FOUR YEAR SCHOOL STRATEGIC PLAN

NAME OF SCHOOL       Durack State School
ADDRESS OF SCHOOL    69 Inala Ave Durack 4077
NAME OF PRINCIPAL    Beth Petersen
STUDENT FTEs AS AT DAY 8 406

SCHOOL CONTEXTUAL BACKGROUND & KEY PRIORITIES TO BE ADDRESSED

School Contextual Background - School Profile
Durack State School was opened in 1959 and offers programs from Prep to Year 7 within the State system. The school has a fully inclusive special education program comprising 30 students. Enrolments fluctuate throughout the year with some retention issues, but as of November 2009 the school enrolments were 419. Enrolments have been steadily increasing since 2000.

Our school is situated in a satellite suburb within a large state capital city. Unemployment in the area is significantly higher than that of the greater city area. This indicates that the community level of disadvantage is such that extensive support is needed to engage students in successful educational experiences. As a result, our school was identified as a National Partnership school. Our school also receives support under the Literacy Enhancement Grant - socio-economic and indigenous components.

Durack is a community that is enriched by a culturally diverse population. Our multicultural school comprises a population represented by 30% Asian, 24% Pacific Islanders including 5% Fijian Islanders, 13% Indigenous, 5% African, 2% others and 26% English speaking background. A number of students have limited levels of competency in the English language while some students have limited exposure to literacy in both their home language and English. There is a wide variety of social, cultural and economic groups represented in our school community. Being a Health Promoting School, many programs are implemented and links are made to community services. We are a Centre of Excellence for Indigenous Education, 2004 State Showcase winner for Excellence in Inclusive Education and a 2008 State Multicultural Award Primary School winner.

In 2007 Durack State School was identified as part of the State Schools of Tomorrow initiative. Following 1 year of community consultation our school was selected to receive significant funding to refurbish and rebuild the school to 21st Century standards. 2008 saw the development of an education brief developed through whole school community consultation that resulted in building plans that recognised the needs of the Durack School community and 2009 construction commenced.

School Contextual Background – Key priorities
• To improve literacy and numeracy performance – utilising an inclusive and a differentiated/personalised learning approach
• To improve school attendance
• To develop and implement a whole school approach to science
• To provide a whole school targeted intervention approach
• To provide a learning environment where teacher capacity building is the norm – Professional Development Framework
• To build meaningful school and community partnerships
• To enhance the image of the school within the local and wider community
COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

Community consultation with parents reflected the complex nature of the school where community partnerships were accessed to assist with the process eg Pathways and Inala Youth Service (Vietnamese Program). Parent groups were based around cultural background where interpreters for English as a second language community groups are provided. Groups included Vietnamese, Indigenous, Pacifica and English speaking background community members. Language barriers of minority groups have proved difficult to actively involve in community consultation at this early stage.

Staff consultation groups were self nominating and all areas well represented in Literacy, Numeracy, Science, SWPBS, Closing the Gap, attendance, transition – (early and middle years) and T-Aides.

Student consultation group was well represented and self nominating Y5 and 6 and Year 7 leaders.

Management group selection reflects staff leadership skills in curriculum level, special education knowledge, across school representation (early and middle years) and T-Aide representation. The team has been developed as discussion group that will reflect on the direction of National Partnership initiative over the next 4 years. Staff members and community members will be co-opted onto management group as required.

LCC - The LCC will work as a reference group to
- Ratify the processes that ensures all community members have had the opportunity to be involved in consultation
- Ensure resources are targeted at improving student outcomes
- Approve the key strategies developed through consultation

P&C - The P&C work collaboratively with the School Principal as a governance group to
- Ensure the community are consulted and informed
- Approve and sign off on the NPA Strategic plan 2009 - 2013

Consultation Timeline

<table>
<thead>
<tr>
<th>Consultation Timeline Term 3 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>• Full school staff informed of NPA and the implications for staff, students and community</td>
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<tr>
<td>• Staff forum “Closing the Gap” – Provided Terry Kearny Power-point – challenged staff with data re both indigenous and whole school attendance. Key strategies to address attendance developed</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>• P&amp;C meeting – informed P&amp;C of NPA and the implications for the school and the community</td>
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<tr>
<td><strong>Week 7</strong></td>
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<tr>
<td>• Staff forum with QTU representative re implications for NPA schools. Follow up question gathering by school QTU rep – seeking clarification from QTU to be provided through ‘Low SES Schools NPA kit’</td>
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</tbody>
</table>
### Week 8
- LCC meeting – Briefed LCC of the NPA and the ramifications for the school. Outlined SWPBS process
- Surveyed teaching staff for self analysis of literacy and numeracy knowledge - PD direction, collegial sharing roles, staff willingness to provide collegial support through professional sharing, coaching and mentoring roles. Interest in accessing coaching model. Direction of PD for teacher-Aides
- SWPBS direction

### Week 9
- Principal sought clarification of the role of LCC in regard to NPA with QUT representative.

## Term 4 2009

### Week 1
- Full school consultation re forming self-electing reference groups – lead reform within the school over 4 year period
  - Focus questions for all reference groups through consultative meetings
    - Where are we at?
    - Where do we want to be in 4 years?
    - What strategies will we need to get there?
  - Topics include
    - Community engagement
    - Attendance
    - Literacy and numeracy
    - Professional learning direction and delivery

### Week 2
- Full staff meeting – reviewed school mission statement

### Week 3
- Consultation groups met
  - Numeracy – Shared Triennial School Review and reflected on progress, analysed NAPLAN data, considered current practice, resourcing, Maximising Maths Action Research and implications of this. Reviewed NPA targets and considered future direction and key strategies including accessing successful planning eg Cooktown and Mt Isa programs. Reflected on whole school intervention practice, professional development and coaching
  - Science – Considered the future direction of new facility (SSoT initiative), resourcing, supporting programs eg Primary Connections, scientist in residence and building on skill base of staff and professional sharing
  - Teacher-Aides – Literacy, numeracy and community engagement
  - Literacy – Reflected on processes currently in place, shared NAPLAN data, considered future programs. Need for consistence in practice across the school, targeted cyclic PD model
  - NPA school consultation – sharing of resources across NPA cluster schools eg HOC
  - LCC meeting – ratified consultation process and direction of NPA to date
  - Staffing - discussed with HR future direction of school re staffing re NPA
## OUTCOMES

These will be taken from the State Implementation Plan

- 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 operation 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, business and communities and provision of access to extended services

**NB:** This School Strategic Plan sets the direction for Durack State School over the next 4 years. Throughout this time it will be reviewed in light of targets set. Adjustments may be made based on the effectiveness of the strategies in place.
### SCHOOL STRATEGIC PLAN

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
<th>Process Milestones &amp; Timeframes</th>
<th>Estimated School Funding Contribution</th>
<th>Estimated NP Funding Contribution</th>
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</thead>
</table>
| **1. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.** Australian students excel by international standards | **1.1 Literacy and Numeracy**  
Improving NAPLAN results across all band levels through  
• Teaching and Learning  
• Inclusive Practice  
**Strategy**  
1.1a Provide staffing to further develop small group focused differentiated/personalised teaching  
• Employ and/or maximise T-Aide support in Literacy and Numeracy blocks across the school (utilising existing school funded hours and NPA funding)  
  o Literacy in Prep  
  o Small group literacy focus Y1-3  
  o Early years oral language  
  o Maximising Maths action research middle years  
  o NOL ‘Numeracy Oral Language project’ in P-3  
• Employ and/or maximise existing intervention teachers using cyclic targeted intervention, while capacity building – Prep/1 Y2/3, Y4/5, Y6/7  
1.1b Provide resources to enhance ways of working in numeracy  
• Purchase cohort appropriate Numeracy hands on equipment  
• Construct life-sized environmental maths resources support Early years maths and SWD  
1.1c Engage student literacy and numeracy activities beyond the classroom  
• Enlist community volunteers and flexible timetabling to provide additional literacy and numeracy programs | **1.1 Teaching and Learning**  
• Provide targeted, whole school intervention - addressing literacy and numeracy blocks – ongoing  
• Expand on early years oral language program T 3 2010  
• Provide small group focused differentiated teaching/personalised learning responsive to school based data – ongoing  
• Provide maths lunch programs –T4 2009-ongoing  
• Provide lunch programs expanding on literacy eg drama, journalism and book clubs – 2010  
• Develop whole school approach to the language of maths – 2010  
• Expand upon existing hands on equipment to enhance ‘ways of working’ – 2009/2010  
**1.1 Inclusive Practice**  
• Utilise whole school intervention supporting class literacy and numeracy programs - withdrawal is minimal and limited to recent arrivals with little or no English - ongoing  
• Structured timetable alignment T-Aide/ specialist support - consistent small group teaching- ongoing  
• Collaboratively monitor and review programs ongoing  
• Refine Special Needs referral and priority process.- to inform intervention model T4 2009, ongoing  
• Utilise environment (SSoT) to support visual and kinaesthetic learners in an inclusive setting | **SSoT 21st century learning spaces**  
School funded  
T-Aide  
Intervention teachers – (flexible staffing)  
Resources  
$30,000 | **Human resources**  
$485479  
**Total**  
$515479  
**Total**  
$515479
<table>
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| 1.2 *Improving science performance of students* | **1.2 Increase student engagement utilising new science facility through teacher/scientist in residence**  
- Equip Science room with resources that reflect the direction of science eg Primary Connections  
- Provide additional professional development NCT by employing science teacher .2 FTE  
- Enlist community volunteers and flexible timetabling to provide science enrichment  
- Engage the services of Regional QCAR science manager while engaging the services of region scientist specialist teachers | **1.2 Develop leadership team to drive the direction of science – Term 4 2009**  
- Equip Science room with resources that reflect and value the direction of science – T1 2010  
- Access and extend Scientist in residence program - weekly  
- Timetable a Science lunch program –T2 2010  
- Provide enrichment programs for gifted and talented students  
- Purchase and Utilise Primary Connections as a consistent approach to science | SSoT – science lab furnishings  
Science teacher .2FTE  
Flexible staffing  
Resources $6,000  
Total $6000  
Total $6000 | |
| 1.3 Developing teachers capacity to teach Literacy, Numeracy and Science | **1.3 Strengthen whole staff personnel and professional practice through targeted needs based PD, reflection and sharing**  
- Employ HOC .4 FTE focus to be Literacy coach 912 month trial)  
- Train school base staff with the skills to coach in numeracy (2) and literacy (1)  
- Purchase NCT for professional development - consultation with cohort teams, HOC, facilitators or coaches  
- Purchase NCT for professional sharing as staff incentive for accessing voluntary vocational training  
- Train teachers, T-Aides and intervention specialists staff in First Steps and Functional Grammar,  
- Train school based facilitators in First Steps and Functional Grammar | **1.3 1.4 Capacity Building**  
- Utilise ‘continuing performance plans reflecting on ‘professional standards’ – T2, T4 annually  
- Develop capacity through professional development, research and collaborative teamwork. – ongoing  
  - First Steps - 2009/2010  
  - Maximising maths project 2-7- 2009 ongoing  
  - NOL project P-3– 2010 ongoing  
  - Deadly maths Y3-4- 2010 ongoing  
  - Primary Connections – 2010 ongoing  
- Utilise coaching model to meet ‘Continuing Performance Plans’ to improve pedagogy  
  - Up-skill from within – ongoing  
  - Numeracy coach – maximising maths and NOL project, - 2010  
  - Literacy coach – HOC - .4 FTE 2010  
  - Functional Grammar facilitator 2009,  
  - First Steps facilitator- 2010 | PD &TRS $87000  
PD & TRS - $21,000  
($16000 + $5000)  
HOC .4FTE - $189,095  
Total $210,095  
Total $297,095 |
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<tbody>
<tr>
<td><strong>1.4 Developing staff capacity to understand &amp; use data and personalise learning</strong>&lt;br&gt;Ensure that staff believe every child has the capacity to improve through&lt;br&gt;• Professional Development, coaching, mentoring and collaborative sharing&lt;br&gt;• Leadership&lt;br&gt;• Differentiated learning goals for students</td>
<td>1.4 Capacity Building&lt;br&gt;• Utilise ‘admin teacher meetings’ reflecting on cohort data, analysing trends, discrepancies and future direction – <em>twice yearly</em>&lt;br&gt;• Strengthen whole staff personnel and professional practice through targeted needs based PD, reflection and sharing. – <em>HOC .4 FTE 2010</em>&lt;br&gt;• Analyse school data to inform pedagogy eg NAPLAN, school based, behaviour, social and emotional (Clowning Around), attendance and demographic – <em>ongoing</em>&lt;br&gt;• Utilise coaching model to improve pedagogy – <em>ongoing</em>&lt;br&gt;• Raise understanding of personalised learning</td>
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<tr>
<td>Strategies&lt;br&gt;1.4 Further develop whole staff skills at interpreting and utilising data to inform teaching through a differentiated/personalised learning approach&lt;br&gt;• Leadership team driving NAPLAN/school based data analysis to inform pedagogy&lt;br&gt;• Utilise HOC as Literacy coach and Maximising maths team as coaches in numeracy&lt;br&gt;• Utilise action research maximising maths - extend program in cyclic intervention plan across Y4 2009, Y2/3&amp;4/5 2010, Y2-7 2011.</td>
<td>1.4 Leadership&lt;br&gt;• Maximise the strengths of all members of the school - <em>ongoing</em>&lt;br&gt;• Recognise and celebrate success – <em>ongoing</em>&lt;br&gt;• Monitor school performance against an agreed set of targets - <em>T2&amp;4</em></td>
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<tr>
<td>1.4 Integration of curriculum, teaching assessment and reporting&lt;br&gt;• Continue to refine and implement a school developed set of standards, reviewed in light of EQ and National priorities - <em>ongoing</em>&lt;br&gt;• Reflect on cohort trends, discrepancies and value adding through teacher/admin conference –<em>annually</em>&lt;br&gt;• Utilise assessment data to inform planning and teaching practice – <em>ongoing</em></td>
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</table>
### Outcomes

2. All students are successfully engaged in learning. 

Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.

### Strategies

**2.1 Closing the gap for indigenous students and develop a culture of high expectation for all students**
- Draw on community partnerships
- Engage community
- Capacity build
- Improve student outcomes
- Staff induction

**Strategy**

2.1a Extend Centre of Excellence program to raise whole school community and Inala Cluster awareness – provide TRS
- Inala Induction Day
- Parent up-skilling and employment
- Early Years – ‘Numeracy oral language project’ (NOL) initiative targeting indigenous students
- Linking families Project

2.1b Provide autonomy and funding to parent group to raise indigenous understanding and engage community and students

**2.1 Draw on community partnerships**
- Access Indigenous liaison officer - weekly
- Liaise with elders and community partners – ongoing

**2.1b Engage community**
- Establish community parent group T4 2009
  - provide access to a Pre-prep program – T2 2010
  - provide funding to engage community partnerships (similar to ASSPA) eg dance, story telling, art programs, traditional games etc
- Provide parent skilling – eg computer classes, support students within multi-cultural community - 2010
- Support community engagement awards (celebration and recognition) – T4 annually
- Raise community employment opportunity – ongoing
- Linking Families project – enhancing understanding of identity – T3 2010

**2.1a Capacity building**
- Provide ‘Centre of Excellence’ - Induction day T1 annually
- Maintain staff Crossing Cultures training – as required
- Communicate with local support networks eg ISSU
- Trained facilitator in crossing cultures – T4 2009

**2.1, 2.3 Improve student outcomes**
- Raise student engagement through dance, leadership, traditional games, indigenous story telling etc
- Utilise whole school intervention - ongoing
- Address attendance – reducing unexplained absences equal to whole school cohort. Increase student attendance equal to whole school cohort in line with National guidelines (see below)
- Close the gap for indigenous students in line with National expectations – by 2013
  - Literacy 75%
  - Numeracy 100%

### Process Milestones & Timeframes

<table>
<thead>
<tr>
<th>Estimated School Funding Contribution</th>
<th>Estimated NP Funding Contribution</th>
<th>Total Budget Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking Families project $5000</td>
<td>Community skillling – 3.2</td>
<td>$13000</td>
</tr>
<tr>
<td>Indigenous liaison officer See – 3.2a</td>
<td>Community reference group/Centre of Excellence, $8000</td>
<td></td>
</tr>
</tbody>
</table>
### 2.2 Action Research Project to improve student learning outcomes of identified student cohorts such as

**2.2a** Self-esteem and resilience program implemented through Chaplaincy/Youth worker and Learning engagement officer program to provide targeted intervention around identified students with Low social and emotional learning levels. Utilise Griffith University partnership – accessing social and emotional data to measure improvement in
- Protective factors
- Educational Wellbeing
- Social Wellbeing
- Emotional Wellbeing

**2.2b** BEAMS project to target improved literacy of Students in Care. QUT partnership

#### 2.2a Focus group – all students as identified with low social and emotional levels
- Utilise annual data collected through Griffith University as part of Pathways to Prevention Project to provide base line data and student improvement
- Develop targeted program in consultation of SWPBS team members – T1 2010
- Learning Engagement Officer and Chaplain to co-ordinate program and provide quality assurance T1 2010
- Draw on community partnerships to further develop program eg Inala Youth Program, Pathways
- Utilise Breakfast club - ongoing, before/after school and lunchtime programs - 2010 to promote self esteem
- SWPBS – target resilience – ongoing

#### 2.2b
- EQ initiative – project parameters yet to be defined T4 2009
  - Focus group – Students in Care 2010
  - Literacy initiative
  - Cluster opportunities
  - Targeted funding attached

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<thead>
<tr>
<th>Learning engagement officer</th>
<th>$52000</th>
<th>Learning engagement officer - $176114</th>
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<tbody>
<tr>
<td>Youth worker .2 FTE - $46470</td>
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<td>Human resources $274584</td>
</tr>
<tr>
<td>Chaplaincy – see 2.4</td>
<td></td>
<td>Beams project funding - $8500</td>
</tr>
<tr>
<td>Total $60500</td>
<td></td>
<td>Total $222584</td>
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<tr>
<td>Beams project funding - $8500</td>
<td></td>
<td>Total $283084</td>
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</table>
### 2.3 Student attendance rates including indigenous students

- Raise community understanding of school expectation – whole school improvement
- Raise teacher awareness and practice
- Celebrate and recognise success

Utilise strategies outlined in

1. **1.1, 1.2** Literacy, Numeracy and science
2. **2.1** Closing the Gap
3. **2.4** Positive Behaviour Support (SWPBS)
4. **2.5** Student wellbeing and support
5. **3.2** Parent and community engagement program

#### 2.3a Utilise community liaison officers to provide parent communication/translations, co-ordinate parent meetings, skilling programs

#### 2.3b Provide signage eg Stickers, pamphlets, murals etc re ‘Everyday Counts’

- Reduce unexplained absences of whole school cohort. *2010 and ongoing*
- Bring student attendance in line with National guidelines *- 2013*
- Meet ‘Closing the Gap’ attendance expectations – *2013*
- Provide attendance information in all relevant documentation (translated) eg enrolment packs, parent handbook etc – *2010*
- Ensure signage is provided in family room, classrooms, and high public traffic areas – *T1 2010 Mural T3 2010*
- Extend staff understanding and use of data analysis to develop student profiles – *T3 2010*
- Ensure attendance follow up procedures are embedded in practice – *T3 2010*
- Celebrate and recognise success – *By term*
- Maintain and/or improve opinion survey results
  - Parent opinion survey item ‘That your child is happy to go to this school’ ($150)
  - Student opinion survey item ‘That you are happy to go to this school’ ($151)

### 2.4 Positive Behaviour support reducing school disciplinary absences

**SWPBS** – (School Wide Positive Behaviour Support). SWPBS supports

- Social and Emotional Learning
- Values
- Chaplaincy/Youth worker
- Whole school responsible behaviour plan

#### Strategy

2. **2.4a** Employ Learning Engagement Officer 1.0 FTE to co-ordinate behavioural support program and provide consistent behavioural information to community.

2. **2.4b** Provide Signage – stickers, pamphlets, 3 murals (funded through SWPBS)

- Reference group consultation *fortnightly 2009 - 2011*
- Collate school based and SDA/One School data to inform planning - *T2, T4*
- Collaboratively developed school expectations with whole school community – ‘Durack Dragons are safe, respectful learners’
  - Consistent language of behaviour support
  - Standardised process
  - Uniform response to unacceptable behaviour
  - Behaviour matrix supported by explicit targeted teaching of expectations
- Provide signage to promote school expectation - *T4 2009, T3 2010*
- Incorporate chaplaincy, values, and SEL to underpin SWPBS. Research and develop SEL program – *2011*
- Review ‘Responsible Behaviour Plan’ - *T4 2009*
- Communicate expectations to whole school community (translated) - *2010 onwards*
- Communicate expectations to new staff through induction and relief staff through induction packages

### Costs

<table>
<thead>
<tr>
<th>Liaison officers – See 3.2</th>
<th>Chaplaincy $20,000</th>
<th>SWPBS $7000</th>
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<tbody>
<tr>
<td>$27000</td>
<td>$0</td>
<td>$27000</td>
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<tr>
<td>2.5 Student wellbeing and support</td>
<td>2.5 Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</td>
<td>2.5 Student wellbeing and support</td>
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<tr>
<td>• Draw on community partnerships</td>
<td>• Utilise community liaison officer - weekly</td>
<td><strong>Strategy</strong></td>
</tr>
<tr>
<td>• Engage community</td>
<td>• Utilise school performances and workshops eg Cultural week, D Factor (Durack Idol), Fancy Dress, Christmas Concert etc – annually</td>
<td>2.5 Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</td>
</tr>
<tr>
<td>• Engage students</td>
<td>• Develop Student Forums- T1 2010, ongoing</td>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>• Capacity build</td>
<td>• Engage parents on site eg, volunteers, parent groups, pre-prep programs, parent employment – T4 2009</td>
<td>2.5 Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</td>
</tr>
<tr>
<td>• Improve student outcomes – Academic, Social and emotional, Attendance and behaviour</td>
<td>• Extend Pre-prep program – 2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<tr>
<td></td>
<td>• Recognition of success – ongoing</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td></td>
<td>• Provide lunch programs eg maths, science, fitness, cultural dance, drama clubs, etc –T4 2009, ongoing</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td></td>
<td>• Provide breakfast program-ongoing</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<tr>
<td></td>
<td>• Expand on leadership program-2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td></td>
<td>• Promote values of respect, tolerance and inclusion of whole school community-ongoing</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td></td>
<td>• Create safe and supportive classroom environments-ongoing</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td>• Create culturally appropriate learning spaces-T2 2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td>• Build resilience and encourage students to believe in their own capacity to learn -2010- utilising</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<thead>
<tr>
<th>3.1 Improving parent reporting – particularly around student wellbeing</th>
<th>3.1 Expand upon community consultation groups through regular meetings to increase parent participation.</th>
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<tr>
<td>• Create a sense of belonging</td>
<td>• Continue to and expand upon employing culturally connected staff –as positions become available</td>
<td><strong>Strategy</strong></td>
</tr>
<tr>
<td>• Share Information</td>
<td>• Raise community understanding through developing active parent groups-T1 2010</td>
<td>3.1 Expand upon community consultation groups through regular meetings to increase parent participation.</td>
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<td>• Build on community consultation groups T1 2010</td>
<td><strong>Strategies</strong></td>
</tr>
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<td>• Provide culturally connected events, eg multicultural week, Buddhist/Christian RE, traditional games, -ongoing</td>
<td>3.1 Expand upon community consultation groups through regular meetings to increase parent participation.</td>
</tr>
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<td></td>
<td>• Continue to provide and extend on Breakfast Club, Lunchtime and after school programs – engage parent volunteers eg journalism group- 2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td></td>
<td>• Provide support networks eg SWD parent group –2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td>• Continue community connected fundraising-2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td>• Increase participation of Pre-Prep parent groups-2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td>• Provide community groups with greater autonomy to meet and plan extra-curricular programs -2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
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<td>• Interpreting and translation services – notices, parent handbook, newsletters, enrolment forms etc-2010</td>
<td><strong>Research and trial SEL program that incorporates the school values and chaplaincy program. Program to be responsive to SEL data (Griffith University research program – Pathways to prevention project). Link the program in SWPBS.</strong></td>
</tr>
</tbody>
</table>
### 3.2 Parent and community engagement programs (including Indigenous engagement)

- **Sense of belonging**
- **Parent and community up-skilling and/or employment**
- **Community engagement and partnerships**

#### Strategies

<table>
<thead>
<tr>
<th>3.2a Employment of culturally connected community liaison officers to develop programs to engage parents and students in before, during and after school hours programs to improve learning outcomes eg transition programs, homework clubs, etc</th>
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<tbody>
<tr>
<td>o FTE .4 Vietnamese</td>
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<tr>
<td>o FTE .2 Samoan</td>
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<tr>
<td>o FTE .2 Indigenous</td>
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<tr>
<td>o FTE .2 Community</td>
</tr>
</tbody>
</table>

| 3.2b Continue to access connected community liaison officers through establish partnerships eg Pathways, Family literacy, Inala Youth network etc – engaging all cultural groups on and off school site |

### Create a sense of belonging while maintaining and strengthening proactive parent/community partnerships

- **Continue and expand upon employing culturally connected staff - ongoing**
- **Train and/or employ community members – Ongoing**
- **Engage community in culturally connected events eg Linking families, cultural week concert etc – ongoing**
- **Develop and/or access existing parent liaison roles**
- **Provide parent skilliong eg English and computer classes - ongoing**
- **Provide family room facility – 2010 onwards**
- **Provide on site Inala Family Literacy Centre access – T4 2009 onwards**
- **Provide and/or access parent support groups eg**
  - SWD parent support group - By term
  - Pathways eg Circles of Care - Ongoing
  - High school transition programs - T1 2010
  - Brita Futures (Inala Youth network) - 2010
- **Provide school facility for community engagement outside school hours eg tuition, transition, homework, and social skilling programs etc – 2009 North Shore Saturday school, 2010 Brita Futures etc**
- **Provide onsite pre-prep and early year transition programs - ongoing**
- **Access networks supporting 0-5 years eg kindergartens, pre-schools and community networks – to develop early years transition programs – T4 2010**
- **Establish community parent group – T4 2009**
- **Participate in community engagement awards (celebration and recognition) – T4 annually**
- **Increase community volunteers – ongoing**
- **Raise levels of communication through translations and interpreting – ongoing**

| Community Liaison Officers - $239969 |
| Community - Parent and student skilling $25,431 |
| Community Liaison Officers - $239969 |
| Community - Parent and student skilling $25,431 |
| Partnerships - Funding in kind eg - Inala Youth Centre - Pathways to Prevention - Family Literacy - PCYC |
| Family Literacy $15000 |
| Total $15,000 |
| Total $265,400 |
| Total $280,400 |
3.3 Improve teacher quality and workforce planning
Success will be attributed to leadership, collaboration, enthusiasm a desire to belong and believe in the school vision. ‘Our vision is to encourage students to strive to reach their full potential within a safe, nurturing, learning environment built on respect.’

- Leadership
- Capacity building
- Teacher recruitment
- Administrative support

**Strategies**

3.3 Increase the capacity of the school leadership team, providing additional human resources through strategies

- **1.3 Professional Development**
  - Provide teacher planning day incentives by recognising staff who voluntarily access vocational training
  - Literacy and Numeracy PD
  - Facilitator and coaching training
- Increased administrative support
  - A03 to A05
  - **2.4a Learning engagement officer**
- Extend cluster sharing of resources
  - **1.3 Staff – HOC (Inala, Darra)**
  - Professional sharing – facilitators
  - Resources and facilities

3.3 Maximise the strengths of all members of the school – ongoing

- Utilise ‘continuing performance plans’ reflecting ‘professional standards’ – T2 T4
- Strengthen whole staff personnel and professional practice through needs based P.D, reflection and sharing – ongoing
- Utilise coaching model to improve pedagogy - Train school based literacy and numeracy coaches - T4 2009
- Develop and/or enhance high performing teams
- Provide coaching and mentoring of student teachers
- Quality induction program for new staff *T1 annually or as required*
- Increase cluster and networking arrangements – ongoing
- Expand QUT Griffith University Provide Student teacher program –
  - QUT graduate initiative addressing assessment and reporting - T1 2010
  - relief /contract work for high performing graduate teachers – *when opportunity arises*
  - Recognise and access opportunities for aspirant staff to act above level – *when opportunity arises*
- Recognise and celebrate success – ongoing
- Utilise expertise, professional development and moderation opportunities across the cluster

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.

Beth Petersen Principal
Kathy McKay P&C President

Executive Director (Schools) / Regional Executive Director

<table>
<thead>
<tr>
<th>PD &amp;TRS – See 1.3</th>
<th>HOC – See 1.3 Learning engagement officer – See 2.4a</th>
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</thead>
<tbody>
<tr>
<td>Total $194,500</td>
<td>A03-A05 $71,642</td>
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<td>Total $1299,200</td>
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<td></td>
<td>Total $1493700</td>
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$194,500 $1299,200 $1493700