Garbutt State School

Four Year School Strategic Plan

2011 - 2115
SCHOOL CONTEXTUAL BACKGROUND

Garbutt State School is one of the older schools in Townsville and at its peak catered for over 400 children. In recent years our enrolments have hovered between 110 and 140. The suburb is an older suburb and has a large number of housing commission houses. Our school is over 75 years old so many of our classrooms are of older design but some have been refurbished to bring them into the 21st century of learning.

Many of our families relocate between Garbutt, Palm Island and Rasmussen on a regular basis depending on housing availability and family situations. We also have 10 – 12% of our enrolments are in foster care or kinship care which means that foster families change and then move schools according to where they live.

Many of our families do not have easy access to transport other than public buses or taxies. Therefore during the wet season or undesirable weather children often do not attend school or arrive late. Current data indicates that the average attendance for all students in 2010 was 86.5, non-Indigenous students was 86.7% and Indigenous students was 86.4%.

Over the past 2 – 3 years Garbutt School is also enrolling more refugee children who have no or limited English. At present we have 3% who come from South Africa.

Garbutt State School is one of the feeder schools for Townsville High State School. Provisions are made each year to ensure transition between Primary and High school is easier for families. However more communication is being developed to ensure children are not lost in this transition thus resulting in children not extending their education.

Our staff is experienced and many have worked with our community and families for a number of years. This is important for building relationships with families and developing a broad knowledge of family backgrounds and issues which have an impact on our school environment. All staff take on additional responsibilities and are passionate about implementing programs that improve student outcomes.

Mobility of children is high due to:

- 82% Indigenous with a large majority living in housing commission houses or low rental.
- 10 – 12% of enrolments are in foster care or kinship care which means that foster families change and then move schools according to where they live.
Support for families with limited resources is offered in a number of ways:

- Daily Breakfast Program which has shown an improvement of attendance and punctuality.
- Daily bread and basic spreads for lunches as the need arises.
- Offer of a basic starter kit (classroom necessities) for all children as they arrive at Garbutt School.
- A uniform which can be matched easily by plain polo shirt with no logos and easy and low expense shorts.
- P & C and other community agencies support the costs of a number of school projects / programs which include a swimming program for the whole school, extra-curricular events, Inter-school sporting opportunities.

Our Shared Vision:
All stakeholders at our school have a vision that all children can learn and succeed. All staff members are passionate and maintain high expectations of our students. Our community refer to the ethos of SMART, STRONG and DEADLY and this is regularly reminded to students and the outside community. This ethos is also maintained with parents and outside agencies.

KEY PRIORITIES TO BE ADDRESSED

- Literacy and Numeracy
  - Whole School Literacy Program
  - Whole School Maths Program
  - Attain and exceed National Minimum Standards

- Attendance / Punctuality
  - Improve attendance for all children
  - Improve the accountability from families for Every Day Counts.

- Community Relations:
  - Parent Involvement programs
  - Transitional to High School
  - Outside Agencies
  - Cultural events

- Well Being
  - Student
  - Staff
  - Community

- Excellence in Teaching and Learning
Teaching and Learning Audit
- Pedagogy
- Development of Science Programs
- Embedding Indigenous Perspectives (EATSIPS)

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

A range of key stakeholder groups have been consulted and engaged:

- **Students**
  Our 3 school captains met and we discussed our school vision and what they believed needed to happen to achieve outcomes. We reviewed practices already in place and new ideas.

- **P&C**
  Regular consultation and feedback to the P & C committee. Also during school events surveys were conducted with parent groups and community members to discuss what is needed for Garbutt to move forward. Ideas have been collated and presented to the staff, P & C and LCC.

- **LCC**
  A Local Consultative Committee has been established and comprises 6 members representing Administration, Teaching and Non-Teaching staff. All unions within the School workforce are represented on the LCC. Regular monthly meetings have been held as the final process for decision making.

- **Indigenous representatives**
  The indigenous community have been consulted through attendees at school events.

OUTCOMES

- All students are successfully engaged in learning.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.
- Community confidence in the capability of schools.
NATIONAL PARTNERSHIP KEY REFORM AREAS:

1. Incentives to attract high-performing principals and teachers.
2. Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals.
3. School operational arrangements which encourage innovation and flexibility.
4. Provision of innovative and tailored learning opportunities.
5. Strengthened school accountability.
6. External partnerships with parents, other schools, businesses and communities and provision of access to extended services.

SCHOOL STRATEGIC PLAN

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<th>Outcomes</th>
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| 1. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving. | **1.1 Literacy and numeracy – improving Student Results:** 1.1a Employ a support person from Language Literacy Program to enhance Pedagogy with all teachers by:  
- Developing Teacher’s pedagogy through conversations, observations and analysis of classroom practice.  
- Assisting teachers to implement existing tools/resources to improve student outcomes. (band scales, oral language ESL)  
- Reviewing and providing ongoing feedback to teachers over a 3 to 4 year period.  
1.1b Maintain existing 0.4 Literacy Coach position (National Partnership – Literacy and Numeracy) once entitlement ceases to:  
- Work parallel with the Language Literacy program co-ordinator to provide a consistent whole school approach to Literacy and | 2011-term 3 & 4-- 1 week visit each term  
2012-- 6 x 1 week visits  
2013-- 3 x 1 week visits  
2014-- 2x 1 week visit  
2015-- 1 week visit  
Reviews to be at end of Term 2 2012 and term 2 2013. Staff will be surveyed and data results will be reviewed. Data will include observations of children engaged. Also an office incident or call out record to monitor individual children.  
Term 4 2011 Professional development days x 3 for support staff and then for teaching staff to ensure all staff are familiar with Band scales and Indigenous perspectives.  
Collect Base Line data of where staff are with EATSIPS when conducting PD.  
2012 – 2014 Extend Literacy Coach position. | $215 000 Closing the Gap | $371 200 | $586 200 |

Australian students excel by international standards.
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<td>Numeracy.</td>
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<td>2011 – 2013 Literacy Coach and Language Literacy Cycle mentor to collaboratively work together.</td>
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<td>2012 -2014 Scheduled release for teachers to collaboratively plan, teach and assess each term. 2 TRS per term for 3 years</td>
<td>$9360(24)</td>
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<td>2011 – 2015—Each term. Literacy Coach, ST:LaN, TAT and Principal to have data discussions with individual teachers which will inform teaching practices, student needs and use of support staff. Use of Pat R, Pat M, NAPLAN, Probe and PM Benchmarks to inform discussions.</td>
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<td>1.1c Improving Literacy Skills through:</td>
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<td>2011-2012 Set up a specific room for students to publish their written work.</td>
<td>$4000</td>
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<td>Continuous: PD will be sought from external agencies, TAT and school staff to provide new information around Curriculum to Classroom and other curriculum changes as they occur. (TRS x3 for 2 years)</td>
<td>$2340(6)</td>
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<td>Continuous: Review annually the Assessment Schedule and ensure implementation of all assessment tools.</td>
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<td>2011 – 2013 Develop whole school literacy and numeracy blocks using data to group all children using support staff to provide intervention programs. Review of literacy and numeracy blocks term by term.</td>
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<td>2012 Term 2</td>
<td>Purchase ICT equipment and modern reading resources to support the engagement of children in literacy and numeracy blocks</td>
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<td>1.1d Improving Numeracy Skills through:</td>
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<td>$90 045</td>
<td>Closing the Gap funding</td>
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<td>✤ Developing a whole school approach to improve teaching of maths / numeracy using school resources or purchase new resources.</td>
<td>2012</td>
<td>2 X T/aides casual basis as 0.4 (TA 002.2) 1 T/Aide casual basis as 0.2 (TA 002.2)</td>
<td>$780(2)</td>
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<td>✤ Continuing with ongoing maths professional development to support programs like Mathletics, First steps in Maths.</td>
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<td>End of 2012 Review Use of T/aides in classrooms.</td>
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<td>✤ Working with the Turn-a-round Team.</td>
<td>2011 – 2012</td>
<td>Use the Turn-a-round Team to work with teachers on planning following the regions frameworks for reading and spelling.</td>
<td>$4680</td>
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<td></td>
<td>✤ Working with the ST:LaN to provide support to identified students.</td>
<td>Continuous:</td>
<td>Literacy coach, TAT and ST:LaN to have continued discussions with individual teachers around assessment, data and analysis.</td>
<td>$8000</td>
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<td>2011</td>
<td>Develop a whole school Maths / Numeracy approach reflecting ACARA, Mathletics, Deadly Maths and First steps in Maths. (TRS x 2)</td>
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<td>2012-2015</td>
<td>Provide up skilling to all staff on embedded programs as the need arises. TRS x 3 per year = 12</td>
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<td>2012-2014</td>
<td>Continue using Mathletics Yrs 3 - 7 Provide PD on Mathletics and the value of this program. Cost and PD.</td>
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<td>2011 – 2012</td>
<td>Use the Turn-a-round Team to support numeracy teaching and learning.</td>
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<td>Continuous:</td>
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<td>Literacy coach, ST:LaN and Turn a Round Team to have continued discussions with individual teachers around assessment, data collection, data analysis and use of data to inform teaching.</td>
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| **1.2 Improving science performance of students** | 1.2a Review and refine the school Science program using the PSF and school science coordinator.  
1.2b Embed Primary Connections resource into the school science program. PD with staff on Primary Connections and C2C using PSF (Chris Reiterer)  
1.2c Utilize Townsville High State School personnel as support for GSS staff.  
1.2d Continue to develop a resource collection that supports the teaching of science. | **2011 Term 4**  
Gathering of Science resources and implementing PD.  
**2012** - Develop a whole school Framework for science using Primary Connections. All science planning is to be recorded on OneSchool and evidence shown in daily planning. Units of work are moderated with a fellow NP school to ensure quality of teaching and learning.  
**Continuous** - Utilise personnel from THSS to support our science program.  
**2013 - 2015** – Make best use of funding to ensure the procurement of appropriate science resources and materials. | $4000 | $4000 | $4000 |
| **1.3 Developing teachers capacity to teach Literacy, Numeracy and Science** | **1.3a** Employ a support person from Language Literacy Program to enhance Pedagogy with all teachers by:  
|❖ Developing Teacher’s pedagogy through conversations, observations and analysis of classroom practice.  
❖ Reviewing and providing ongoing feedback to teachers over a 3 to 4 year period. | **2011- 2015**  
Ann Morrice  
**2011 - 2014** – Teachers will be supported by the Literacy Coach, ST:LaN and the Literacy Program Support Personnel.  
**Continuous** - Teachers will be supported to locate and retain resources to support and scaffold student learning and achievement. | See 1.1a | | |
| **1.3b Maintain existing 0.4 Literacy Coach position (National Partnership – Literacy and Numeracy) once entitlement ceases to:** |  
|❖ Facilitate Professional development to all staff where needed.  
❖ Provide coaching and mentoring to classroom teachers.  
❖ Support classroom teachers for resourcing to support students. | **2011 -2015**  
Scheduled release for teachers to collaboratively plan, teach and assess each term with the Literacy Coach, ST:LaN and the Principal. (TRS x 8 x 4)  
**2011 – Reading and spelling**  
**2011 – Indigenous perspectives**  
**2012 – All teachers train in Mathletics**  
**2012 – All teachers train in First Steps in Maths** | See 1.1b | | |
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<td>1.3c Use the Turn-a-round Team to facilitate Professional Development in</td>
<td>2011 – Select a member of staff who would be the Science coordinator.</td>
<td>2012-2013</td>
<td>$25495</td>
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<td>• First steps in Maths</td>
<td>0.5 HOC position to work with staff on all ACARA issues.</td>
<td>2012 – 2015</td>
<td>Release teachers once every 12 months to work with HOC as reassurance of understanding of ACARA, implementation and Assessment. Use internal support staff to release.</td>
<td>2012 – Implement whole school science program.</td>
<td>$780(2)</td>
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<td>• Regional Reading</td>
<td>Review end of 2012 the role of the HOC and realign to needs of the school.</td>
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<td>• Regional Spelling</td>
<td>1.3d Do a Workplace Reform for 2012 to increase 0.5 (Principal’s teaching load backfill) to a Head of Curriculum position.</td>
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<td>• Ensure enactment of ACARA.</td>
<td>2011 Term 4 – 2012 Turn-a-Round team to work with all staff to record and extract individual performance through NAPLAN, PAT R and PAT M results. Use this information to inform teaching.</td>
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<td>• Work with Principal and staff with understanding of Australian Curriculum</td>
<td>2012 – All staff to engage with continuing professional development in oral language, bandscales, phonemic awareness and school oral language needs. (2 x TRS to release staff) TAT to help with training.</td>
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<td>• Work with teachers around Assessment tasks.</td>
<td>1.3e Making provision for a staff member to become the Science co-ordinator who will:</td>
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<td>• Facilitate lessons.</td>
<td>2011 – Select a member of staff who would be the Science coordinator.</td>
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<td>• Organise and Maintain Resources</td>
<td>2012-2013</td>
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<td>• Mentor other classroom teachers to ensure the delivery of quality science for all students.</td>
<td>0.5 HOC position to work with staff on all ACARA issues.</td>
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<td>• PSF to mentor the school co-ordinator to develop teacher’s competence and ability to teach science.</td>
<td>Review end of 2012 the role of the HOC and realign to needs of the school.</td>
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<td>1.3f Develop and implement a whole school oral language program, including ESL-ILSS awareness, and the use of an early years screener.</td>
<td>2012 – Implement whole school science program.</td>
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<td>1.4 Developing staff capacity to understand &amp; use data and personalise student learning</td>
<td>2011 Term 4 – 2012 Turn-a-Round team to work with all staff to record and extract individual performance through NAPLAN, PAT R and PAT M results. Use this information to inform teaching.</td>
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<td>1.4b</td>
<td>Include OneSchool to record and extract student performance, attendance and behaviour data. Continue to utilise OneSchool planning to include personalised learning.</td>
<td>Continuous: Discussions with Leadership team working with a walk through and meeting criteria sheet which is collaboratively planned with all staff. Each Term: Data to be given to Principal and Literacy Coach/HOC which will drive conversations and then passed onto T Aide. 2011 – 2013 T Aide (0.2) to be employed on a contract term by term TA 002.1</td>
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<td>$25846</td>
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<td>1.5 Recommendations from Teaching and Learning Audit</td>
<td>1.5a Explicit Improvement Agenda</td>
<td>2011 – Term 4 Staff to be given PD on the C2C. 2012- Have clear English and Maths Frameworks. Leaders of these projects to work with HOC, TAT and Principal. 2011 – 2015 School, Class and Individual target setting. Leaders of these projects to work with HOC, TAT and Principal.</td>
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<td>1.5b Analysis and discussion of data</td>
<td>Continuous: Data discussions using data folders to inform discussions. Continuous: Data folders to be collated so that data collections are passed on from teacher to teacher. These will be updated by employed T/aide.</td>
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| **1.5c A culture that promotes learning** | • Continue to build on parent and caregivers taking an interest in the working of the school  
• Continue to build on the team culture to enhance the trusting professional relationships between staff members across all year levels. | **Continuous:**  
Data walls in classrooms so that children are able to see their progress.  
**Continuous:**  
Parent involvement days which include:  
• NAIDOC  
• Bring a Parent Day  
• Leadership Day  
• Mother’s Day and Father’s Day Breakfasts  
• Homework Program to encourage Parents to be First Teachers. | | | |
| **1.5d Targeted use of school resources** | • Implement the department’s Developing Performance Framework as the basis for professional discussions with teachers and extend to cover all staff members.  
• Ensure that all teachers are using systemic testing, to establish learning gaps and special needs.  
• Implement a quality assurance process to ensure that the allocation of resources is used in the most effective way.  
• Establish records of individual student’s needs, achievements and progress that are maintained centrally and shared across year levels, including classroom data. | **2012 – 2012**  
Each teacher to develop Performance Plan to align with SSP and Operational Plan.  
**2012**  
Assessment folders for all staff to ensure clear understanding of assessment tools to be used and when.  
**Continuous**  
Data collection see 1.1b | | | |
| **1.5e An expert teaching team (Medium)** | • Implement strategies for mentoring and coaching between teachers.  
• Develop an effective staff induction program.  
• Develop collaborative planning, teaching and assessment at year levels and across key junctures.  
• Establish learning goals and targets for their continuous use of classroom data. | **2011-2015** To have all staff working with Ann Morrice to develop an expert teaching team.  
**2011 – 2012**  
Introduce collegial visits system.  
**2011 – 2012**  
Literacy coach to mentor and visit classrooms on a regular basis.  
**2011 – 2015**  
Term by term target setting for class and individuals. This data to be used to inform professional discussions with Literacy Coach, HOC and Principal. | | | |
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<td>1.5f Systematic curriculum delivery</td>
<td>2011 term 4 Develop a whole school Curriculum, English, Reading/Spelling and Maths Framework.</td>
<td>2011 term 4 Implement front end assessment and the use of guides to making judgements and A exemplars. Then provide release time for teachers to moderate with each other and teachers from other schools so consistency in judgements is across the cluster for reporting.</td>
<td>2011 – PD and information sessions to familiarize teachers with National Curriculum ready for implementation in 2012. 2011- Term 3 &amp; 4 Have the Turn – a – round team to work with all staff on understanding and implementing the Reading and spelling programs for the District. 2011 – Term 3 - Implement the use of timetabling on Oneschool so that all teachers are accountable for meeting the correct time allocations for English, Mathematics and Science. Teachers plan on Oneschool and consistently refer to Roadmap, QCAR and C2C as well as school curriculum documents when planning. Turnaround team to assist 2011 – Term 3 - Provide opportunities for teachers to moderate within the school and with other teachers in the cluster so that consistency is developed for report ratings. 2012 – 2015 Planning on C2C templates to continue and also uploading planning and data information onto OneSchool</td>
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<td>1.5g Differentiated Classroom learning</td>
<td>2011 term 4 Develop a whole school English program. Develop a whole school English overview. Ensure adherence by all teachers to the “Roadmap” regarding time allocations for English, science and maths. Develop strategies to ensure there is consistency in judgements for report ratings. This may require moderation beyond the school.</td>
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<td>Provide PD on differentiation so that all teachers can use assessment tasks to establish where individuals are up to in their learning and to identify all gaps. Develop clear and explicit school-wide expectations for teacher planning to document the strategies and resources used to differentiate the learner’s needs. Implement individual student long term and short-term goal setting around behaviour and learning.</td>
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| 2. All students are successfully engaged in learning. Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children. | **2.1 Closing the gap for Indigenous students and developing a culture of high expectation for all students**  
2.1a Provide Professional Development on embedding Indigenous Perspectives into planning and implementation.  
2.1b ST:LaN to provide support and Professional Development on using ESL-ILSS strategies as part of regular teaching practice.  
2.1c Continue employment of a Mobility Support Officer to address issues regarding attendance and well-being. | **Term 4 2011**  
Professional development days x 2 for support staff and then for teaching staff to ensure all staff are familiar with Band scales and Indigenous perspectives.  
**Review EATSIIPS with each teacher during class visits and planning / data discussions. Per semester.**  
**2011 – 2013:**  
Mobility Officer to monitor absenteeism and unexplained absences. Baseline data of each individual child’s attendance record and monitor term by term. Review at end of each term.  
T Aide (0.1) TA 002.1 | See 1.1a | $10000 | $10640 | $20640 |
| **2.2 Action Research Projects to improve student learning outcomes of identified student cohorts such as:**  
2.2a. Concentrating on the 2011 Year 2 cohort and their results from the Year 2 net. We will track these students over the next 4 years. NAPLAN data from Year 3 (2012) and NAPLAN data from Year 5 (2014) along with Year 2 net data will determine whether “The Garbutt Way” Framework had an impact on these students reaching above and beyond National Minimum Standards. | **2011 Term 4:**  
Establish a clear understanding with all staff of what “The Garbutt Way” means to them.  
**2011 term 4**  
Review Year 2 Net results and discuss with all staff. Implement Intervention strategies with all staff especially those working with the Year 2s.  
**2012**  
Induct all new staff on “The Garbutt Way”  
**2012 – 2014**  
Collect data from NAPLAN in 2012 and 2014. Review “The missing links” in teaching. Use internal relief staff to release teachers to analyse data. | | | |
| **2.3 Student attendance rates including Indigenous attendance**  
2.3a Continue employment of a Mobility Support Officer to address issues regarding attendance and well-being. | See 2.1c | **Continuous:**  
- Continue with Attendance awards eg class of the week, student with best attendance during the term,  
- Data wall in each classroom with evidence of attendance and improvement.  
- Engaging pedagogy in all classrooms. | $1700 | $1700 | |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
<th>Progress Timelines &amp; Milestones</th>
<th>Estimated School Funding Contribution</th>
<th>Estimated NP Funding Contribution</th>
<th>Total Budget Allocation</th>
</tr>
</thead>
</table>
| 2.4 Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high | 2011 Term 3—Principal information workshop  
2011 Term 4— In alignment with School Curriculum Plan to review Values connected to the School Rules. Revisit matrix around these values.  
2011 Term 3 & 4  
2012/ 2013  
Employ an extra teacher Band 3.2 one day a week who will be "Duty Officer" and also Social and Emotional Project Officer who will manage the PBS. This person will also have other duties at the school  
Turn – a – round team to provide Social and Emotional Support for developing Social Skills program to align with PBS. | $13618 | $20000 | $33618 |
| 2.5 Student wellbeing and support  
2.5a Provision for After School Homework Program:  
Provide an after school homework program 3 afternoons a week to support students who have limited access to computers at home or require extra support in Literacy and Numeracy.  
2.5b Parent/carer engagement in parenting program BEAM.  
Implementation to be based on program used for foster carers.  
2.5c Continue to provide existing programs which foster improved student well being | 2012 Homework Program to encourage parents to take responsibility with children’s homework.  
Employment of Coordinator 2 hrs x 3 times per week  
2013 – 2015  
Review Homework Program  
2011 - 2012  
Internal release for BEAM tutor to work with parents to encourage "parents as first teachers"  
2011 – 2015  
Employ an indigenous T/Aide to be Student wellbeing officer who monitors children not having food. | $7200 | $7200 | $14400 |
<table>
<thead>
<tr>
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<th>Progress Timelines &amp; Milestones</th>
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<th>Estimated NP Funding Contribution</th>
<th>Total Budget Allocation</th>
</tr>
</thead>
</table>
|          | Breakfast program  
           | organise breakfast program and initiate parent involvement. | $22551 | $22551 | $45102 |
| 3. Young people make a successful transition from school to work and further study. | **3.1 Improving student transition High School:**  
- Continue to foster transition programs for Year 7 Students to High School.  
- Ensure all students have the opportunity to attend transition days.  
- Implement a plan for students in year 7 to transition to High School.  
Continuous:  
Review annually transition programs and Flying start documents. |  
| 3.2 Partnerships to develop Pre-Prep to Prep. | Develop partnership with Communities for Children and Save the Children to develop projects which allow Pre-Prep children to be transitioned into Prep. |  
| 4. Community confidence in the capability of schools. | **4.1 Improving parent reporting – particularly around student wellbeing**  
Develop a whole school understanding around when and how to report which includes:  
Introduce weekly phone calls or letters by all classroom teachers to at least 2 parents to inform them of good work/behaviour. Records to be kept of this. | Term 1.  
- Invite all parents to attend a face to face interview.  
- Offer phone interviews if that is more suitable to our parents.  
Term 2  
- Report card goes home to all students in Year 1 to Year 7.  
- Parents to be given the opportunity to have an interview based around report card.  
Term 3  
- Offer of face to face or oral interviews if parents wish.  
- Teachers to contact parents if areas of concern.  
Term 4 |
<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Progress Timelines &amp; Milestones</th>
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<th>Estimated NP Funding Contribution</th>
<th>Total Budget Allocation</th>
</tr>
</thead>
</table>
| 4.2 Parent and community engagement programs (including Indigenous engagement) | • Collaborate with outside agencies to encourage parents to engage fully with their child’s school (Smith Family, Good Beginnings, PACE)  
• School community member who holds a food handling certificate to work with community members around healthy eating. | • Report card to go home to all Year 1 to Year 7 students.  
• Provision of interviews for parents who request one.  
• Prep teacher to arrange interviews each semester with parents using the Early Years Learning Records as reference.  
**2011 Term 4:** Electronic record sheet to be given to all classroom teachers to email to leadership team for collating parent reporting. | | | |
| 4.3 Improving teacher quality and workforce planning | • Employment of Ann Morrice to improve pedagogy and teacher quality.  
• Build partnerships with Regional Office Staff to ensure quality staff is recruited.  
• Personal performance framework developed for all staff, including principal, with term review meetings.  
• Plan mentoring process with teachers to visit classrooms and film lessons / strategies for feedback purposes but to done in a non-threatening way. | • 2012 – Parent and Carer engagement in oral language programs.  
• 2011 – 2014 Employ a community member who will ensure student welfare and initiate parent involvement in school projects.  
• Training of parents who wish to be involved in school projects such as:  
• Breakfast program  
• Tuckshop | | See 2.5c | |

See 1.1a  
**Continuous.** Start and end of every year to work with HR around quality teachers being placed at Garbutt State School.  
**2011 Term 4:** Work with staff using SSP to develop Personal Performance Framework.  
**2012 – 2015** Twice yearly at least to film lessons/ strategies/ pedagogies to influence “The Garbutt Way” and to provide feedback to staff.
<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
</table>
|          | • HOC / Literacy Coach to mentor and work with individual teachers to ensure full enactment of Australian Curriculum in 2012 and beyond. | 2011 Term 4  
In-depth breakdown of the Australian Curriculum at staff meetings in preparation for enactment in 2012.  
2012 – 2015  
Term 1 & term 3 each year.  
Reviewing Scope and sequence, Units of work, Assessment tasks, Making Judgements, Moderation and Reporting. | | | |
|          | • Yearly inductions to all teachers on “The Garbutt Way” | | | | |
CERTIFICATION
This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

Wendy Géodicis
Principal
e2/7/2011

Mark Lynch
P&C President
e2/7/2011

Km Luck
Assistant Regional Director
e2/7/2011
<table>
<thead>
<tr>
<th>Measure</th>
<th>Annual Target Increase for State Schools</th>
<th>Dimensions of Measure</th>
<th>Current performance (where available)</th>
<th>Targets(^1) (schools to complete)</th>
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<tbody>
<tr>
<td>Reading</td>
<td>44% 58% 79% 79% 84% 87% 90%</td>
<td>88% 42% 65% 71% 74% 77% 80% 83%</td>
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<td>72% 62% 62% 65% 66% 69% 68% 69%</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>72% 62% 62% 65% 66% 69% 68% 69%</td>
<td>72% 62% 62% 65% 66% 69% 68% 69%</td>
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<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>88% 42% 65% 71% 74% 77% 80% 83%</td>
<td>72% 62% 62% 65% 66% 69% 68% 69%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>71% 60% 44% 61% 76% 81% 84% 87%</td>
<td>68% 75% 62% 65% 68% 71% 74% 77%</td>
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<td></td>
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<tr>
<td>Writing</td>
<td>70% 64% 26% 78% 65% 68% 71% 74%</td>
<td>66% 48% 36% 69% 57% 60% 63% 66%</td>
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<tr>
<td>Spelling</td>
<td>66% 48% 36% 69% 57% 60% 63% 66%</td>
<td>50% 55% 33% 60% 65% 68% 71% 74%</td>
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<td></td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>50% 55% 33% 60% 65% 68% 71% 74%</td>
<td>52% 70% 33% 45% 71% 74% 77% 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>52% 70% 33% 45% 71% 74% 77% 80%</td>
<td>50% 60% 69% 63% 47% 64% 51% 58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>67% 55% 69% 67% 55% 81% 68% 71%</td>
<td>60% 55% 88% 68% 48% 42% 68% 66%</td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td>50% 55% 88% 68% 48% 42% 68% 66%</td>
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<td>Numeracy</td>
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<tr>
<td></td>
<td>61% 50% 40% 70% 30% 48% 74% 77%</td>
<td>61% 50% 40% 70% 30% 48% 74% 77%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Principals are to use the annual percentage increase state targets and the current school performance information to determine targets for the period 2011 to 2015. This completed document should be incorporated as an appendix to school planning documentation. For schools where cohort sizes are very small and where there is volatility in the data or in other contexts, using the annual percentage increase may not be applicable. In these cases further negotiation with the principal’s supervisor should be undertaken to finalise targets.

2. The annual percentage increases for these measures are aligned with departmental targets.

Some performance measures and targets are not relevant for every school.

Where Literacy and Numeracy National Partnerships schools have already negotiated NAPLAN targets, this information should be attached as an additional appendix to the operational plan. The appendix should show these school NAPLAN targets as informed by the Literacy and Numeracy Calculator tool.

Not Applicable
### Garbutt State School (1434)

#### School Improvement Targets 2011 to 2015

**as at 31 May 2010**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Annual Target Increase for State Schools¹</th>
<th>Dimensions of Measure</th>
<th>Current performance (where available)</th>
<th>Targets (schools to complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halve the gap in Year 3 reading and</td>
<td></td>
<td>-21 18 102 50% 9% 5% 0% 0%</td>
<td></td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td>Close the gap in student attendance</td>
<td></td>
<td>-5 0 75 30% 15% 10% 0% 0%</td>
<td></td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td>by 2013</td>
<td></td>
<td>2% 7% 2% 2% 0% 0% 0% 0%</td>
<td></td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td>An increase of 1% pa.</td>
<td></td>
<td>Average attendance rate for students</td>
<td></td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td><strong>SATISFACTION MEASURES</strong></td>
<td></td>
<td>Percentage of students satisfied that they are getting a good education at school, (S110)</td>
<td>91% 100% 79% 80% 81% 82% 83% 84%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td>An increase of 1% pa.</td>
<td></td>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school, (S109)</td>
<td>90% 76% 56% 77% 76% 79% 80% 81%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of parents/caregivers satisfied with their child’s school, (S100)</td>
<td>97% 86% 76% 79% 80% 81% 82% 83%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of students satisfied with their wellbeing at school (composite measure derived from the following variables: S137, S138, S147, S145, S151)</td>
<td>100% 100% 92% 93% 94% 95% 96% 97%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of parents/caregivers satisfied with their child’s wellbeing at school (composite measure derived from the following variables: S139, S146, S144, S150)</td>
<td>97% 97% 78% 79% 80% 81% 82% 83%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of school workforce satisfaction with access to PD opportunities, (S025)</td>
<td>95% 90% 83% 84% 85% 86% 87% 88%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of staff members satisfied with morale in the school. (a composite measure based on S016, S017, S018, S019 &amp; S020)</td>
<td>90% 95% 92% 90% 94% 95% 96% 97%</td>
<td>2008 2009 2010 2011 2012 2013 2014 2015</td>
</tr>
</tbody>
</table>

¹ Data not yet available

² The annual percentage increases for these measures are aligned with departmental targets

³ Indigenous Education targets are a focus for regions and schools on identifying and implementing targeted actions as part of the Closing the Gap Education Strategy. Schools are to insert applicable school targets for 2011 and beyond based on their region’s Indigenous targets as outlined in the Closing the Gap Education Strategy and their Regional Indigenous Action Plan.

Closing the Gap Strategy Website: [Closing the Gap Strategy](#)

Not Applicable —