Our aim is to provide each individual student with the opportunities to reach his/her full potential in all the learning areas. Opportunities will also be provided for the individual in the areas that add value to the literacy, numeracy and social development of our students as “lifelong learners”

Key priorities for 2013

School Curriculum
Australian Curriculum – align curriculum, planning, assessment and reporting processes and practices incorporating the Australian Curriculum.
Reading – implementation of the Ready Readers Program.
Writing – explicit teaching of spelling.
Numeracy – First Steps in Number.
Science - improved outcomes.
Closing the gap – implementation of EATSIPS plan.
Attendance - implementation of a clear attendance policy.
Teaching and Learning Audit – Systematic Curriculum Delivery.

Teaching Practice
Pedagogical Framework – development and implementation of Explicit Instruction.
Assessment and Reporting – analysis and discussion of data.
Feedback – continued use of individualised learning plans.
Short Term Data Cycles – continued use of 5 week data sets.
Teaching and Learning Audit – Differentiated classroom learning and analysis and discussion of data.

School and Community Partnerships
Learning and Wellbeing Framework – implement “Kids Matter” program.
Parent and Community Engagement – develop and maintain community and school partnerships.
Transition to high school – develop and implement a plan for transition to high school.
Teaching and Learning Audit – An explicit improvement agenda and a culture that promotes learning

Leadership and School Capability
Capacity – build the staff capacity through workplace performance.
Instructional Leadership
Professional Learning Community – maintain school involvement in Professional Learning Community.
Teaching and Learning Audit – targeted use of school resources and expert teaching team.

Documents attached include
- The Budget Overview Report 2012
- School Budget 2013
- School Improvement Targets for 2013

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

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Description</th>
<th>Target</th>
<th>Date</th>
<th>Responsible Officers</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>• Implementation of the Ready Readers Program. • Implementation of Books in Homes Program. • Continuation of tracking student progress using school the school internal monitoring devices of PAT-R and PM Benchmark levels. • Continuation of improved comprehension skills.</td>
<td>Students mean scale scores statistically similar to or above the national minimum standard for Reading and Spelling.</td>
<td>Achievement of a “C” standard or higher in English.</td>
<td>Year 3 – 50% Year 5 – 100% Year 7 – 25%</td>
<td>Sept 2013</td>
<td>Principal</td>
<td>NAPLAN Data for Reading and Writing</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>• Continuation of explicit teaching of spelling. • Continuation of students goal setting, tracking of spelling results and reflection of progress weekly. • Continuation of daily warm ups that are grade specific for Spelling. • Continuation of data walls for spelling. • Development of a school spelling program document. • Continuation of tracking students spelling progress using PAT – S.</td>
<td>EATSIPS framework implemented and embedded in teaching practice and planning documents.</td>
<td>Embedded</td>
<td>End of Term 3</td>
<td>Principal Teacher Aide</td>
<td>EATSIPS Plan</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>• Implementation of First Steps in Number. • Continuation of 5 weekly data set focus for Term 1 and 3 on automatic recall of number facts. • Continuation of data collection using PAT – M.</td>
<td>Students mean scale scores statistically similar to or above the National Miniumum Standard. Parent Satisfaction – “that the school is developing their child’s Numeracy Skills.”</td>
<td>Year 3: &gt;50% Year 5 – 100% Year 7 – 25% 100%</td>
<td>Sept 2013 Nov 2013</td>
<td>End of Semester Reporting</td>
<td>Principal</td>
<td>Academic Grading Numeracy NAPLAN results Individual Student Learning Goals through 5 week data sets Parent Opinion Survey Result</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>• Alignment of curriculum, planning, assessment and reporting processes and practices incorporating the Australian Curriculum. • Consolidation of English, Maths and Science C2C units of work. • Implementation of History C2C units of work. • Implementation, review and embedding of school Australian Curriculum English, Maths, Science and History implemented and embedded across all year levels in the school. School Curriculum and Assessment Framework implemented and embedded Percentage of students achieving a “C” Standard or higher in English, Maths and Science.</td>
<td>All units of work modified and maintained in OneSchool.</td>
<td>Embedded</td>
<td>Ongoing throughout 2013 Term 2 2013</td>
<td>Principal Principal</td>
<td>OneSchool Data Storage School Curriculum and Assessment Plan</td>
<td></td>
</tr>
</tbody>
</table>
### Australian Curriculum

- **Curriculum to improve student learning in all Key Learning Areas.** C2C units of work are adapted to suit a P–7 multi-age context.

- **Curriculum and Assessment Reporting Framework.**
  - Engage assistance from PEA-AC for implementation of History.

### Develop relationships with local high school Science teachers and classrooms – especially for upper primary to improve outcomes in Science.

- Utilisation of Science Teacher from Home Hill High School to mentor and coach staff in the Teaching of Science.
- Visit Home Hill State High School to access Science facilities.

<table>
<thead>
<tr>
<th>Improvement of Teaching and Learning Audit result.</th>
<th>Teaching and Learning Audit result in the area of “Systematic Curriculum Delivery”</th>
<th>Above medium in all domain indicators</th>
<th>Term 2</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in Teaching and Learning Audit domain of Systematic Curriculum Delivery.</td>
<td>Years 5–7 students achieving a C Standard or higher in Science on their semester report cards.</td>
<td>50%</td>
<td>June 2013</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50%</td>
<td>December 2013</td>
<td>Academic Grading Science Semester 1 and 2 2013</td>
</tr>
</tbody>
</table>

Please Note: Targets in Years 5-7 reflect students in this cohort identified in the SEP
# Teaching Practice

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Develop and implement Explicit Instruction** as Gumlu State School’s Pedagogical Framework. | • Development and implementation of Explicit Instruction across all Key Learning Areas.  
• Monitoring of Teacher implementation of Explicit Instruction through classroom visits.  
• Development of a feedback model for staff on their practice. | Pedagogical Framework of Explicit Instruction is implemented and embedded across all year levels of the school.  
Teaching and Learning Audit result in the area of “Effective Teaching Practices” | Embedded | Term 3 | Principal |
| | | | Above medium across all domain indicators | | |
| **Maintain a focus on differentiation** through the continued use of individual learning plans for each child in the areas of English and Maths. | • Inclusion of differentiation for identified students on all planning documents.  
• Continuation of individual learning plans for identified students. | Parents satisfied – “their child’s Literacy and Numeracy skills are being developed at this school”.  
Teaching and Learning Audit result in the area of “Differentiated Classroom Learning” | 100%  
Above medium across all domain indicators | Dec 2013  
Term 2 2013 | Principal |
| | | | | | |
| **Review School Assessment Framework and data storage gathering processes to ensure an sufficiency of data is collected and effectively utilised.** | • Revise School Assessment Overview.  
• Review School Assessment Targets.  
• Continuation of 5 week short term data cycles in the areas of English and Maths.  
• Analyse student performance data to inform planning and teaching. | Students achieve a “C” standard or above across all Key Learning Areas for all C2C units of work.  
Teachers using 5 week data cycle results to inform planning and teaching practices  
Teaching and Learning Audit result in the area of “Analysis and Discussion of Data” | 40%  
All Teachers  
Above medium across all domain indicators | End of Semester Reporting - June and December  
Ongoing  
Term Two | Principal  
Principal  
Principal |
| | | | | | |

Please Note: Targets in Years Prep – Year 7 reflect students in this cohort identified in the SEP.
## School and Community Partnerships

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop a Learning and Well Being Framework.</strong></td>
<td>Implementation KidsMatter as part of Gumlu State School’s Learning and Well Being Framework.</td>
<td>Students satisfied they feel safe at Gumlu State School. Students satisfied their teachers encourage them to do their best. Learning and Well Being Framework</td>
<td>100%</td>
<td>End of Term 2</td>
</tr>
<tr>
<td><strong>Develop productive partnerships with students, staff, parents and the community to:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Support improved student learning opportunities.</td>
<td>Improved attendance of all students.</td>
<td>Greater than 95%</td>
<td>End of Term 2</td>
<td>Principal, Administration Officer</td>
</tr>
<tr>
<td>• Deliver high achievement.</td>
<td></td>
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<tr>
<td>• Promote community confidence and pride in the schools’ ability to meet the needs of all students and enhance performance.</td>
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<tr>
<td>• Implement a school attendance policy.</td>
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<tr>
<td>• Implementation of students tracking their attendance as part of their data books.</td>
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<tr>
<td>• Discussion of student attendance with Parents and Parent/Teacher Data Cycle Meetings.</td>
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<tr>
<td>• Regular newsletter/parade reminders using “Everyday Counts” and current attendance data.</td>
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<tr>
<td><strong>Continued focus on improving attendance through the implementation of a clear attendance policy.</strong></td>
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</tr>
<tr>
<td><strong>Develop and implement a plan for Year 7 transition to high school.</strong></td>
<td>Transition to high school – develop and implement a plan for transition to high school.</td>
<td>Parents and community are confident and are kept informed of EQ initiatives, the Australian Curriculum and Year 7’s transitioning to high school.</td>
<td>100%</td>
<td>End of Term 4</td>
</tr>
<tr>
<td><strong>Maintain positive and caring relationships between staff, students and parents.</strong></td>
<td>Implementation and Embedding of School Behaviour Plan</td>
<td>Parents and students satisfied that student behaviour is well maintained at Gumlu State School.</td>
<td>100%</td>
<td>End of Term 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
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<tr>
<td><strong>Teacher Aide</strong></td>
<td></td>
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<tr>
<td><strong>SOS</strong></td>
<td>SOS Student Survey “S145”</td>
</tr>
<tr>
<td><strong>Stu</strong></td>
<td>SOS Student Survey “S02”</td>
</tr>
<tr>
<td>**Student Survey”</td>
<td>Learning and Well Being Framework</td>
</tr>
<tr>
<td>**S145”</td>
<td></td>
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<tr>
<td>**S02”</td>
<td></td>
</tr>
<tr>
<td><strong>Enrolment, Attendance Rates</strong></td>
<td></td>
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<tr>
<td><strong>School Data Profile, OneSchool Dashboard</strong></td>
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<tr>
<td><strong>newsletters, parade.</strong></td>
<td></td>
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<tr>
<td><strong>Community letterbox drop</strong></td>
<td></td>
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<tr>
<td><strong>Weekly newsletter</strong></td>
<td></td>
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<tr>
<td><strong>School Webpage</strong></td>
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<td><strong>School sign.</strong></td>
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<tr>
<td><strong>NQ Dry Tropics (Landmanagement Plan)</strong></td>
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<tr>
<td><strong>Evolution Mine (Sponsoring “Books in Homes” and other school resources.</strong></td>
<td></td>
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<tr>
<td><strong>Parent and Community Engagement Framework.”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parent and Community Engagement Framework” Document</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Opinion Survey items “S153, S154”</strong></td>
<td></td>
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<tr>
<td><strong>“Parent Opinion Survey item “S 27”</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Gumlu State School

#### 2013 ANNUAL IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Teaching and Learning Audit result in the area of “A Culture that Promotes Learning”</th>
<th>Teaching and Learning Audit result in the area of “An Explicit Improvement Agenda”</th>
<th>Above Medium across all domain indicators.</th>
<th>Term 2</th>
<th>Report – A Culture that Promotes Learning. Teaching and Learning Audit – An Explicit Improvement Agenda</th>
</tr>
</thead>
</table>

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## Leadership and School Capability

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued development of workplace performance as a tool to align staff capability</td>
<td>• Continue to build the staff capacity through workplace performance.</td>
<td>Staff involved with Developing Performance Framework</td>
<td>Principal</td>
<td>Staff Developing Performance Plans</td>
</tr>
<tr>
<td>development.</td>
<td>• Continue implementation of Developing Performance Framework for all staff.</td>
<td>100% of staff involved</td>
<td>End of Term One</td>
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</tr>
<tr>
<td>Instructional Leadership</td>
<td>Focus Instructional Leadership on:</td>
<td>Staff satisfied with “good access to quality professional</td>
<td>Principal</td>
<td>SOS Staff® 5076&quot; Principal Performance and Development Plan (PPDP)</td>
</tr>
<tr>
<td></td>
<td>• Core Learning areas</td>
<td>development”</td>
<td>Principal and ARD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Quality Curriculum</td>
<td>PPDP Negotiated and Completed</td>
<td>Term 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student achievement</td>
<td></td>
<td>Term 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improved Pedagogical practice</td>
<td></td>
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<tr>
<td></td>
<td>• Teacher feedback</td>
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<td></td>
<td>• PPDP</td>
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<td></td>
<td></td>
<td>100% Negotiated</td>
<td>End of Term Three</td>
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<td></td>
<td></td>
<td>Completed</td>
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</tr>
<tr>
<td>Maintain school involvement in the Bowen and Whitsunday Professional Learning</td>
<td>• Maintain school involvement in the Bowen and Whitsunday Professional</td>
<td>Attendance at Bowen and Whitsunday Professional Learning</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Learning Community</td>
<td>Community meetings</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>all</td>
<td>Each Term</td>
<td></td>
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</tr>
<tr>
<td>Teaching and Learning Audit.</td>
<td>Improve Teaching and Learning Audit domain of Targeted use of School</td>
<td>Teaching and Learning Audit result in the area of “Targeted</td>
<td>Principal</td>
<td>Teaching and Learning Audit Report – “Targeted use of School Resources”</td>
</tr>
<tr>
<td></td>
<td>resources.</td>
<td>use of School resources”</td>
<td></td>
<td>and “Expert Teaching Team”</td>
</tr>
<tr>
<td></td>
<td>Improved Teaching and Learning Audit domain of Expert Teaching Team.</td>
<td>Teaching and Learning Audit result in the area of “Expert Teaching Team”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Above medium across all of the domain indicators.</td>
<td>Term 2</td>
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