Is? Data Gathering</i>		<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> • Staff morale is below the state mean and like schools mean. (School Opinion Survey 2006) 		<ul style="list-style-type: none"> • Wider recognition by the Principal/Deputy Principal acknowledging staff effort in all aspects of school life.
<ul style="list-style-type: none"> • All staff believed the Principal and Deputy Principal have a high impact on staff morale. (TSR Staff Survey 2006/2007) 		<ul style="list-style-type: none"> • Celebratory occasions (breakfasts, break-up day) should be timetabled to build staff unity. • Some pupil free days should be used for motivation and team building. • Principal and Deputy Principal must actively highlight and thank staff for excellent educational practices.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> 90% of staff members indicated they were happy to work at this school. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> Total staff satisfaction is achievable – staff must be openly valued by administrators, have systemic and personal professional development available to them regularly, share planning and resources with their year level colleagues and be strongly supported dealing with non-compliant students.
<ul style="list-style-type: none"> Less than 30% of staff said they were provided with enough constructive feedback about their performance. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> Staff need to be given positive feedback through a variety of avenues including: 1:1 praise or constructive suggestions, written feedback regarding personal goals, public recognition for their provision of extra curricula activities via parades and/or newsletters and staff meetings.
<ul style="list-style-type: none"> The overwhelming majority of teachers said Boondall student behaviour compares favourably with other schools they have seen or visited. (TSR Staff Survey 2006/2007) Staff/student respect for each other was above the state mean and like schools mean. (School Opinion Survey 2006) 	<ul style="list-style-type: none"> Productive partnerships with parents need to be formed to ensure acceptable behavioural norms are taught. Behaviour standards need to be clearly articulated on parades, in the newsletter and in classrooms. Staff members need to actively supervise their allotted area, have a high visual presence and assert their authority when necessary. (Boondall State School Policy and Procedures 2006)
<ul style="list-style-type: none"> Less than 10% of staff believed that students didn't understand our Behaviour Management Plan. (TSR Staff Survey 2006/2007) The great majority of teachers said that bullying was well managed and detention was effective. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> Students must be taught appropriate behaviour and understand that consequences are applied for inappropriate behaviour both at school and in society. Seeking parent support for regular behavioural offenders is the most effective way of changing behaviour. Bullies need to be counselled about their actions and shown to look at the incident from the victim's perspective. Students need to be steered into using their spare time/play time productively by engaging in appropriate activities.
<ul style="list-style-type: none"> 70% of staff stated our school rules were not enforced in a consistent manner. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> Enforcement of school rules needs to be discussed regularly at staff meetings and pupil free days. Teachers' understanding about interpretation of these rules needs to be consistent. Relief teachers need to have access to the school's 'Responsible Behaviour Plan for Students'. School administrators need to mentor them through their first few sessions on playground duty.
<ul style="list-style-type: none"> 53% of staff were non-committal about school uniforms being worn with pride. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> Stricter enforcement of winter uniforms needs to occur. Coats or jumpers must be school design or navy blue. This needs to be communicated to parents via the newsletter and enforced at school. No uniform – no extra curricula activity policy needs to be rigidly enforced.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> • All staff perceived that parents saw extra curricula activities as important contributors to school tone. Moreover, the camping program and student council were seen as beneficial although staff believed more training was required for leadership positions. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> • Extra curricula activities should be offered to all students who wish to participate. • Carnivals like swimming, cross-country and athletics should have 100% participation. • Teachers (coaches) need to undertake a minimum Level 1 coaching course in any sport that they coach. This will provide increased confidence in coaching, new skill drills and greater awareness of participant safety. • All coaches should have a current first aid certificate. • Students must be provided with the opportunity to trial at district level representation in all sports endorsed by Education Queensland. • The Year 5, 6 and 7 camping program must continue with constant reviews of venues. The goal must be maximum participation by students in challenging outdoor activities. • Students in Year 6 need to be immersed in a leadership program at the end of the year to assist them in having a better understanding of leadership before nominating for a Year 7 leadership position. • Skills to be addressed would include public speaking, assertion, communication, decision-making, goal setting as well as personal skills like punctuality, commitment to task, deportment and tolerance of others. • A similar program should be run in February each year for student councillors.
<ul style="list-style-type: none"> • Over 50% of staff said that year level meetings were productive yet not held often enough. (TSR Staff Survey 2006/2007) 	<ul style="list-style-type: none"> • Year level meetings need to be timetabled on a yearly calendar to ensure they are not over-ridden by staff business. • Year level meetings should be undertaken for a specific purpose with 'minutes' provided to the Principal outlining meeting details. • Year level moderation should occur at some year level meeting to ensure consistency of teaching content and assessment.
<ul style="list-style-type: none"> • Our school is considered a clean, safe and attractive workplace by 90% of our staff. (TSR Staff Survey 2006/2007; School Opinion Survey 2006, S001, S002, S003, S004 and S005) 	<ul style="list-style-type: none"> • Induction program by Deputy Principal needs to be conducted annually to ensure all staff are familiar with safety procedures, playground duty responsibilities and emergency plans. • The administration team develops a long term rounds beautification and improvement program. • Graffiti and damage from vandalism are fixed as soon as possible. • Students are encouraged to clean their own eating areas before leaving to play.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> • Over 90% of staff believed school communication was effective. • Over 50% of staff were not able to comment about the effectiveness of the school website. • About half of the staff believed the school newsletter gave an accurate synopsis of what was happening at school. <p>(TSR Staff Survey 2006/2007)</p>	<ul style="list-style-type: none"> • A variety of communication forms needs to be employed to ensure information relayed is clearly understood. These include: face-to-face, day book, intercom, parade, newsletters, staff meetings, committee meetings, intranet, school website. • Staff require professional development on the intranet as a tool for gaining or sending information. • Staff require professional development on navigating the Boondall State School website. Staff also need to relay recommended improvements so the web can be updated regularly. • The current school newsletter has an academic slant which inspires students to greater effort. Without losing this focus of constant academic and personal improvement, parent, student and staff input is required to ensure the purpose of news dissemination is maximised through a format which is easy to read for all.
<ul style="list-style-type: none"> • Approximately 40% of staff were non-committal about P&C support for the school staff and school community relations. (TSR Staff Survey 2006/2007) • Staff and community relations were marked by staff above the state mean. (QS006 'Relationships' School Opinion Survey 2006) 	<ul style="list-style-type: none"> • A P&C representative should be invited to speak at staff meetings throughout the year at appropriate times, eg prior to fete, after the AGM, prior to P&C budget development. <p>All staff need to attend some P&C meetings throughout the year.</p>

**Enhancing the School Tone
(Student Perspective)**

Abstract

When parents/community members walk into a school for the first time, they can sense something special and undefined, an atmosphere, a spirit or a feeling. This is called the school 'tone'. Our school is not just a workplace. Creating a friendly, positive and cooperative school tone (where quality behaviour, productive work and positive attitudes become the norm) will contribute to school success and individual success.

Phase 1: What Is? Data Gathering

Phase 2: What May Be? Visioning Process

- About 90% of students believe they have received a good education at Boondall State School. (TSR Student Opinion Survey 2006/2007)
S110 *'that you are getting a good education at this school'* – scored significantly above the State Mean and Like Schools' Mean. (School Opinion Survey 2006/2007)

- Extra curricula interests are expanded to ensure more students have the opportunity to use spare time profitably.
- Teachers aim to develop a positive rapport with all students in their class and within their sphere of interest in extra curricula activities.
- Developing a philosophy of nurturing students' strengths and developing persistence in areas where they struggle should be our aim.

- Just under 90% of students believed that teachers took a personal interest in them and they were treated fairly at school. (TSR Student Opinion Survey 2006/2007)
S142 *'with the interest the teacher takes in your learning'* and S147 *'that you are treated fairly at this school'* were significantly above the State Mean and Like Schools' Mean. (School Opinion Survey 2006)

- Teachers are trained to focus on improving learning and solving issues rather than focussing on student personalities.
- The school publicises its philosophy of staff solving student problems and minimising parental interference in this area.
- Staff are trained to base their opinions on objective evidence rather than subjective opinions.

- An average of about 20% of students believed that student behaviour needed to improve and incidents of bullying could be managed better. (TSR Student Opinion Survey 2006/2007)
S148 *'about the behaviour of students at this school'* was significantly above the State Mean and Like Schools' Mean. (School Opinion Survey 2006/2007)

- Staff must be reinforced with the belief that no amount of bullying is acceptable. They need to thoroughly investigate reported incidents and enforce stern consequences if proven. No student reporting bullying should be instantly dismissed.
- Behavioural norms need to be regularly reinforced in class, on parade and in school newsletters.
- Parents need to be made aware if their child regularly breaches school rules then a joint plan needs to be developed to eradicate anti-social behaviour.
- Parents, students and staff should all be aware that schools are learning institutions and any student who interferes with the learning opportunities of other students will face serious consequences.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> About 90% of students were satisfied with how clean and attractive classrooms, building and school grounds were. (TSR Student Opinion Survey 2006/2007) S158 'with the school grounds' was above the State Mean and Like Schools' Mean and S159 'with the school building' was significantly above the State Mean and Like Schools' Mean. (School Opinion Survey 2006) 	<ul style="list-style-type: none"> Students need to be involved in classroom displays and presentation of buildings. School murals, gardens, sporting equipment which is a fixture in school grounds and playgrounds should always have student input. The Student Council should have an integral role to play in such decisions. The School Environment Club could be reactivated to take a more proactive role in determining garden construction and using plants which attractive native fauna. The recycling policy of the Environment Club also reduced waste and taught students to care for the school environment.
<ul style="list-style-type: none"> All students were positive about the excursions, camps and the emphasis placed on special days at school like Anzac Day, Year 7 Graduation and School Leaders Induction. (TSR Student Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> Teaching staff need to plan appropriate excursions to focus students on units of work to be covered or suitable culminating excursions to finalise units of work. Developing proud Australian citizens with a knowledge and understanding of our history and culture should become an integral part of a student's education at Boondall State School. Students should be publicly acknowledged for their academic, sporting, musical or cultural achievements. Reinforcing high achievement and community participation will help develop positive role model for other students.
<ul style="list-style-type: none"> About 90% of students believed their classroom and the classrooms of others had a work focus. (TSR Student Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> Students need to be constantly reminded to respect the learning rights of others by being quiet and considerate when they pass other rooms. Teachers need to ensure whiteboards contain exercises which focus the students on work when they enter the classroom. Teachers must be prepared to arrive early and leave later to ensure a work focussed classroom for their students on a daily basis.
<ul style="list-style-type: none"> About 30% of students were dissatisfied with the playground facilities saying they needed a wider variety of equipment to engage them. (TSR Student Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> Students should be surveyed by the Student Council to find their playground wants and strategies developed to gain these resources where financially viable. Students in the upper school have expressed the opinion that adventure playgrounds should also be provided for them rather than just the lower school. A classroom could be opened up for students who wish to participate in board games/chess/reading or other quiet pursuits.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> The overwhelming majority of student said they had access to computers when they needed them. (TSR Student Opinion Survey 2006/2007) S163 'with how easy it is to get a computer when you need to' – student response was above the State Mean and Like Schools' Mean. (School Opinion Survey 2006) 	<ul style="list-style-type: none"> A rollover plan needs to be developed to increase the ratio of computers to students and to provide students with access to modern networked computers. The school library needs to be expanded to include more ICT hardware hardware to cater for an evolving educational system more reliant on modern technology. The school's ICT room needs to be enlarged to contain a bank of computers sufficient for one class.
<ul style="list-style-type: none"> Only 8% of students thought that the wearing of school uniforms was not strongly supported. (TSR Student Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> New sports shirts and Year 7 shirts ordered should be designed with a split up the side so they can be worn outside the shorts. Winter uniform should be strictly navy blue jacket/coat with no writing on it apart from the Boondall State School name. Students who come from a position of financial hardship can be given second hand uniforms at the discretion of the Principal or Deputy Principal. Regular newsletter and parade reminders to parents and students will reinforce the uniform code. Students who do not comply with the P&C endorsed Uniform Code receive appropriate consequences.
<ul style="list-style-type: none"> The vast majority of students believed their parents were well informed about what is happening at school. (TSR Student Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> An increasing amount of information needs to be placed on the school website to allow working parents equal opportunity to access school information. The website should be updated at least twice weekly. An electronic and paper copy of each term's calendar of events should be available. School success stories should be sent to the local paper for publishing to inform the wider community of school based activities.

Enhancing the School Tone (Parent Perspective)

Abstract

When parents/community members walk into a school for the first time, they can sense something special and undefined, an atmosphere, a spirit or a feeling. This is called the school 'tone'. Our school is not just a workplace. Creating a friendly, positive and cooperative school tone (where quality behaviour, productive work and positive attitudes become the norm) will contribute to school success and individual success.

Phase 1: What Is? Data Gathering

- Over 90% of parents said their child was happy to go to school, the teachers were approachable and they were satisfied with the education their child was receiving.
(TSR Parent Opinion Survey 2006/2007)
S109 School Opinion Survey 2006

- More than 90% of parents believed the school facilities were well maintained and the school grounds were clean and tidy.
(TSR Parent Opinion survey 2006/2007)
S158 School Opinion survey 2006

- Student behaviour and the management of bullying were considered good by about 90% of parent respondents.
(TSR Parent Opinion Survey 2006/2007)
S148 and S149 School Opinion Survey 2006 showed parent with behaviour and discipline above the State Mean.

Phase 2: What May Be? Visioning Process

- Parents must be treated as partners to optimise the academic and social learning which occurs at school for each student.
- Parent/teacher interaction must transcend the minimum systemic requirements of face-to-face teacher to parent reporting. Teachers must develop a professional relationship with each student's parents for the purpose of maximising learning outcomes.

- Pride in school appearance must be demonstrated by staff, parents and students via:
 - an annual maintenance plan to keep all buildings/grounds looking attractive
 - an active P&C grounds committee with a well budgeted ground improvement plan
 - students demonstrating self-responsibility for litter within their area

- Parent discussion and input must be sought prior to any changes in the school's 'Responsible Behaviour Plan for Students'.
 - Regular articles in the school newsletter about core values and behavioural expectations should be conveyed to the school community.
 - The practice of giving all parents a copy of the school's Responsible Behaviour Plan for Students each time changes are endorsed by the P&C should be continued.
 - Parents must continue to be provided with a copy of the Responsible Behaviour Plan for Students upon enrolling their child.
- The school staff need to develop and maintain close links with parents to ensure behavioural norms expected at school are similar to those in the home.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> • About 90% of parents were satisfied with the way computers were integrated into lessons. (TSR Parent Opinion survey 2006/2007) S165 and S167 (School Opinion Survey 2006) showed that parents were pleased with the development of their child's technology skills and their confidence in using ICTs. Both measurements were significantly above the State Mean and Like Schools' Mean. 	<ul style="list-style-type: none"> • Staff continue their regular professional development program enhancing ICT skills. • Students have regular ICT skill development in a designated ICT laboratory plus access to computers in classrooms. • Knowledgeable parents work with school staff on the ICT committee to help develop achievable long term goals for the purchase and maintenance of ICT hardware. • Payment of school levy (50% of which goes to ICTs) is well publicised and encouraged. • Staff/P&C support for each other continues to ensure major fundraising initiatives like school fetes are successful as these events support ICT purchases.
<ul style="list-style-type: none"> • About 40% of parents indicated they would like more information about what is going on at school. (TSR Parent Opinion Survey 2006/2007) S164 School Opinion Survey 2006 showed a higher level of satisfaction with how the school communicates with parents compared to the State Mean and Like Schools' Mean. 	<ul style="list-style-type: none"> • The school needs to convey school information via number of outlets: <ul style="list-style-type: none"> - internet – the school's website needs to be updated with relevant links providing up-to-date information about all aspects of school life - newsletters need to be reader-friendly featuring coming events and a synopsis of student achievement - noticeboards need to be regularly updated focussing on short term upcoming events - the school P&C needs to actively recruit more members to ensure wider input into school life
<ul style="list-style-type: none"> • About 90% of parents believed that extra curricula activities like excursions, music, sport and chess were well organised and enhanced student learning. (TSR Parent Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> • Parent support of school extra curricula activities demonstrated to students that parents perceive these activities as beneficial. • Parent support of the swimming and gross motor program enhanced students' physical development. • Parent support of school musicals fosters a school community approach. It accesses parent skills for the improvement of student skills across the Arts. • Parental support of sporting and chess teams has ensured district premierships and Greater Brisbane chess success. Building self-esteem through extra curricula success has improved with parent/community support.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> • About half of the parents surveyed indicated they would like to see the wearing of school uniforms more strongly enforced. (TSR Parent Opinion Survey 2006/2007) 	<ul style="list-style-type: none"> • Parents are invited to contribute to the Responsible Behaviour Plan for Students which contains the school's dress code. Parents are informed of upcoming P&C meetings where they will have the opportunity to put forward their opinions about the school uniform. • Students are regularly reminded on parade about uniform protocol and parents are informed via newsletter about aspects of uniform wear. • The school administration revise uniform rules during lunch hours with students who deliberately disregard P&C endorsed uniform standards. • The P&C operate a uniform shop on a regular basis to ensure students and parents have access to correct school wear. • The Principal and Deputy Principal ensure that students who come from a position of financial hardship still have access to appropriate school uniforms.
<ul style="list-style-type: none"> • About 50% of parents indicated that they would like more opportunities to discuss their child's progress. (TSR Parent Opinion Survey 2006/2007) S128 School Opinion Survey 2006 reported that parent satisfaction was significantly above the State Mean and Like Schools' Mean re 'that the school keeps you well informed on how your child is progressing'. 	<ul style="list-style-type: none"> • The school could roster more than the 'twice per year' parent teacher conferences. • Parents need to be encouraged to develop a positive rapport with their child's teacher so open discussion to support the student's development can occur. • Communication via email needs to be extended to allow working parents a communication medium with teachers.
<ul style="list-style-type: none"> • More than 90% of parents felt comfortable approaching their child's teacher on the office staff. (TSR Parent Opinion Survey 2006/2007) S153 'that school staff are approachable when you want to talk about your child' was significantly higher than the State Mean and Like Schools' Mean. (School Opinion Survey 2006) S154 'that you have the opportunities to participate in the life of the school' – parent responses were also significantly above the State Mean and Like Schools' Mean. (School Opinion Survey 2006) 	<ul style="list-style-type: none"> • School beliefs need to reflect the fact that parents are the primary educator of their child and a productive parent teacher partnership optimises student development. • Parents need to be encouraged to assist at school so they feel comfortable and valued within the school environment. Areas of assistance could include swimming, tuckshop, reading assistance, art of maths groups, excursions, music support group, gross motor program, P&C, uniform shop, sport or chess, library work, fete.

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<ul style="list-style-type: none"> • Only 20% of parents surveyed said the Principal and Deputy Principal need to have a stronger presence in the school grounds whilst 40% of parents said the Principal and Deputy Principal need to increase their presence in classrooms. 	<ul style="list-style-type: none"> • The Principal and Deputy Principal need to be available to talk at P-Year 2 parades. • School administrators need to set time aside daily for an informal walk through the school where classes can be visited. • The Principal/Deputy Principal need to visit classes to ensure school and systemic initiatives such as literacy teaching are evolving to reflect current professional development. • Students need to view the Principal and Deputy Principal as competent teachers demonstrating pedagogical skills.

Workforce Planning

Abstract

Boondall State School believes that unlocking the skills of its workforce through capability building – to deliver the objectives of QSE 2010, ETRF agenda and *Strategic Plan 2007-2011* – will improve the educational outcomes of all students.

School self-assessment of the Workforce Plan 2005-2007 will be used to compare what was achieved against what was planned for the past three years, to provide direction for the next Workforce Plan 2008-2010.

Review Team	Name	Position
	Chris Campanaris, Program Manager	Principal
	Karen Carroll Tanya Kleidon Wendy Edmiston Sue Falvey Pam Hanson Alison Aleksic	Year 2 Teacher Year 2 Teacher Year 7 Teacher Year 6 Teacher Year 4 Teacher Year 3 Teacher
<i>Phase 1: What Is? Data Gathering</i>		<i>Phase 2: What May Be? Visioning Process</i>
<p><i>Unlocked Workforce Skills through Capability Building</i></p> <ul style="list-style-type: none"> Improved the quality of teaching and learning in all curriculum areas through the provision of targeted training and support programs (2006 AOP WO1.1 p24). Significant improvements in student learning outcomes have been gained over the 2004-2006 triennium through the lifting of standards, investing time in student support and building quality relationships between groups in the school community (2005 and 2006 School Annual Reports). Introduced intervention programs to redress the literacy and numeracy needs of students whose performance was below the State Mean (2006 AOP LE1.1 p4). Built a more skilled and cohesive middle years teaching workforce through targeted, ongoing, job embedded professional development that addresses the needs of students: planned, designed and implemented integrated units, incorporating four or more KLAs and continually embedded multi-literacies and ICTs (TSR/SPO, Workforce Action Plan p58, 2006 AOP WO1.2 p26). 		<p><i>Unlocked Workforce Skills through Capability Building</i></p> <ul style="list-style-type: none"> Encourage the emergence of more teacher leadership through carefully nurtured school climate that encourages innovation and risk taking. Key strategies include a focus on professional learning and teaming of teachers, connecting with families, taking a whole school approach, and carefully targeting student learning needs. Create a flexible workforce where teaching staff can move between year levels and ancillary staff can move between different work roles, whilst the importance of staff stability is recognised. School staff at all levels are multi-skilled, intellectually agile and are able to operate in the information age (Appendix 10: Staff Professional Development and Continuous Learning Needs). Analyse School Opinion Survey results (2004-2006) to formulate strategies for the involvement of staff in building capacity for school improvement. Regarding learning and development activities, specifically ‘coaching and mentoring activities’ (S065), the types of professional development most highly valued by teachers, but rare in practice, are peer-to-peer learning and various forms of mentoring and

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<ul style="list-style-type: none"> • Built on best practice to develop focus programs in specific areas relating to the middle years such as ICTs, Literacy, Thinking Skills, Science, Mathematics and the Arts (TSR/SPO SC1.2 p38, 2006 AOP SC1.2 p18). • Provided professional development designed to improve the functional utilisation of language by all students in all KLA's (TSR/SPO LE2.4 p36). • Staff developed Individual Learning Logs to guide skill development. Professional engagement focused on: <ul style="list-style-type: none"> - improved pedagogical practices - literacy across the curriculum - strands, core learning outcomes and core content of new Mathematics syllabus - integration of ICTs across the curriculum (2006 AOP WO1.1 p25) • 73% of teachers agreed that the middle years of learning had been supported by sufficient professional development, that is 'significant progress' (Middle Phase of Learning, staff survey 11 April 2005). • 90% of teachers agreed that teaching programs engaged students' interest in education; that is, 'embedded in practice'. 	<p>coaching from highly experienced teachers recognised for their excellent practices. Teachers inform that they need to see new approaches in practice before they will change their own teaching practices.</p> <ul style="list-style-type: none"> • Link <i>Professional Standards for Teachers to Developing Performance Framework</i> in changing pedagogy – to identify teachers' professional development needs and drive their continuing learning and development. • Implement principles of equity in employment practices so that all groups are encouraged to contribute to school improvement at a level commensurate with their skills, knowledge and professional behaviours, ensuring that gender and cultural balance in leadership positions reflects the workforce profile and the community. • Implement school and systemic initiatives to recognise the role of significant adults in the learning environment – that is, parent volunteers, student-teachers, Religious Education lay teachers, work experience adolescents, advisory visiting teachers and so on provide role models for students, support the achievement of social and academic outcomes and strengthen school-community relationships.
<p><i>Staff are confident in their abilities to respond to emerging technologies</i></p> <ul style="list-style-type: none"> • Head of Curriculum and TA004 provide mentoring and peer support to ensure all teachers are confident and competent to effectively engage ICT into the curriculum (TSR/SPO, Workforce Plan p56). • School computer network links all classrooms by fibre optic cable supporting integrations of ICT into the curriculum (2005 School Annual Report). • ICT is integrated into units of outcomes-based work and are taught in the classrooms, the computer lab and library. Specific skills identified in the school's Scope and Sequence are taught explicitly in the computer lab using a 'teaching, modelling, coaching' approach (TSR/SPO LE 1.2 p28, 2006 School Annual Report). • Staff are confident in their abilities including the skills and knowledge to respond to emerging technologies. As staff develop skills and experience, ICT becomes a more integral part of all learning activities. 	<p><i>Staff are confident in their abilities to respond to emerging technologies</i></p> <ul style="list-style-type: none"> • Provide staff mentoring and peer support in internal and structured ICT skill development program. • Encourage teacher application to <i>Smart Classrooms</i> strategy to focus on making ICT integral to learning. • Continue to sharpen ICT skills and expertise of staff in learning new technological resources; for example, interactive whiteboards connect teacher's PC projecting the computer image onto the screen, allowing teachers to: <ul style="list-style-type: none"> - control applications and navigate websites - write over applications, websites and videos with digital ink - build lessons from curriculum-related images and templates • Build computer-based literacy practices, integrating ICT and multi-media, to promote students' overall literacy development across the curriculum. Integration of literacy and technology will boost literacy test scores.

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<p><i>Built organisational capacity where skills are shared/exchanged</i></p> <ul style="list-style-type: none"> • Work environment is conducive to teamwork and open communication that enhances the effective implementation of cross curricula priorities across all KLAs (TSR/SPO Workforce Plan p56, p58). • Teachers organise into year-level groups to develop a view of outcomes and to use outcomes as a basis for planning units of work and learning experiences, using Curriculum Framework as a reference point. • Head of Curriculum (HOC) develops Curriculum Framework with its KLA cross-curricula outcomes. Teachers engaged with framework seeking explanations about ‘What a demonstration of an outcome’ might be (STR/SPO LE2.1 p32, LE2.4 p36). • Early Years teachers learn and embrace change, applying new skills learnt through UQs Early Literacy Fundamentals (ELF) program to boost phonological and motor skills of students with literacy difficulties (TSR/SPO LE1.1 p27). • Leadership is distributed with collaborative modes of working; building and strengthening teamwork; and in a collegial climate characterised by trust, honesty and openness. • There is a noticeable shift which extends the focus of learning beyond students alone to include all members of staff. • Principal/Deputy Principal/HOC are at the centre of collaborative leadership: prestige carries with its responsibility. • The school has become firmly committed to leadership changes. All staff consulted acknowledge the increased possibilities for taking leadership roles for improving learning. • Marked satisfaction with increased opportunities for professional development but there is a need for teachers to talk to one another about their own professional learning. 	<p><i>Built organisational capacity where skills are shared/exchanged</i></p> <ul style="list-style-type: none"> • Encourage high levels of teacher collaboration to develop a school culture of trust. Teachers participate in most significant school-level policy decisions and help to establish the school’s vision or goals. <p style="margin-left: 20px;"><i>Outcome: A strong culture of trust will foster high student achievement because students, teachers and parents will be working together to improve student learning.</i></p> • Encourage critical examination of current practices and continuous learning for improvement. The curriculum is aligned with the school’s vision and goals. Information from other schools and from professional associations is used to support learning. <p style="margin-left: 20px;"><i>Outcome: Through the gathering and use of evidence, teachers will be able to transform their practice beyond the minimum level of competence demanded by accountability requirements.</i></p> • Build a professional culture in which taking initiatives and risks are prominent features. <p style="margin-left: 20px;"><i>Outcome: Provision of support by administrators for risk taking will result in staff feeling valued and cared for, and facilitate collegiality and teamwork.</i></p> • Engage staff in professional development to build knowledge and skills. <p style="margin-left: 20px;"><i>Outcome: High quality professional development will improve the performance of all staff, raise the quality of service offered to students, have a powerful effect on the ethos of the school, and generate a culture of support and encouragement.</i></p> • Help teachers to assert rather than retreat from internal accountability measures (self evaluation) to show that the school speaks for itself, with a focus on what really matters. <p style="margin-left: 20px;"><i>Outcome: Self evaluation tools measure how teachers are progressing in their thinking and practice and how the school is developing as a community of learners.</i></p>

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	<ul style="list-style-type: none"> • Create learning teams with leadership responsibilities shared amongst staff members. <i>Outcome: Leadership is shared with a definite link between leadership and learning: cultural change is built through access to professional development opportunities as staff see themselves as learners first.</i>
<p><i>Continuous learning is promoted through sharing and reflecting on experiences</i></p> <ul style="list-style-type: none"> • Using an existing Pupil Free Day annually in 2004 and 2005, teachers investigate assessment, engagement, planning and pedagogy in the middle phase of learning and make recommendations regarding best practice. Findings: <ul style="list-style-type: none"> - effective pedagogy includes the identification of students who require particular support to succeed and/or additional challenges, followed by intervention strategies and ongoing monitoring of achievement (TSR/SPO Workforce Plan p55) - teachers find that a distinctive middle phase of learning requires the reframing of curriculum pedagogy, assessment, school ethos and environment and school organisation (TSR/SPO Workforce Plan p56) - school data highlighted the need for middle phase intervention to ensure genuine progress is made and students remain engaged in their learning (2006 AOP Workforce Highlights 2005 p 24). • Investigated the needs of students in their transition from primary school to high school (TSR/SPO p42); Bramble Bay District principals' forum gathers data about how student can be more actively engaged at school. At Boondall: <ul style="list-style-type: none"> - organisational structures such as daily literacy block have been implemented to support student learning (TSR/SPO p14) - differentiation is catered for by providing a creative and flexible educational response to the needs of students (individuals and groups) through differentiated class structures and special programs (TSR/SPO p3) • In reviewing the data over the last four years, significant improvement in student outcomes have been identified in the following areas: <ul style="list-style-type: none"> - targeted areas of literacy and numeracy, including reading and viewing, measurement and data, and space - students' levels of scientific literacy; school-based tests have been developed and 	<p><i>Continuous learning is promoted through sharing and reflecting on experiences</i></p> <ul style="list-style-type: none"> • Involve entire staff in discussing and making decisions about most school issues. • Explore visions for school improvement with entire staff so that: <ul style="list-style-type: none"> - consensus and shared vision results - there is a laser-like focus on curriculum and instruction - teachers are challenged to provide high quality learning experience for all staff • Utilise staff's collective learning and application of the learnings (taking action) to create high intellectual learning tasks and solutions to address student needs. The staff: <ul style="list-style-type: none"> - meets to discuss issues, share information and learn with and from each other, eg syllabus implementation, EAP validation process, legal and fiscal decision, AOP and budget implementation, ICT operational plan - meets regularly and frequently on substantive student-centred educational issues, eg breakdown and analysis of Year 2 Diagnostic Net validation data, Year 3, 5 and 7 National Test data analysis - discuss the quality of their teaching and students' learning, eg promoting the application of productive pedagogies framework with all four dimensions reflected in unit planning and classroom practice - based on their learnings, makes and implements plans that address students' needs, more effective teaching and more successful student learning, eg planning programs of work which are well designed and suitably differentiated to enable all students to participate fully and maximise progress across the curriculum - debriefs and assesses the impact of their actions and makes revisions, eg building curriculum around QCARs Essential Learnings and Standards, linking them back to the KLA syllabi to assist in planning - Encourage regular and frequent teacher visits

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<ul style="list-style-type: none"> - Implemented to establish baseline data for levels 2, 3 and 4 in the science program. Tests include five questions from each strand. Tests and re-tests are administered in February and November to measure value-added progress (TSR/SPO LE1.5 p29). 	<p>observe each other's classroom behaviours to promote continuous learning:</p> <ul style="list-style-type: none"> - teachers provide feedback on each other about teaching and learning based on their classroom observations
<ul style="list-style-type: none"> • Through data analysis and identification of patterns and trends, the following strategies have been implemented: <ul style="list-style-type: none"> - middle years teachers use data to set year level targets in literacy and numeracy as priority areas. Improvement in student learning outcomes in the targeted areas has been evident in data collected over 2004-2006. - intervention programs, developed through continuing analysis of data, continues to provide students with multiple opportunities to experience success and improve their learning outcomes. In 2006, of the 618 primary enrolled students, 309 required specific intervention in oracy, literacy, numeracy and social/personal relationships. 	<ul style="list-style-type: none"> - teachers fulfil accountability requirements outlined in <i>Developing Performance Framework</i> • Maximise conditions and capacities to support the school's arrangement as a professional learning organisation: <ul style="list-style-type: none"> - time is arranged and committed for regular whole staff meetings - staff work to maximise existing site, structure and arrangements for interaction - a variety of processes and procedures are used to encourage staff communication - trust and openness characterise all the staff caring, collaborative and productive relationships exist among the staff
<p><i>Created a more Flexible Workforce, Role Specialisation and Teaming</i></p> <ul style="list-style-type: none"> • Appointed a Head of Curriculum (HOC) in 2005-2006 trial, 2007 full-time to lead and manage curriculum reform/development activities at school in lockstep with the key value of the Strategic Plan 2006-2010 of 'quality curriculum'. Examples of Strategic Plan 2006-2010 competencies in curriculum leadership include: <ul style="list-style-type: none"> - promoted the notion of outcomes-based learning, ensuring all staff were aware of its meaning, its difference from the teacher driven model and provided opportunities for clarification, questions and discussion - used this opportunity to reinforce productive pedagogies, enabling teachers to critically analyse their performance and to understand that outcomes-based learning focused strongly on learning partnerships - developed Curriculum Framework with its KLA cross-curricula outcomes. Teachers engaged with the framework seeking explanations about 'what a demonstration of an outcome' might be - led the process for the development/ implementation of the following programs: 	<p><i>Created a more Flexible Workforce, Role Specialisation and Teaming</i></p> <ul style="list-style-type: none"> • Continue Head of Curriculum's (HOC) role in leading curriculum projects; for example, review and redevelop Reading, Writing and Spelling programs as first priority. • Review Reading intervention approaches for students who require additional assistance in reading at various stages throughout their primary schooling, providing a safety-net. • Achieve an improved continuity in learning opportunities for all P-7 students by accomplishing long-term goals using the following strategies: <ul style="list-style-type: none"> - map curriculum coverage across all Key Learning Areas and across all year levels - curriculum leadership with regard to the successful implementation of the QCAR Essential Learnings; lead program review and enhancement of integration within these curriculum areas; for example, reading and spelling - share knowledge with staff to maximise the potential of successful implementation of these core syllabus requirements - assist in the meaningful integration of ICT by means of assessment, monitoring and review lead staff to enhance the coordination of curriculum, pedagogy, assessment and reporting

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<p>clear sense of unity and direction across the curriculum, played a highly influential role in ensuring all teachers understood that our curriculum provision must be a joint effort rather than fragmented.</p> <ul style="list-style-type: none"> - developed/implemented Literacy Strategy, presented staff with a multi-literacies pedagogic model that addressed the multi-literacies of students' worlds - wrote 2005 and 2006 Showcase submissions with District Award in 2005 and State winner in 2006 in the Early Phase of Learning category, showcasing the Early Literacy Fundamentals program which accelerates early literacy skills <p><i>Outcome: HOC achieved a very high level of congruence between the school's goals outlined in the AOP and those in EQ's Strategic Plan 2006-2010, 'develop[ing] challenging and relevant curriculum that caters for the needs of students'</i></p> <ul style="list-style-type: none"> • Combined strong leadership and strong management in the HOC's role to ensure the school was 'on task and on track' to achieve agreed curriculum goals. Effective management practices included the ability to: <ul style="list-style-type: none"> - negotiate/delegate tasks among team members so work was evenly shared, people's strengths were utilised and weaknesses addressed, building a team culture - identified priorities and strategies to inform future AOP planning process - led curriculum teams to prioritise short and long term goals, budget allocations, and equitable allocation of resources to ensure optimal opportunities for all students - led teams towards consensus decisions, keeping the process on track and ensured discussions were productive - developed timelines, budgets, performance indicators and evaluation mechanisms - resolved conflict by encouraging people to challenge the status quo, think laterally and seek alternatives - ensured people's enthusiasm was maintained and that ownership existed 	<ul style="list-style-type: none"> - identify individual and/or shared professional development needs and then lead or facilitate professional development opportunities for teachers - provide for quality professional development for support staff and community members - establish links and close liaison with other Head of Curriculum so as to provide some realistic measure of comparability across schools within the Brisbane North District and maximise confidence in the school's curriculum framework - share quality work between school communities to the benefit of all involved - report to and advise the Principal on issues of curriculum prioritisation along with an examination of workload implications - coordinate and lead collaboration efforts of P-3, 4-5, and 6-7 - liaise and coordinate with staff involved in Inclusivity Roles; for example, learning disabilities and gifted and talented - involvement in planning of the school's Annual Operational Plan and budget and ICT Plan and budget - membership of all curriculum committees to ensure consistency across the curriculum • Use academic test scores and professional judgment to establish initial priorities to enhance curriculum programs and identify how this will enhance teaching practices within the classroom <ul style="list-style-type: none"> - align curriculum, pedagogy and assessment as core to effective practice - use snapshots from <i>Queensland Showcase Awards for Excellence in Schools</i> and <i>National Literacy and Numeracy Week</i> to illustrate that as explicit teaching and scaffolded learning effectively engage students, improved outcomes result - articulate the strengths of a professional learning community approach and realisation that teachers must work collaboratively, draw on research and theory and reflect analytically on the outcomes of school initiatives to achieve continuous improvement - undertake staff sessions using <i>Partners for Success</i> documents to reaffirm the importance of teachers understanding and addressing students' diverse cultural experiences and learning styles and the use of culturally

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<p><i>Outcome: HOC developed and articulated to a very high level a shared vision for action to achieve curriculum goals through best practices management skills. Effective management processes (time frames, linking goals to budgetary requirements, collaborative action planning, setting targets and goals, allocating resources to accomplish plans) optimised and extended the knowledge and skills of all staff members to provide best possible learning opportunities for all students in a changing educational environment.</i></p> <ul style="list-style-type: none"> • Development of effective interpersonal relationships and establishment of productive partnerships enabled HOC to set goals for students who require additional assistance at various stages throughout their primary school, providing a safety-net, as evidenced by: <ul style="list-style-type: none"> - analysed/interrogated Years 3, 5 and 7 school Test data for patterns and trends utilising spreadsheets produced with Excel. Promoted discussion amongst teachers on how to narrow the gap in student literacy/numeracy achievement between the highest and lowest performances. Developed and operationalised site-based intervention by: <ul style="list-style-type: none"> ○ collaborated with teachers about different models of interrogation ○ tied budgetary resources to models of intervention to ensure value for money spent ○ persuaded teachers to work together in a professional team by planning an intervention program ○ established performance indicators that set a reduction in students requiring intervention by 15% ○ encouraged teachers to be self reflective - interpreted the need to target boys' literacy performance enhancement and influencing parents on the benefits of providing role models - demonstrated effective communication skills on school Orientation Days 2004-2006 by taking parents through the step by step process - wrote Prep Year handbook and distributed Prep Orientation Day 2006 	<p>relevant pedagogy: small group/one-on-one instruction, interactive discussions, activate prior knowledge, opportunities to practice strategies and demonstrate understanding</p> <ul style="list-style-type: none"> - undertake deep analysis of data, align teaching and learning, and monitor efforts to secure improvement in school data • HOC encourages multiple levels of leadership where teaching staff at various levels have the opportunity to lead. Leadership activities are collaborative, focus predominantly on classroom improvement and have three main facets: <ul style="list-style-type: none"> - leadership of students or other teachers: facilitator, coach, mentor, trainers, curriculum specialists, creating new approaches, leading study groups - leadership of operational tasks: keeping the school organised and moving towards its goals, through roles as KLA program managers, action researcher - leadership through decision-making or partnerships: membership of KLA committees, instigation of partnerships with business, universities and TAFE, teacher professional organisations • HOC contributes to/assists with Showcase Award submissions, and other funding submissions, to recognise excellent learning and teaching practices. Possible Showcase submissions to raise the standard of literacy achievement include LOTE and Inclusive Education: <i>'At Boondall German LOTE's for everyone!'</i> Sample teaching strategies: <ul style="list-style-type: none"> - foreign language big books, as a useful resource for developing role play and drama - through Smart Classrooms initiative: <ul style="list-style-type: none"> ○ make video of students performing Grimm Brothers plays as a useful resource for the network of local German LOTE teachers ○ use whiteboards as a useful resource for paired work where students work together to compose simple sentences with verb and subject agreement and the correct use of tense - e-pals program to make international links to develop the cultural knowledge and understanding essential in all language learning

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<ul style="list-style-type: none"> - collaborated with the Principal to write ‘<i>How Computers are used to assist learning</i>’ in both the 2005 and 2006 School Annual Reports - organised International Women’s Day celebrations in 2006 at the school <p><i>Outcome: By allowing room for participation and sharing of information in the interrogation of systemic data, communication channels were cranked up, strategies were established for identifying struggling students, teaching methods were improved to help them and successes were celebrated along the way. The upshot was that in 2005 and 2006, the School Mean was above the State Mean in almost all of the Test dimensions.</i></p> <ul style="list-style-type: none"> • With the aim of improving student achievement, the HOC led and managed change through curriculum renewal and quality teaching practice especially in the implementation of the Mathematics and Technology syllabi as evidenced by: <ul style="list-style-type: none"> - examined units of work currently taught to students and the mathematical investigations that can be included to more fully integrate the students’ studies - teach LOTE with a cross-curricula focus where students see the need to apply other content in their learning of a foreign language - modelled various genres applicable to each year level so that students become more familiar with their own identity, generic structure and purpose - provided lesson ideas using the six Thinking Hats and Multiple Intelligences to cater for different abilities and learning styles - integrated ICTs into units of outcomes-based work which are taught in the classrooms explicitly using a teaching/modelling/coaching approach - coordinated the showcasing of academic achievements at the 80th birthday celebrations in 2005 in order to raise the profile of learning - collaborated with teachers in 2007 to develop a new reporting format with a five point rating scale that students take home at the end of each semester 	<ul style="list-style-type: none"> - talking partners as a strategy for promoting shared oral practice in word and sentence level work. Students work together to practice pronunciation, listen to one another, shape sentences, create simple dialogues and help each other to improve <p><i>Outcome: Acquisition of verbal and written skills to enable communication in another language, namely German.</i></p> <p>Another possible HOC Showcase submission – ‘<i>Inclusion: Minimising the barriers to learning and participation</i>’. Sample teaching strategies:</p> <ul style="list-style-type: none"> - Catering for Diversity <ul style="list-style-type: none"> o P-3 teachers cooperatively present daily joint oral language based programs supported by ESL teacher, AVTs, teacher aide, STLD o prevention/intervention strategies to support ‘Language to Literacy’ model <p><i>Outcome: Differentiated programs for students from all target groups.</i></p> <ul style="list-style-type: none"> - Strategic networking between school and community: <ul style="list-style-type: none"> o high level quality reporting to parents o learning strategies and processes shared with parents <p><i>Outcome: High-level parent support in daily homework in reading and writing.</i></p> <ul style="list-style-type: none"> - Implementing <i>Partners for Success</i> strategy: <ul style="list-style-type: none"> o incorporate indigenous perspectives throughout the curriculum o set individual targets for indigenous students in literacy and numeracy to help improve performance <p><i>Outcome: High-level attendance and improved test scores.</i></p> <ul style="list-style-type: none"> - Upskilling teachers and teacher aides in literacy pedagogy: <ul style="list-style-type: none"> o all teachers, teacher aides trained in the interrogation of data, benchmarking and small group focus teaching strategies

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<p><i>Outcome: A supportive learning culture was established in the middle years during the 2005-2007 triennium that responds to the learning needs of students by designing relevant, inclusive, flexible and intellectually challenging learning experiences and assessment strategies. Moreover, in the School Opinion Survey results for 2004-2006, a trend of improved parent satisfaction is evident. In 2006:</i></p> <ul style="list-style-type: none"> - 92.5% of parents were satisfied with what their child is learning at this school (S120) - 90% of parents were satisfied that the school is preparing their child for the future (S122) - 90% of parents were satisfied with what their child is learning at school (S124) <ul style="list-style-type: none"> • Amalgam of personal and school accountability in the HOC's role promoted an outcomes-based performance culture with regular feedback, listening to staff opinions and concerns, and a problem-solving approach to challenges as evidenced by: <ul style="list-style-type: none"> - accepted personal responsibility for leading a team who developed the School Workforce Plan as part of the TSR/SPO process. The plan is being used over the 2005-2007 triennium to develop staff for new competency needs within existing resource allocations - developed school ICT Plan in 2006 and 2007 with measurable performance targets - successfully managing the ICT Program and budget by seeking creative ways to meet staff expectations and to obtain optimum value for school funds - analysed and responded to School Opinion Surveys especially the need to develop a learning organisation - implemented effective mechanisms for monitoring and tracking student outcomes in digital format - proactive use of data to inform future planning and intervention - ongoing staff support for the HOC position as over 80% of staff voted for continuation of the HOC position 2007 as the most effective 	<ul style="list-style-type: none"> ○ develop and implement literacy strategy and literacy year level plans encouraging the Four Resource Model, English syllabus and outcomes, and <i>Literacy: The Key to Learning 2006-2008 Action Plan</i> <p><i>Outcome: Effective pedagogical change ensures staff are able to cope with a continually changing Educational environment.</i></p> <ul style="list-style-type: none"> - Support the delivery of a literacy block through the development of a resourcing plan: <ul style="list-style-type: none"> ○ housing reading materials in a user-friendly manner ○ auditing reading resources and delivering cost effective purchasing ○ achieving balanced and sequential materials to support literacy ○ support literacy by purchasing ICT materials., eg PM site licence (reading scheme) ○ cater for diversity by purchasing appropriate materials <p><i>Outcome: A wide range of appropriate resources enhance the quality of teaching and learning and more adequately cater for the preferred and non-preferred learning styles of students.</i></p> <ul style="list-style-type: none"> • HOC uses Productive Pedagogies framework to gather clear evidence about the quality of teaching to help build a pedagogical improvement strategy consistent with accountability requirements. Strategies include: <ul style="list-style-type: none"> - analyse pedagogy by examining assessment tasks or lesson designs - move from an audit towards improved practice: from observation and analysis to diagnostic and improved practice (the act of analysing suggests ways of improving things) - encourage teachers to begin analysing each others' pedagogy and thinking about how they might improve their daily teaching practice

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<ul style="list-style-type: none"> - means of providing site-based professional development - reviewed reporting mechanisms to integrate with planning and assessment - ongoing feedback to stakeholders (staff, students, parents, P&C, etc) <p><i>Outcome: All staff accept that they have a leadership role to play in building the school's capacity for improvement so that the needs of all students are met. The future success of the school is built on its workforce.</i></p> <ul style="list-style-type: none"> • Identified an ICT TA004 role that makes a significant contribution to the school strategic plan. • Appointed a teacher aide to TA004 level – fulfilling a goal of the 2005-2007 Workforce Plan (TSR/SPO p61) – with specialised knowledge and skills in ICT. • ICT TA004 works with the teachers in their classrooms and computer lab embedding ICT into professional practice – the teaching and learning strand – through a ‘teaching, modelling and coaching approach’ (2007 AOP p7). • ICT TA004 core responsibilities include: <ul style="list-style-type: none"> - work with teachers to promote the development of ICT across the curriculum - improve the level of computer literacy of students - help teachers/teacher aides who are experiencing difficulties with any aspects of ICT - provide student extension and remediation through the use of ICT - use technology-based teaching and learning approaches to teach whole class/group lessons independently - support teachers with performance targets in relation to ICT - review, modify, provide advice, evaluate and make recommendations on technology based learning strategies and resources - link the role of the school's vision of promoting excellence as well as equity - engage in school website design - promote inclusion by encouraging wider school community use of ICT facilities - disseminate to teachers materials relating to best practice in ICT, eg Learning Place 	<ul style="list-style-type: none"> • Specific work examples of how the TA004 role will demonstrate the following criteria: <p><i>Requires specialised knowledge (including the ability to provide support to students and teachers)</i></p> <ul style="list-style-type: none"> - understands the teaching/learning process and matches ICT skills teaching to the developmental needs of students - uses ICT skills as a tool to integrate the learning outcomes of multiple KLAs - develops a Scope and Sequence overview of ICT skills as a focus for this component of the school's, school based technology program <p><i>Requires limited direction only</i></p> <ul style="list-style-type: none"> - demonstrates a wider understanding of the syllabi by developing ICT learning activities to link with student classroom learning - develops sequential ICT certificates demonstrating student achievement in keyboarding, computer usage and research skills - liaises with all classroom teachers so that they have a clear understanding of skills taught in IT computer room for reinforcement during class time - accepts and respects the authority of the principal and delegates <p><i>Requires employee to be responsible for work group or function (including planning, professional development and mentoring)</i></p> <ul style="list-style-type: none"> - audits teacher ICT skills at the beginning of each year then produces a calendar of ICT - professional development activities to upskill teaching staff

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<p><i>Outcome: All teachers are using ICT integrally in everyday teaching with growth in teachers' expectations of their teaching and the school is moving at a pace to harness the emerging possibilities for teaching, learning and assessment.</i></p>	<ul style="list-style-type: none"> - develops appropriate inservice activities to provide the necessary training for teachers - ensures staff training is done prior to students being introduced to new concepts - reorganises or duplicates ICT professional development to ensure part-time and contract teachers are updated <p><i>Requires high levels of initiative</i></p> <ul style="list-style-type: none"> - builds ICT into strategic planning and budgeting - actively participates in ICT committee meetings - scrutinises new websites with a view to integrating these into ICT learning activities <p><i>Requires employee to work independently, with limited guidance</i></p> <ul style="list-style-type: none"> - meets with teaching staff to ensure worksheets developed for ICT lessons reflect units of work being taught - understands an works within the constraints of the school's AOP and TSR/SP - assists with the development of the computer strand of the school-based technology program <p><i>Requires employee to interpret guideline material and apply judgement in determining solutions to problems</i></p> <ul style="list-style-type: none"> - understands sequential development of student skills and develops lessons to match students' level of knowledge and understanding from school's Scope and Sequence <p><i>Other duties</i></p> <ul style="list-style-type: none"> - works with students with disabilities on their EAP to meet ICT goals for those students - reviews software for other school initiatives such as the school's chess program - ensures equitable participation in the ICT program by collaboratively timetabling students to provide access to all students - supports teachers to readily file, store, share and cull digital teaching materials <p><i>Outcome: Teaching staff acquire the competencies required of a multi-tasking, networked world through the evolving ICT A004 support model</i></p>

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<ul style="list-style-type: none"> • Placed a high priority on building the capacity of Senior Teachers by: <ul style="list-style-type: none"> - encouraged them to think, stimulated them, had them listening to what other staff were saying - broadened their understanding and improved their overall knowledge to help support their peers - engaged them in school-wide professional learning to increase their capacity to work collaboratively <p><i>Outcome: Leadership of teaching and learning by Senior Teachers, acknowledged the professional expertise of teachers and placed them at the centre of teaching and learning, and student outcomes. With increased control of Senior Teachers over teaching and learning, came greater accountability for their actions.</i></p>	<ul style="list-style-type: none"> • Senior Teachers harness the principle of personalised standards of excellence among classroom teachers. <p>Strategies include:</p> <ul style="list-style-type: none"> - implement strategies from Education Queensland's <i>Literacy: The Key to Learning 2006-2008 Action Plan</i> with emphasis on achievement of effective literacy experiences for all students - provide a leadership role in implementation of Mathematics and English syllabi - continue to implement strategies in the Middle Phase of Learning - contribute to the support and professional development of other teachers – mentoring, modelling effective teaching strategies and classroom management matters, and supervising/coordinating pre-service teachers <p><i>Outcome: Distributed leadership opportunities increase teacher commitment to change, and encourage them to become leaders and participate actively in the professional learning of themselves and others.</i></p>
<p><i>Workforce capability delivers the strategic objectives of the Department through on-going learning and development opportunities in the 2005-2007 triennium</i></p> <ul style="list-style-type: none"> • Addressed the six key school priorities in the Department of Education's <i>Professional Development Agenda 2005-2006</i>: <ul style="list-style-type: none"> - excellent planning and development of a range of strategies in relation to curriculum, teaching and facilities for the introduction of the Preparatory Year in 2007 - successfully implemented mathematics syllabus. Teachers investigated strands, core content and core learning outcomes of the syllabus. Investigations were planned to engage student learners. - promoted appropriate behaviour in the Responsible Behaviour Plan for Students that responds to the expectations outlined in the Code of School Behaviour - <i>Partners for Success</i> – continued school-community relationships to support the - educational and social achievement of indigenous students 	<p><i>Workforce capability delivers the strategic objectives of the Department through on-going learning and development opportunities in the 2008-2010 triennium</i></p> <ul style="list-style-type: none"> • Address the key priorities in the Department's <i>Professional Development Agenda 2008-2010</i> • Implement responsive curriculum programs in the Early Years to promote continuity of teaching and learning by using the experiences gained through the introduction of the Preparatory Year in 2007 to: <ul style="list-style-type: none"> - develop an Early Years philosophy - develop understanding of the Early Years curriculum as it will move from Prep (2007) to Year 1 (2008), to Year 2 (2009) to Year 3 (2010) - continue networking and workshops for the current Prep teachers and as well to involve the current Year 1 teachers in workshops during second semester 2007, and Year 1 and Year 2 teachers in 2008 - use the continuity strands of curriculum and pedagogy, understanding students, school management, organisational structure and communities as a checklist

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<ul style="list-style-type: none"> - Child Protection – provided professional development and training for staff on methods of countering bullying and harassment, child protection legislation and procedures (including mandatory reporting) and identifying and understanding child abuse including the needs of victims - Years 1-10 English syllabus – awareness raising sessions for all teachers; teacher release time in 2007 to attend nine seminars for <i>Language and Literacy – Classroom Applications of functional Grammar</i> • Addressing the seven key school priorities in the Department of Education’s <i>Professional Development Agenda 2006-2007</i>: <ul style="list-style-type: none"> - Early Phase of Learning – Preparatory Year – undertaking all the aspects associated with resources, organisation, building, facilities, communication, professional development and curriculum required for both 2007 and 2008; reflecting on the strategies used in 2007 to guide the strategies in 2008 - Behaviour Support – utilising the resources of the <i>National Safe Schools Framework</i> to support planning processes to address bullying, harassment, child abuse and neglect through cross-referencing the guiding principles and key elements and approaches for good practice with actual practice in the school - Implementation of the Education (General Provisions) Act 2006 – ensuring all school documents are compliant with the new Education Act - Undertook staff sessions using <i>Partners for Success</i> documents including ‘Crossing Cultures: It’s Everybody’s Business’ and ‘Embedding Aboriginal and Torres Strait Islander Perspectives in Schools’ - Implemented Key Learning Area syllabi with a focus on English through: <ul style="list-style-type: none"> ○ undertaking school based activities designed to familiarise teachers with syllabi and to establish year level scope and sequence understandings ○ using the <i>Developing Performance Framework</i> and the <i>Professional Standards for Teachers</i> as processes to develop enhanced literacy and numeracy skills for self identified teachers as well as making syllabus 	<ul style="list-style-type: none"> • Prepare for the implementation of the Preparatory Year, full cohort in 2008 and beyond by: <ul style="list-style-type: none"> - undertake all the aspects associated with resources, organisation, buildings, facilities, staffing, communication and curriculum required - reflect on strategies used in 2007 to guide the strategies for 2008-2010 - continue to be aware of both the ongoing and changing policies of Education as it relates to the Prep year • Continue to implement the <i>Middle Phase of Learning Action Plan</i> to provide learning programs that maximise student engagement and achievement to support the transition from primary to secondary education by: <ul style="list-style-type: none"> - undertake review of actual practice and achievements compared to the 13 point action plan and actions taken as targeted points - broaden teaching areas by providing skill development across a range of Key Learning Areas for effective implementation of Middle Phase immersion program: Arts, computer groups, chess, PE/sports activities, German LOTE cultural events, Smart Council activities - teacher professional development to focus on distinctive approaches and organisation to cater for the age cohort and in particular to cater for target groups - active development of opportunities for links with high schools to be encouraged. Current examples include Sandgate District State High School (Immerse IT), Aspley State High School (Instrumental Music). • Implement the strategies in embedding Aboriginal and Torres Strait Islander Perspectives in Schools within the school curriculum by: <ul style="list-style-type: none"> - undertake staff sessions using <i>Partners for Success</i> documents - use of available funding under the IESIP for individual students and perhaps whole of school approaches - explicit statement in each year level term plan - use of guest speakers to enable staff to experience ATSI perspectives - Implement <i>Strategic Plan’s 2007-2011</i> ‘Workforce Capability’ for managing both the current and future workforce to ensure that staff are capable of delivering the strategic goals:

<i>Phase 1: What Is? Data Gathering</i>	<i>Phase 2: What May Be? Visioning Process</i>
<p>workshop information available through staff meetings, staff notice board, emails</p> <ul style="list-style-type: none"> - Implemented Key Learning Area syllabi with a focus on Mathematics through: <ul style="list-style-type: none"> o providing opportunities for teachers to participate in cluster organised activities designed to include moderation across school and year levels, eg Brisbane North District Curriculum Implementation 2007: in implementing the Years 1-10 Mathematics Syllabus, Bramble Bay Cluster Schools prepared an investigation for teaching in Term 2. The cluster group used a template to format the investigations and written up over Term 2. The investigation also included assessment. In term 3, the cluster group will meet to discuss the implementation and assessment of the investigations. The investigations will be collated onto a disc for circulation to the participant schools. In Term 4 the cluster group will be addressing the monitoring of the investigation. - Literacy – used a number of targeted strategies to support professional development to improve literacy outcomes for all students in all learning areas: <ul style="list-style-type: none"> o accessed the literacy renewal program for Early Years teachers and teacher aides conducted by the Department of Education o used the <i>Developing Performance Framework</i> and the <i>Professional Standards for Teachers</i> as a process to develop enhanced literacy skills for self identified teachers o used 2006 Showcase Development Grant to upskill teachers in reading comprehension and Genre Writing for explicit teaching in reading and writing to meet the requirements of Years 1-10 English syllabus and draft QCARs Essential Learnings 	<ul style="list-style-type: none"> - consult with Senior HR Consultant on staffing needs - build school organisational leadership capability through distributed leadership, giving staff the opportunity to lead and to take responsibility for areas of change - implement the <i>Developing Performance Framework</i> establishing and monitoring personal learning and development plans - develop teacher knowledge and skills to meet the diverse student learning needs - develop workforce induction programs for pre-service, probationary, returning and transferred teachers - create safe and healthy work environments - promote and support workforce diversity to create an inclusive work environment that is free from all forms of unlawful discrimination and harassment and where people are valued for their experiences, knowledge and abilities - improve workforce management systems and practise - recognise and reward exceptional staff achievement - monitor staff and improve career planning <p><i>Outcome: School has the right mix of roles, people and skills to achieve its strategic priorities in Literacy, Early Years, School Tone and Workforce Plan to identify the curriculum direction to influence the type of teachers being transferred.</i></p> <ul style="list-style-type: none"> • The development of assessment for learning techniques, where teachers gather and use evidence about teaching and learning to decide: <ul style="list-style-type: none"> - what is expected of students - recognise how far short of that standard students are - know how to adjust what they do to help students close the gap <p><i>Outcome: Students themselves are involved in dialogue about their progress and their views are valued.</i></p>

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<p><i>Promoted a healthy workforce engaged in a safe and supportive work environment</i></p> <ul style="list-style-type: none"> • Encouraged staff to adopt preventative health measures: Influenza Vaccination Program, Employee Assistance, Smart Choices Strategy, hand washing with mild liquid soap and paper towels. • Implemented strategies and training to improve awareness and assessment of Health and Safety issues to reduce injuries and absences: <ul style="list-style-type: none"> - accredited Workplace Health and Safety Officer - accredited Rehabilitation and Return to Work Coordinator - all teaching staff trained in the management and treatment of students with anaphylactic reactions - reviewed first aid systems (routine school activities, sporting activities, off-site activities including camp/excursions, other activities including fetes and musicals) - utilised Workplace Health and Safety Module in SMS to record incidents - conducted an annual review of the school's health and safety status - provided parent volunteers with appropriate equipment, training and information to ensure that activities are carried out safely • Received a Clean School Award for Term 1 2007 in recognition of cleaners' efforts in providing a consistent high standard of cleanliness • Worked with Parents and Citizens' Association to improve school facilities and resources through targeted expenditure of P&C funds on a three-year plan. • Completed and submitted grant applications to further improve school resources: <ul style="list-style-type: none"> - Smart Schools Renewal Program (Music Centre, Administration Block upgrade, new bicycle enclosure) - Investing in Our Schools Program (Early Years Adventure Playground \$48,401, Multi-Purpose Court \$41,910, Procurement of ICT and Computer Equipment \$59,689) - Gambling Community Benefit Fund (in 2005-2007 triennium, received \$69,000 in three separate grants to construct two Early Years Adventure Playgrounds) - Workplace Health and Safety meetings to identify work required to maintain and enhance a safe environment 	<p><i>Promoted a healthy workforce engaged in a safe and supportive work environment</i></p> <ul style="list-style-type: none"> • Implement key actions in the <i>Health, Safety and Wellbeing Action Plan 2007-2008</i> • Continue influenza vaccination program to reduce reliance on Teacher Relief Scheme. • Implement <i>Workplace Health and Safety Consultative Framework</i> – HLS-PR-016 to facilitate a safe and healthy working/learning environment to meet legislated health and safety obligations. • Implement <i>Health and Safety Incident Recording and Notification Procedure</i> HLS-PR-005 to record, and in some instances, notify of health and safety incidents. • Ensure the safety of visitors when planning events such as: <ul style="list-style-type: none"> - adequate after-hours lighting - minimising trip hazards - directing visitors along the safest path to an event - excellent ground maintenance during fetes and sports events • Workplace Health and Safety Committee to resolve health and safety issues by: <ul style="list-style-type: none"> - encourage an active interest in health and safety - consider training and education needs - address standards, policy, procedures and guidelines - review health and safety incidents to prevent recurrent - advice Principal/Deputy Principal on health and safety issues • Create a healthier workplace by implementing infection control guidelines to prevent or minimise the spread of infection to staff, students and others by: <ul style="list-style-type: none"> - good hygiene practices, use of personal protective equipment (PPE) - appropriate cleaning and disinfection of contaminated items • Ensure staff have adequate training on the emergency treatment for asthma, anaphylaxis, epilepsy and diabetes. • Staff make risk assessment associated with sporting activities/extra-curricula sporting events: <ul style="list-style-type: none"> - wear appropriate clothing and footwear - determine whether physically able to take part in the activity or carrying pre-existing injuries - undertake appropriate warm-up

