Key Priorities for 2014

- Improve student attendance
- Create a safe supportive and positive environment for whole school community
- Improve student outcomes – Reading, Writing and Number

State and Regional Priorities

**Department of Education Training and Employment Strategic Plan 2013-2017**

- Successful Learners
- Engaged Partners
- Great People
- High Standards
- Empowerment

**United in our Pursuit of Excellence 2012-2016**

- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Attendance, retention, attainment and transition of students at key junctures
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students

**NQ Regional Priorities 2014**

- Attendance and Retention
- Closing the Gap
- Promoting, facilitating and supporting increased Principal autonomy
- Clarify and clearly articulate Principal accountability and school performance expectations
- Enhancing Leadership Development at all levels
- Promoting quality teaching and learning in classrooms
- Differential support and supervision by Assistant Regional Directors

Documents attached include

- The Budget Overview Report 2013/12 and 2014

Certification

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

Principal ........................................ P and C/ School Council

Assistant Regional Director

SCHOOL CURRICULUM

‘the what’
<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resource/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the Australian Curriculum</td>
<td>Continue to review and align Whole School Curriculum Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of Geography</td>
<td>Staff implement the Australian Curriculum by adapting/adopting C2C units</td>
<td>Principal and Teachers</td>
<td>C2C Unit Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students in years P-7 achieving a C standard or higher on their end of semester reports in English, Maths, Science, History and Geography</td>
<td>Principal and Teacher</td>
<td>One School Reports A-E OneSchool data</td>
</tr>
<tr>
<td>Improve Student Outcomes</td>
<td>Implement the Great Results Guarantee strategies</td>
<td>Students results in English to ‘C or above’ in Prep to Year 3</td>
<td>Principal, Teacher and Teacher Aides.</td>
<td>NAPLAN reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students meeting NAPLAN national minimum standard in Year 3 reading</td>
<td></td>
<td>Diagnostic data tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Learning Plans for students who are identified below the National minimum Standards for Reading.</td>
<td></td>
<td>Whole School PD Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff upskilled to work with students who require targeted and intensive literacy intervention in Prep to Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to embed principals of whole school reading program and continue to focus on reading and comprehension in the classroom</td>
<td>Students at or above reading age in PROBE</td>
<td>Principals, Teachers and Teacher Aides</td>
<td>PROBE Reading Data</td>
</tr>
</tbody>
</table>
### TEACHING PRACTICE

**‘the how’**

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<tr>
<td>Implement Pentland State School Pedagogical</td>
<td>Embed Pedagogical Framework</td>
<td>Pedagogical Framework</td>
<td>Revise Embedded</td>
<td>Principal</td>
</tr>
</tbody>
</table>

### Intervention and Differentiation

- Continue to provide intervention and differentiation for students identified as requiring additional support in maths and English.

### NAPLAN NMS

- Students at or above NAPLAN NMS for writing, spelling, grammar and punctuation and mathematics.
  - Percentage: 100%
  - Term: Term 4
  - Responsible Officer: Principal, Teachers and Teacher Aides

### Enact Systemic and Regional Priorities

- Participate in collaborative planning of QCAR subject units across Dalrymple Alliance of Schools.

### Embed EATSIPS Plan

- EATSIPS plan utilised in the classroom.

### Combined Focus on Student Capability and Improvement

- Explicitly teach reading strategies using animals and reading comprehension strategies using First Steps in Reading resources.

- Students achieving year level targets on PROBE and PM Testing.
  - Percentage: 80%
  - Term: Term 2, Term 4

- Students achieving NMS on NAPLAN Reading.
  - Percentage: 100%
  - Term: Term 4

- Explicitly Teach writing strategies using Seven Steps To Writing.

- Students achieving NMS on NAPLAN Writing.
  - Percentage: 100%
  - Term: Term 4

### Pedagogical Framework

- Implement Pedagogical Framework.
  - Term: Term 1, Term 2

- Revise Embedded Pedagogical Framework.

### Principal, Teachers and Teacher Aides

- NAPLAN Reports
- Learning Support Observation Book
- SOSE, The Arts, Technology and HPE Unit Plans
  - EATSIPS Plan
  - PROBE PM Tests
  - NAPLAN Reports
<table>
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<tr>
<th>Framework</th>
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<tr>
<td>High quality teaching focussed on the achievement of every student</td>
<td>Develop explicit and achievable student goals and targets which are reviewed and updated regularly and shared with parents/caregivers.</td>
<td>Students establish and achieve learning goals for English and Maths.</td>
<td>100%</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td>Implement short term data cycles and monitor student performance in Number, Reading, Writing and Spelling</td>
<td>Students achieve on their weekly spelling tests Number/Writing – students at or above NMS on NAPLAN Reading – at or above age level on PROBE</td>
<td>&gt;80%</td>
<td>Ongoing</td>
</tr>
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<td></td>
<td>Develop and share high expectations for individual student learning</td>
<td>Provide timely feedback to students about their learning and how to make improvements.</td>
<td>100% agree</td>
<td>Term 4</td>
</tr>
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<td></td>
<td>Ensure differentiation for special need students.</td>
<td>High quality IEP for special needs students</td>
<td>IEP Plan developed and reviewed</td>
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**PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY**

*the capacity*

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<td>Build the capacity of our staff across a range of professional competencies</td>
<td>Continue to engage in Principals’ Capability and Leadership Framework. Negotiate PPDP with Assistant Regional Director</td>
<td>Principal Performance Development Plan</td>
<td>Completed Reviewed</td>
<td>Term 1 Term 4</td>
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<td>Plan to Transition Year 6 and 7 to High School in 2015</td>
<td>Liaise with local State High Schools and follow Dalrymple cluster Year 7 Transition Plan</td>
<td>Cluster year 6/7 Transition Plan</td>
<td>Commenced</td>
<td>Continuous</td>
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<td>Strengthen partnerships between the school, pre-prep and wider community to promote the school as a</td>
<td>Implement weekly playgroup in the community by joining Playgroup Queensland</td>
<td>Young children attending playgroup</td>
<td>&gt;6 children per week</td>
<td>Continuous</td>
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**SCHOOL AND COMMUNITY PARTNERSHIPS**

*the who*

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| Quality Education Facility | Promote parent involvement in education through open days, parent helpers and culminating activities | Parents attend events - register  
Percentage of parents are satisfied “that teachers motivate their children to learn, their child is getting a good education, parents are encouraged to take an active role in childrens education, school encourages parents to participate in school activities and the school celebrates student achievements” | 90% parent attendance  
100% agree | Continuous | Principal, Teacher | Register  
Parent Opinion Survey  
Parent and Community Engagement Framework |
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<td>Host and participate in community and cluster events, including Dalrymple Cluster Athletics Carnival, North Queensland Sports Foundation Tour, ANZAC day, Cent Sales</td>
<td>School involvement in Dalrymple Cluster and community Events</td>
<td>100% Student Attendance</td>
<td>Continuous</td>
<td>Principal, Teachers, Teacher Aides</td>
<td>Roll</td>
<td></td>
</tr>
<tr>
<td>Continue Active After School Sport Community Program</td>
<td>Student Attendance at Active After School Sport</td>
<td>100%</td>
<td>Continuous</td>
<td>Principal, Teacher Aides,</td>
<td>Roll</td>
<td></td>
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| Create new School website to ensure up to date information is available | Website maintained  
Percentage of parents satisfied with “school provides useful information online” | Monthly  
100% satisfied | Continuous | Teacher Principal Teacher Aide | Website Parent Opinion Survey |
| Publish the Pentland Post, and contribute to Pentland Prattler and ensure it contains information regarding school and community events, celebrations of students work, strategies and information on improving student outcomes and attendance | Pentland Post and Prattler | Monthly | Continuous | Principal Teacher Teacher Aide | Pentland Post Pentland Prattler |
| Develop productive partnerships with students, | Improve school attendance rates | Improve WholeSchool Attendance | 92% | Continuous | Principal Teachers | Roll  
Every Day |
| parents and the community to support and promote attendance | Create a safe, supportive and positive environment for whole school community | Engage students in a positive behaviour management program each term and promote safe and supportive environment at school | Percentage of parents satisfied with “behaviour is well managed at this school” Percentage of students satisfied with “student behaviour is well managed at my school” School will achieve effective or higher across all five domains | 100% Agree Effective or higher | Term 4 Term 3 | Principal Teachers Teachers Aides Parent and Student survey Discipline Audit Executive Summary |
| Entering of behaviour incidences and positive behaviours into OneSchool | Staff using Oneschool to enter Student behaviour data | All Staff | Weekly | Principal Teachers Teacher aides One School Data School Assembly |