HUMPYBONG STATE SCHOOL

SCHOOL REVIEW 2011 - 2014
4 YEAR SCHOOL PLAN 2015 - 2018

A Sea of Learning for the Future

Humpybong State School Vision

The school and the community working together to build skills and knowledge in order to ensure that every day, in every classroom, every student is learning and achieving to effectively participate in society

APPROVAL/ENDORSEMENT PROCESS

The Triennial School Review is verified. The 4 Year School Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

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Mr John Clegg   **Mr Martin Hall**   **Ken Collier**

PRINCIPAL   P&C PRESIDENT   ARD (SCHOOL IMPROVEMENT)
                                                                                                                    NORTH COAST REGION

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SECTION 1	STATEMENT OF PURPOSE

Motto

- A sea of learning for the future

Vision Statement

- The school and the community working together to build skills and knowledge in order to ensure that every day, in every classroom, every student is learning and achieving to effectively participate in society

At Humpybong State School our purpose is to:

- Promote Life-long learning

- Develop every child's potential

- Foster high realistic expectations

- Build resilience and positive relationships

SECTION 2   **SCHOOL REVIEW 2011-2014**

PROCESS

As part of the Teaching and Learning Audit process, members of the Leadership, Curriculum and Data Teams, teaching staff and school community members were integral in shaping the School Strategic Plan 2015 - 2018. The Teaching and Learning Audit Report and Whole School Reflection Framework guided the process. The review involved examining the following key strategic domains in order to implement an explicit improvement agenda.

Refer to the Teaching and Learning Audit Report

An Explicit Improvement Agenda

Analysis and discussion of data

A Culture that Promotes Learning

Targeted Use of School Resources

An Expert Teaching Team

Systematic Curriculum Delivery

Differentiated Classroom Learning

Effective Teaching Practices

Refer to the Discipline Audit

Principal Leadership

Parent and Community Engagement

Data Informed Decision-Making

Clear Consistent Expectations for Behaviour (this includes consequences)

The School Leadership team lead the school self-assessment in consultation with a wide range of school and community stakeholders.

- Tools used to assist in the review of the school's operations included Parent Forums, Staff Forums, school surveys.
- Focussed analysis of systemic and school based data including NAPLAN, One School, ICSEA and AEDI data and Class Data Sets.
- Review of previous QSR 20011 – 2014

Review of School Strategic Plan 2011 – 2014

Major Strategic Directions Identified	Progress to Date	Actions
Giving Children a Flying Start All Queensland children will have access to quality early childhood education and care	• Early Years Learning Parental Program was offered targeting information for parents and carers in relation to English (reading and writing) • Teacher Parent relationships (support the development of the, "whole child" and their learning journey) were fostered through 3 way reporting. • Early Years Curriculum was re-aligned with ACARA • Oracy skills were assessed in prep. Identified children took part in a support-a-talker program and post-tested. Data showed significant improvement. • Oracy skill development was supported through planned play-based episodes • Relationships with Early Childhood Centres and Community Kindergartens were continued • Invite Early Childhood Centres and Community Kindergartens to early Years days and Prep open days. • AEDI data was utilised to inform future initiatives	• Identify further need for these parental sessions each year in Prep and in Year 1 • Continue Three-Way reporting • Continue to refine planning and explore ACARA • Continue implementation of Prep-screener and targeted support-a-talker intervention in Prep • Engage with Peninsula Early Years Project (PELP) to strengthen relationships with early Childhood centres and Kindergartens.
Laying Strong Educational Foundations Every young person will be well prepared for life success through learning and education.	• A culture that promotes learning was maintained through the focus on differentiation and utilising data. • Teachers were provided with data sets to analyse and discuss to inform evidence based teaching. • Teaching teams were guided by a curriculum leadership member and meetings were held weekly to build professional learning communities and provide instructional leadership • Curriculum delivery was reviewed to meet ACARA standards	• Differentiated focus to continue, driven through ASoT, Year Level Action Plans, curriculum planning and CLT/Year level meetings • Data sets to expand to include Unit Plan Data – teachers to use OneSchool planning (marking) processes • Implementation of ASoT pedagogical framework, including embedding lesson goals, WOW, student feedback and front ending assessment. • Implementation benchmark tests in Maths to

	- Teachers given opportunities to share how to differentiate classroom learning during planning sessions - Coaching Framework was implemented in maths, primarily P-3, to build teacher capacity - School resources, including intervention, were targeted to meet curriculum requirements - Continue to review school intervention framework and realign resources to support differentiated classroom learning	- provide formative and student tracking data - Geography to be implemented across 2014 - Develop school vision of how maths is taught in years 4 to 7, build teacher capacity around changed math pedagogy in line with new vision - Continue to review and refine school intervention framework and provision to include supporting student's numeracy development
Developing Skills for the economy Queenslanders will be linked to opportunities that maximise their learning and economic potential	- A range of strategies was promoted to build higher order thinking, problem solving, new knowledge and ways of working. - Students were prepared for a constantly evolving digital world by providing them with updated technology (ipads) and computer labs - Began to implement the Art and Science of Teaching (ASoT) to develop a school culture that promotes learning and develop an expert teaching team - Implement ACARA – adapted C2C units to the HSS context	- Further professional development and implementation of ASoT - Focus on higher order thinking skills, flexibility in teaching number - Continue to update digital hardware - Continue to build teacher knowledge and skills in the Australian Curriculum - Continue to equip students with transferable skills by focusing on all proficiency strands in ACARA
Creating a capable, agile and sustainable organisation We will achieve our objectives through better management of our resources – our people, finances, technology and infrastructure	- Action plans were implemented and reviewed - Workplace Health and Safety - English Action Plan - Mathematics Plan - National Partnership Agreement - Science Action Plan - Responsible Behaviour Plan - NAPLAN Strategy - Professional Development Plans	- Implement the Attendance Action Plan - Annually review Actions Plans

	- o Facilities Improvement Plans - o Year Level Action Plans - o Assessment and Reporting Framework - o Curriculum Framework - o Intervention Strategy - Teachers engage in Professional Development in First Steps Reading, Differentiation, ASoT, the teaching of Spelling, The Australian Curriculum, Persuasive Writing, Maths pedagogy, SWPBS - Teaching and leadership staff wrote individualised Performance Development Plans - Explicit improvement agenda was driven by current research and systemic, school and class data. - Recommendations and streamline processes outlined in the Financial Audit reports were implemented - Maintenance and enhancement of facilities including those created as a result of the BER initiative was achieved	Teacher engaged in professional Development in Differentiation, ASoT, Higher Order Thinking, Rethinking maths Pedagogy

THE SCHOOL CONTEXT

SECTION 3

NAPLAN - Based on One School Comparisons

Strand	Year Level	2011 This School						2011 Nation			2012 This School						2012 Nation			2013 (preliminary) This School						2013 (preliminary) Nation		
		N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%	N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%	N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%
Reading	03	98	388	406.3	425	94.9	41.8	415.7	93.8	44.7	76	375	396.6	418	92.1	38.2	419.6	93.6	47.0	90	418	433.6	449	100.0	57.8	419.1	95.3	45.8
	05	93	436	454.1	472	76.3	19.4	488.1	91.5	28.6	56	455	477.4	500	85.7	32.1	493.6	91.6	31.3	76	477	492.4	508	96.1	25.0	502.2	96.2	32.8
	07	82	494	508.2	522	93.9	15.9	540.2	94.7	26.6	87	502	516.0	530	89.8	20.5	541.5	94.1	27.6	87	503	516.8	530	95.4	17.2	540.4	94.2	26.1
	09							579.5	92.4	20.6							574.8	91.4	18.4							580.4	93.4	20.0
Writing	03	98	376	390.3	404	95.9	30.6	415.9	95.3	46.1	77	381	396.3	411	96.1	35.1	415.8	95.3	46.6	87	390	406.4	423	97.7	40.2	415.6	95.0	46.6
	05	93	443	459.0	475	82.8	21.5	482.6	92.5	22.6	55	426	442.8	460	80.0	5.5	477.0	92.1	19.3	74	448	461.4	475	90.5	13.5	477.8	91.7	20.1
	07	78	489	507.5	526	80.8	23.1	529.1	91.1	22.6	86	455	472.7	490	76.2	5.7	518.3	89.9	18.3	80	493	511.8	531	88.8	16.3	516.9	89.3	17.6
	09							565.9	84.8	21.5							553.7	81.7	16.8							553.9	82.6	16.6
Spelling	03	98	373	386.5	400	96.9	32.7	405.9	92.8	40.6	78	374	392.2	411	93.6	33.3	414.3	94.0	43.8	88	396	412.0	428	95.5	40.9	410.7	93.9	42.5
	05	93	437	451.6	466	88.2	16.1	484.1	91.3	25.7	56	462	480.4	499	94.6	25.0	494.9	92.8	31.4	75	468	481.0	494	97.3	22.7	494.0	93.1	30.4
	07	80	487	505.2	523	80.0	18.8	537.7	92.4	25.8	86	500	515.8	532	82.8	18.4	543.4	93.2	28.6	87	504	519.3	534	87.4	16.1	549.2	93.6	31.8
	09							581.3	90.6	23.0							577.0	89.6	21.3							582.7	92.1	21.2
Grammar & Punctuation	03	98	372	391.8	412	88.8	40.8	421.2	93.1	48.1	78	372	395.7	419	88.5	38.5	423.9	92.9	49.7	88	427	445.6	465	98.9	60.2	428.2	95.3	51.1
	05	93	462	483.5	505	82.8	31.2	499.1	92.0	34.6	56	451	480.1	509	80.4	32.1	491.0	90.5	30.6	75	472	487.9	504	97.3	33.3	500.8	94.8	33.2
	07	80	475	491.6	508	80.0	12.5	532.4	92.8	23.0	86	503	517.9	533	90.8	19.5	546.2	95.1	29.0	87	504	523.2	542	83.9	25.3	535.4	90.6	27.0
	09							572.3	90.0	18.3							573.2	90.2	18.9							572.9	88.1	20.9
Numeracy	03	98	371	387.1	403	92.9	28.6	398.1	95.6	33.3	75	354	368.8	384	96.0	20.0	395.5	93.9	33.4	89	378	392.9	408	96.6	27.0	396.9	95.8	31.6
	05	94	450	462.5	475	90.4	9.6	487.8	94.4	24.8	54	452	469.6	488	88.9	18.5	488.7	93.3	26.7	75	453	468.8	484	93.3	16.0	485.9	93.4	25.0
	07	82	488	503.8	520	86.6	14.6	544.6	94.5	28.9	87	485	498.5	512	89.8	10.2	538.1	93.8	25.3	84	517	526.6	540	100.0	14.3	542.2	95.1	26.5
	09							583.4	93.0	23.4							584.2	93.7	22.8							583.7	90.6	24.5

Legend:
- ■ School is statistically below the Nation
- ■ School is statistically similar to the Nation and numerically below the Nation
- ■ School is statistically similar to the Nation and numerically equal to or above the Nation
- ■ School is statistically above the Nation

NAPLAN data indicates a steady improvement in Humpybong's data in the mean score, the National Minimum Standard and the upper two bands. The 2013 data showed significant improvement in Year 3,5 and 7. The schools performance in the National Minimum Standards indicated results above national scores in 9 out of the 15 areas, with a further 4 areas at National scores.
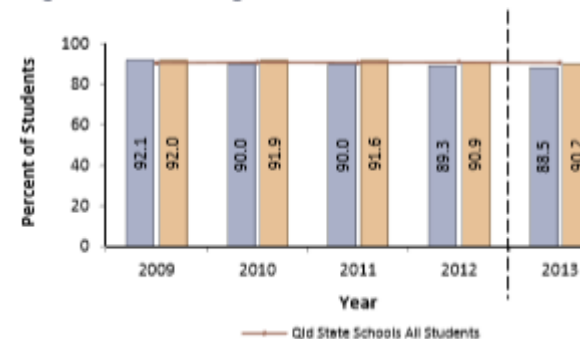
Attendance Rate Range
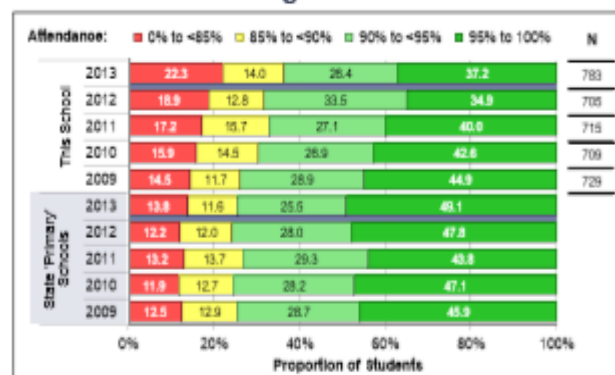
Student Attendance

Student Attendance Rate Semester 1

Indigenous & Non-Indigenous Students

Attendance data indicates a slow decline in student attendance over the course of the strategic plan. Attendance has slipped 2% over the course of the last four years. Humpybong State School has developed an attendance action plan and will continue to monitor and work towards improving student attendance data.

| | | Mean Scale Score (MSS) - Achievement | | | | | | | | Nation | | | QSS | MSS - Improvement Relative to Nation | | | |
| | | This School | | | | | | | | | | | | This School | | Qld State Schools | |
		2008	2009	2010	2011	2012	2013	2008-13	2013 %ile	2008	2012	2013	2013	2012-13	2008-13	2012-13	2008-13
Year 3	R	358.4	376.9	397.7	406.3	396.6	433.6	[trend]	57	400.5	419.6	419.1	402.3	37.5	56.6	-0.1	19.6
	W	364.1	388.8	411.9	390.3	396.3	406.4	[trend]	45	414.2	415.8	415.6	400.6	10.3	40.9	2.2	13.6
	S	340.0	355.4	375.0	386.5	392.2	412.0	[trend]	51	399.5	414.3	410.7	391.2	23.4	60.7	1.2	19.5
	GP	342.6	371.2	404.7	391.8	395.7	445.6	[trend]	58	403.2	423.9	428.2	412.8	45.6	78.0	4.4	25.1
	N	351.9	371.4	387.9	387.1	368.8	392.9	[trend]	48	396.9	395.5	396.9	381.4	22.7	41.0	4.0	19.2
Year 5	R	463.4	455.0	469.2	454.1	477.4	492.4	[trend]	44	484.4	493.6	502.2	491.7	6.4	11.2	12.6	15.4
	W	423.3	454.1	451.4	459.0	442.8	461.4	[trend]	41	486.5	477.0	477.8	461.6	17.7	46.8	11.0	8.2
	S	449.0	449.3	443.9	451.6	480.4	481.0	[trend]	43	483.8	494.9	494.0	480.5	1.4	21.7	9.5	13.5
	GP	460.0	444.5	473.0	483.5	480.1	487.9	[trend]	43	496.2	491.0	500.8	487.2	-2.0	23.3	9.3	13.5
	N	444.5	459.3	471.7	462.5	469.6	468.8	[trend]	41	475.9	488.7	485.9	476.0	1.9	14.3	9.8	13.6
Year 7	R	495.1	505.7	507.4	508.2	516.0	516.8	[trend]	36	536.5	541.5	540.4	526.1	1.9	17.8	3.0	1.7
	W	488.9	497.3	502.4	507.5	472.7	511.8	[trend]	47	533.7	518.3	516.9	506.1	40.5	39.7	3.0	7.6
	S	507.9	508.0	526.4	505.2	515.8	519.3	[trend]	34	538.7	543.4	549.2	536.1	-2.4	0.8	3.6	3.9
	GP	488.3	502.7	512.6	491.6	517.9	523.2	[trend]	44	529.0	546.2	535.4	524.0	16.1	28.5	3.0	6.3
	N	515.0	510.3	526.2	503.8	498.5	528.6	[trend]	42	545.0	538.1	542.2	533.5	26.1	16.5	3.7	4.5
Year 9	R							[trend]		578.0	574.8	580.4	561.7			0.3	3.1
	W							[trend]		569.4	553.7	553.9	532.6			7.4	6.8
	S							[trend]		576.9	577.0	582.7	570.3			1.9	6.0
	GP							[trend]		569.1	573.2	572.9	554.7			-3.6	-0.4
	N							[trend]		582.2	584.2	583.7	562.2			-1.6	1.8

MSS Summary Counts 2013 Achievement: | 5 | 7 | 3 | 0 | 2012-13 Improvement: | 0 | 2 | 7 | 6 | 2008-13 Improvement: | 0 | 0 | 8 | 7 |

Mean scale score achievement has improved over the course of the strategic plan. There was noticeable improvement across the Year 3 results and in specific areas of Grammar and Punctuation and Spelling in Year 5, Writing and Grammar and Punctuation in Year 7. Improvement trends are very strong across all areas in Year 3 and in Year 5, with a slow positive progression across most areas of Year 7.

Achievement Colour Legend
- Statistically below the Nation
- Statistically similar to the Nation; numerically below the Nation
- Statistically similar to the Nation; numerically equal to or above the Nation
- Statistically above the Nation

Improvement Colour Legend
- Improvement relative to Nation is below the negative threshold; or zero for both tests
- Improvement relative to Nation is between the negative threshold and zero
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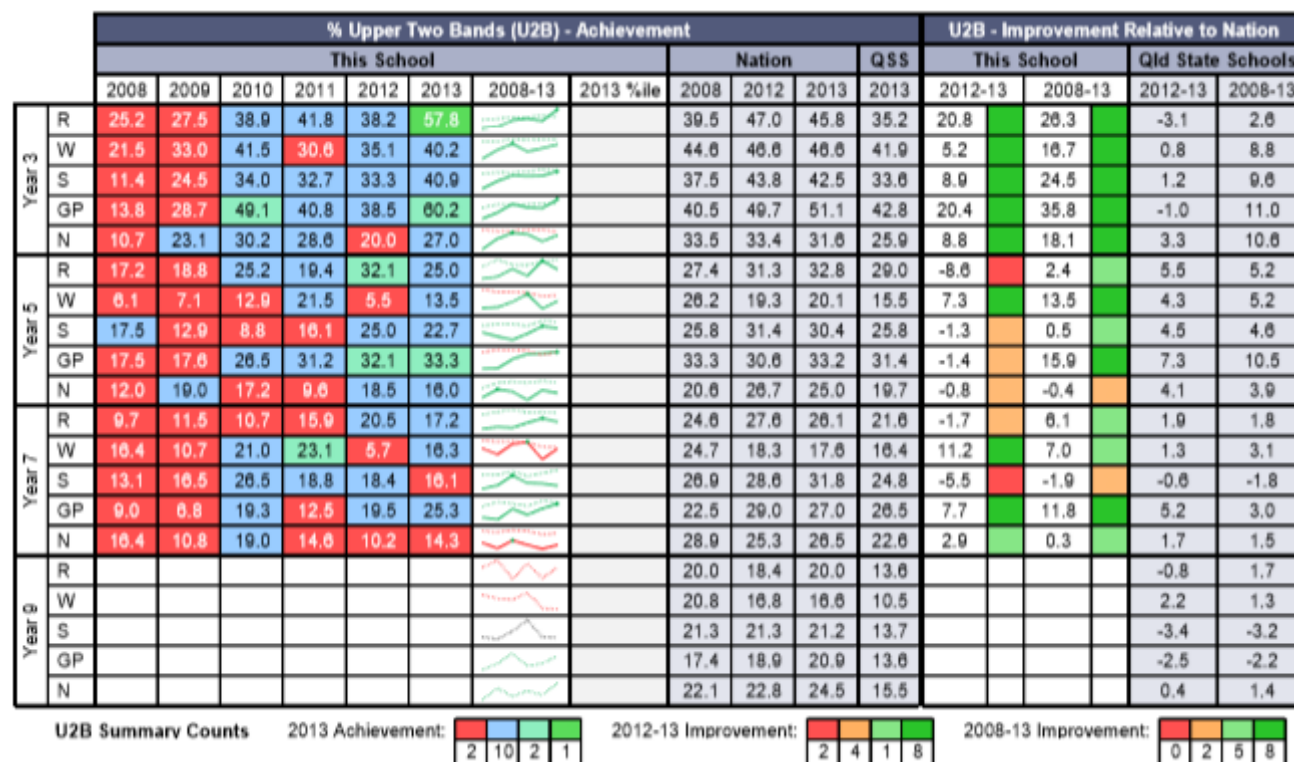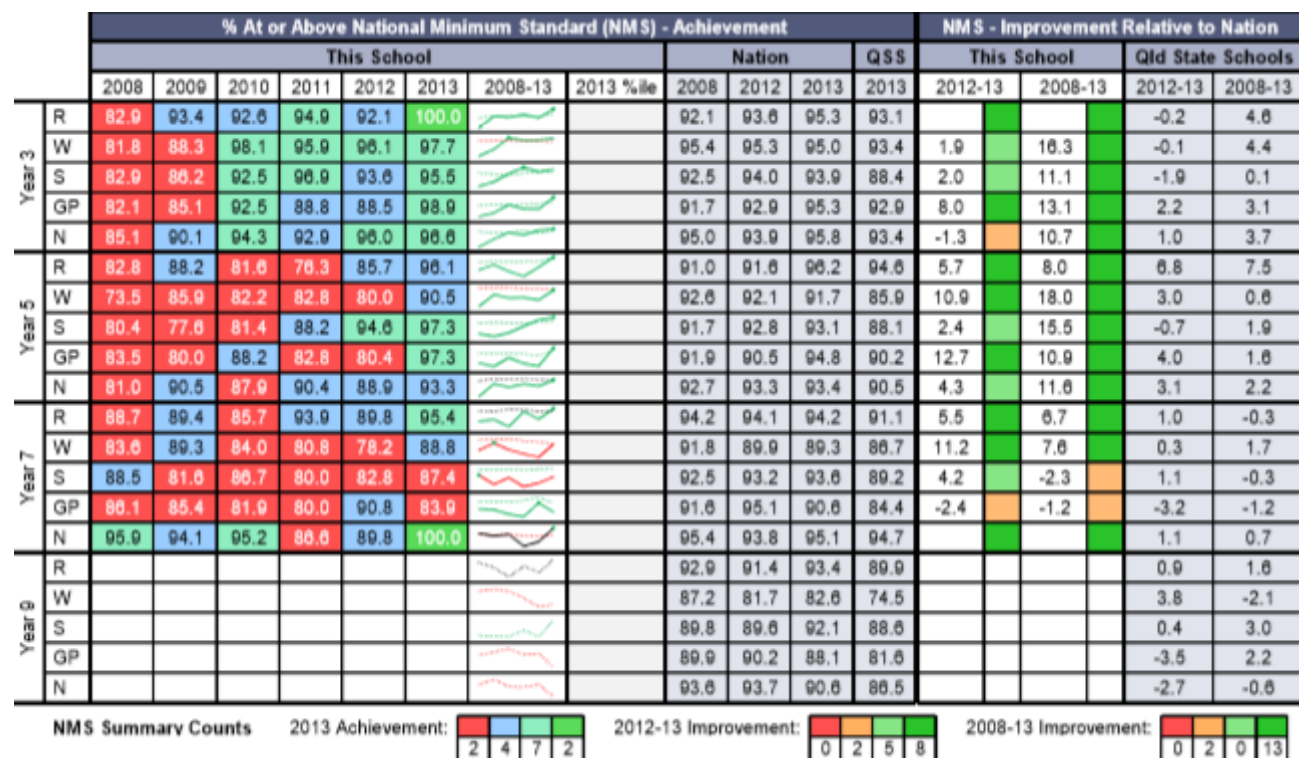* 'Improvement relative to Nation' = School Improvement - Nation Improvement

Percentile Colour Legend
- Lower Quartile (Quartile 1)
- Mid Lower Quartile (Quartile 2)
- Mid Upper Quartile (Quartile 3)
- Upper Quartile (Quartile 4)

Line Chart Legend

	Slope of Regression Line		
	Positive	Negative	Zero (flat)
School			
Nation			

♦ highest point/s in School time series

		% Upper Two Bands (U2B) - Achievement								Nation			QSS	U2B - Improvement Relative to Nation				Qld State Schools	
		This School												This School					
		2008	2009	2010	2011	2012	2013	2008-13	2013 %ile	2008	2012	2013	2013	2012-13		2008-13		2012-13	2008-13
Year 3	R	25.2	27.5	38.9	41.8	38.2	57.8			39.5	47.0	45.8	35.2	20.8		26.3		-3.1	2.6
	W	21.5	33.0	41.5	30.6	35.1	40.2			44.6	46.6	46.6	41.9	5.2		16.7		0.8	8.8
	S	11.4	24.5	34.0	32.7	33.3	40.9			37.5	43.8	42.5	33.6	8.9		24.5		1.2	9.6
	GP	13.8	28.7	49.1	40.8	38.5	60.2			40.5	49.7	51.1	42.8	20.4		35.8		-1.0	11.0
	N	10.7	23.1	30.2	28.6	20.0	27.0			33.5	33.4	31.6	25.9	8.8		18.1		3.3	10.6
Year 5	R	17.2	18.8	25.2	19.4	32.1	25.0			27.4	31.3	32.8	29.0	-8.6		2.4		5.5	5.2
	W	6.1	7.1	12.9	21.5	5.5	13.5			26.2	19.3	20.1	15.5	7.3		13.5		4.3	5.2
	S	17.5	12.9	8.8	16.1	25.0	22.7			25.8	31.4	30.4	25.8	-1.3		0.5		4.5	4.6
	GP	17.5	17.6	26.5	31.2	32.1	33.3			33.3	30.6	33.2	31.4	-1.4		15.9		7.3	10.5
	N	12.0	19.0	17.2	9.6	18.5	16.0			20.6	26.7	25.0	19.7	-0.8		-0.4		4.1	3.9
Year 7	R	9.7	11.5	10.7	15.9	20.5	17.2			24.6	27.6	26.1	21.6	-1.7		6.1		1.9	1.8
	W	16.4	10.7	21.0	23.1	5.7	16.3			24.7	18.3	17.6	16.4	11.2		7.0		1.3	3.1
	S	13.1	16.5	26.5	18.8	18.4	16.1			26.9	28.6	31.8	24.8	-5.5		-1.9		-0.6	-1.8
	GP	9.0	6.8	19.3	12.5	19.5	25.3			22.5	29.0	27.0	26.5	7.7		11.8		5.2	3.0
	N	16.4	10.8	19.0	14.6	10.2	14.3			28.9	25.3	26.5	22.6	2.9		0.3		1.7	1.5
Year 9	R									20.0	18.4	20.0	13.6					-0.8	1.7
	W									20.8	16.8	16.6	10.5					2.2	1.3
	S									21.3	21.3	21.2	13.7					-3.4	-3.2
	GP									17.4	18.9	20.9	13.6					-2.5	-2.2
	N									22.1	22.8	24.5	15.5					0.4	1.4

U2B Summary Counts   2013 Achievement: | 2 | 10 | 2 | 1 | 2012-13 Improvement: | 2 | 4 | 1 | 8 | 2008-13 Improvement: | 0 | 2 | 5 | 8 |

Upper two bands data indicates a significant improvement in Year 3 and in Year 5 over the course of the strategic plan. Year 7 data indicates some areas of concern – notably spelling and numeracy. Improvement trends indicate progress in 13 out of the 15 areas across Years 3,5 and 7.

Achievement Colour Legend

	Statistically below the Nation
	Statistically similar to the Nation; numerically below the Nation
	Statistically similar to the Nation; numerically equal to or above the Nation
	Statistically above the Nation

Improvement Colour Legend

	Improvement relative to Nation is below the negative threshold; or zero for both tests
	Improvement relative to Nation is between the negative threshold and zero
	Improvement relative to Nation is between zero and the positive threshold
	Improvement relative to Nation is above the positive threshold; or no room for improvement

* 'Improvement relative to Nation' = School Improvement - Nation Improvement

Percentile Colour Legend

	Lower Quartile (Quartile 1)
	Mid Lower Quartile (Quartile 2)
	Mid Upper Quartile (Quartile 3)
	Upper Quartile (Quartile 4)

Line Chart Legend

	Slope of Regression Line		
	Positive	Negative	Zero (flat)
School			
Nation			

♦ highest point/s in School time series

		% At or Above National Minimum Standard (NMS) - Achievement												NMS - Improvement Relative to Nation				
		This School								Nation			QSS	This School		Qld State Schools	
		2008	2009	2010	2011	2012	2013	2008-13	2013 %ile	2008	2012	2013	2013	2012-13	2008-13	2012-13	2008-13
Year 3	R	82.9	93.4	92.6	94.9	92.1	100.0			92.1	93.6	95.3	93.1			-0.2	4.6
	W	81.8	88.3	98.1	95.9	96.1	97.7			95.4	95.3	95.0	93.4	1.9	16.3	-0.1	4.4
	S	82.9	86.2	92.5	96.9	93.6	95.5			92.5	94.0	93.9	88.4	2.0	11.1	-1.9	0.1
	GP	82.1	85.1	92.5	88.8	88.5	98.9			91.7	92.9	95.3	92.9	8.0	13.1	2.2	3.1
	N	85.1	90.1	94.3	92.9	96.0	96.6			95.0	93.9	95.8	93.4	-1.3	10.7	1.0	3.7
Year 5	R	82.8	88.2	81.6	76.3	85.7	96.1			91.0	91.6	96.2	94.6	5.7	8.0	6.8	7.5
	W	73.5	85.9	82.2	82.8	80.0	90.5			92.6	92.1	91.7	85.9	10.9	18.0	3.0	0.6
	S	80.4	77.6	81.4	88.2	94.6	97.3			91.7	92.8	93.1	88.1	2.4	15.5	-0.7	1.9
	GP	83.5	80.0	88.2	82.8	80.4	97.3			91.9	90.5	94.8	90.2	12.7	10.9	4.0	1.6
	N	81.0	90.5	87.9	90.4	88.9	93.3			92.7	93.3	93.4	90.5	4.3	11.6	3.1	2.2
Year 7	R	88.7	89.4	85.7	93.9	89.8	95.4			94.2	94.1	94.2	91.1	5.5	6.7	1.0	-0.3
	W	83.6	89.3	84.0	80.8	78.2	88.8			91.8	89.9	89.3	86.7	11.2	7.6	0.3	1.7
	S	88.5	81.6	86.7	80.0	82.8	87.4			92.5	93.2	93.6	89.2	4.2	-2.3	1.1	-0.3
	GP	86.1	85.4	81.9	80.0	90.8	83.9			91.6	95.1	90.6	84.4	-2.4	-1.2	-3.2	-1.2
	N	95.9	94.1	95.2	86.6	89.8	100.0			95.4	93.8	95.1	94.7			1.1	0.7
Year 9	R									92.9	91.4	93.4	89.9			0.9	1.6
	W									87.2	81.7	82.6	74.5			3.8	-2.1
	S									89.8	89.6	92.1	88.6			0.4	3.0
	GP									89.9	90.2	88.1	81.6			-3.5	2.2
	N									93.6	93.7	90.6	86.5			-2.7	-0.6

NMS Summary Counts   2013 Achievement: | 2 | 4 | 7 | 2 | 2012-13 Improvement: | 0 | 2 | 5 | 8 | 2008-13 Improvement: | 0 | 2 | 0 | 13 |

Data around the National Minimum Standards indicates significant improvement across all areas over the course of the strategic plan. There is greater improvement in year 3 and 5 than in Year 7. Improvement relative to the nation indicates progress in 13 out of the 15 areas over the course of the strategic plan.

Achievement Colour Legend
- Statistically below the Nation
- Statistically similar to the Nation; numerically below the Nation
- Statistically similar to the Nation; numerically equal to or above the Nation
- Statistically above the Nation

Improvement Colour Legend
- Improvement relative to Nation is below the negative threshold; or zero for both tests
- Improvement relative to Nation is between the negative threshold and zero
- Improvement relative to Nation is between zero and the positive threshold
- Improvement relative to Nation is above the positive threshold; or no room for improvement

* 'Improvement relative to Nation' = School Improvement - Nation Improvement

Percentile Colour Legend
- Lower Quartile (Quartile 1)
- Mid Lower Quartile (Quartile 2)
- Mid Upper Quartile (Quartile 3)
- Upper Quartile (Quartile 4)

Line Chart Legend

	Slope of Regression Line		
	Positive	Negative	Zero (flat)
School			
Nation			

♦ highest point/s in School time series

School Opinion Survey

Staff	This School				LSG: P-XV		State: Primary	
	% Agreement		Distribution	N	% Agreement		% Agreement	
Item Description	2012	2013	2013	2013	2012	2013	2012	2013
S2108 This is a good school		85.7		49		94.9		96.3
S2107 I would recommend this school to others		81.6		49		93.5		94.7
S2122 I feel that students receive a good education at this school		96.9		32		97.8		98.4
S2074 Student behaviour is well managed at this school		75.5		49		89.8		91.4
S2072 Students are encouraged to do their best at this school		100.0		49		98.8		98.9
S2118 I feel confident engaging all of my students in learning at this school		87.5		32		95.6		96.5
S2116 I feel confident using student assessment data to improve student achievement at this school		96.9		32		97.8		98.0
S2086 I have access to quality professional development.	96.3	79.6		49	85.8	87.5	88.1	89.4
S2084 I feel that staff morale is positive at this school		76.6		47		83.0		85.4
Overall rating for all survey items	95.0	88.2		30	90.4	92.4	92.4	93.4

Parent	This School				LSG: P-XV		State: Primary	
	% Agreement		Distribution	N	% Agreement		% Agreement	
Item Description	2012	2013	2013	2013	2012	2013	2012	2013
S2035 This is a good school	94.9	82.4		17	95.5	96.8	96.3	96.8
S2034 I would recommend this school to others	97.4	78.6		14	94.4	95.5	95.0	95.7
S2016 My child is getting a good education at this school	100.0	76.5		17	95.3	96.0	95.2	95.5
S2012 Student behaviour is well managed at this school	89.5	66.7		15	88.4	89.4	88.9	90.3
S2021 Teachers at this school are interested in my child's wellbeing	100.0	83.3		18	95.6	96.4	96.1	96.4
S2017 My child's (Literacy) English skills are being developed at this school	100.0	87.5		16	95.6	96.1	95.4	95.7
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	97.4	75.0		16	94.8	94.5	94.4	94.4
S2006 Teachers at this school provide my child with useful feedback about his or her school work	97.3	83.3		18	94.5	94.2	93.6	93.9
S2028 This school provides me with useful feedback about my child's progress	94.7	76.5		17	90.6	92.4	91.3	91.7
Overall rating for all survey items	94.4	79.9		11	93.7	94.5	93.9	94.4

Staff and parent opinion data had a significant leap in 2012, with significant energy being directed toward the survey, resulting in data above like schools and the state in all but one area. This data is reflective of the growing positive reputation of the school in the Redcliffe District. In 2013, the parent and staff opinion data results were significantly lower than the previous year. This was the result of significant change within the school administration and with the higher expectations in the classroom. It is important to note that the parent survey results were based on 17 families out of the school's population of 580 families. Enrolments continue to increase based on the schools' reputation – not on any increase due to new housing developments.

Student	This School				LSG: P-XV		State: Primary	
	% Agreement		Distribution	N	% Agreement		% Agreement	
Item Description	2012	2013	2013	2013	2012	2013	2012	2013
S2068 This is a good school	93.4	96.0		100	91.7	94.9	91.9	94.3
S2067 I would recommend my school to others	86.8	90.2		102	89.4	93.8	90.3	93.2
S2048 I am getting a good education at my school	94.6	93.1		101	94.5	96.7	94.9	96.3
S2044 Student behaviour is well managed at my school	82.6	87.4		103	80.5	86.7	82.2	85.9
S2063 My teachers care about me	90.8	94.2		103	90.5	94.3	91.1	94.0
S2049 My English skills are being developed at my school	95.6	98.0		101	93.9	96.1	94.6	95.3
S2050 My Maths skills are being developed at my school	94.5	94.1		102	94.2	95.7	94.4	95.0
S2040 My teachers provide me with useful feedback about my school work	94.4	96.1		102	94.2	95.1	93.9	95.3
S2059 My teachers encourage me to do my best	97.8	98.1		103	95.7	97.9	96.5	97.9
Overall rating for all survey items	93.7	94.8		97	91.9	95.1	92.6	94.7

The suite of School Opinion Surveys were reviewed during 2012 (parent/caregiver and student) and 2013 (staff and principal) resulting in major changes to items and response categories. While some of the new items may look identical to items from previous years, direct comparisons should not be made due to the break in time series. Refer to the School Data Profile Handbook for additional information about the reported SOS results.

% Agreement = percentage of positive responses ("Somewhat Agree", "Agree" and "Strongly Agree"); N = minimum number of respondents for items

Distribution Legend:

% Strongly Disagree	% Disagree	% Somewhat Disagree	% Somewhat Agree	% Agree	% Strongly Agree

Student opinion data has indicated a consistent trend with data indicating generally higher outcomes than like schools or state average results. It is significant to note that the students have a positive attitude toward the school.

Curriculum/Teaching and Learning (Audit Report)

Commendations:

Since the previous Teaching and Learning Audit there has been progress made in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data and Targeted Use of School Resources.

The school has developed a detailed agenda for improvement that resonates with staff members and is communicated through a variety of localised formats to the community.

The Principal, other school leaders and staff members have systematically collected data on student outcomes and through analysis considered overall school performance and performances of students.

A strong culture of collegiality exists in the school with a shared commitment to improvement of teaching and learning.

Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the holistic needs of each student.

Affirmations:

Reinvigoration of the teacher induction program centred on the introduction of a staff handbook.

Focus on improving school performance in the upper two bands of achievement including future identification and implementation of a higher order thinking strategy across all year levels.

Densities of leadership through the establishment of Year Level Coordinators that will be further enhanced through the development of position descriptions and the clear articulation of their leadership roles.

Demonstrated commitment to the development of specific learning goals for every student, linked with feedback on achievement and strategies for improvement.

Research and professional development invested into supporting the whole school approach to the Art and Science of Teaching (ASoT).

Recommendations:

Continue to sharpen and narrow the improvement agenda through the development of an annual one page overview that is aligned with the Annual Implementation Plan (AIP), Pedagogical Framework and Professional Learning Plan.

Enact a Junior Secondary Action Plan outlining key curriculum and pedagogical practices that will enhance the readiness of Year 6 and Year 7 students' transition to High School.

Ensure the implementation of the required curriculum as detailed in the Australian Curriculum and the P - 12 Curriculum Framework and supervise its implementation across all year levels and subject areas.

Implement a process to identify and build the capacity of expert teachers and create structured modelling and coaching opportunities for targeted staff members.

Implement a structured agenda format aligned with school priorities for all school meetings.

Align Developing Performance Framework with structured classroom observations and formalised feedback to enhance teacher reflection of practice

School Environment/Discipline (Audit Report)

Commendations:

The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.

The school has developed an Anti-Bullying program and Responsible Behaviour Plan for Students (RBPS) that includes rules and weekly lessons to support teachers.

The school regularly communicates the expectations for student behaviour to students and their parents at enrolment, through the newsletter, school website, and at weekly assemblies.

The school builds partnerships with parents, families, government agencies and community organisations to develop and implement Individual Behaviour Plans, to support student engagement and learning outcomes.

Affirmations:

Teachers are encouraged to develop classroom rules that complement their cohorts and their personal approach to behaviour management.

The Chaplain works strategically with the Guidance Officer, through student services meetings, to conduct a range of programs, to support individual students and groups of children.

Teachers routinely record inappropriate behaviour incidents in OneSchool. Some teachers are beginning to record positive behaviour in an ad hoc manner.

The school supports the staffing of the on-site maintenance of the regional Management of Young Children Program (MYCP) and models the delivery of Get Real for older students with behavioural issues on MYCP best practice.

Recommendations:

Reinvigorate School Wide Positive Behaviour Support by revisiting Tier 1 Universal strategies and baseline data. Routinely interrogate data sets with staff members to inform changes to school processes.

Include, positive student behaviour data regularly entered in OneSchool and the use of collaboratively developed procedures and protocols in the documented school data plan.

Continue to provide regular opportunities to engage the full range of parent representatives in developing the school's approach to behaviour management and communicate this in a variety of ways.

Develop the skills of parents by providing them with information about high quality evidence based training on effective behaviour strategies, to support the work of the school.

Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.

CURRICULUM – TEACHING AND LEARNING (AUDIT INDICATORS)

An Explicit Improvement Agenda (High)

The school has developed an agenda for improvement. This agenda is communicated in staff meetings, school newsletters, on the school website using a variety of formats to suit local needs. The principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines. There is evidence of a school wide commitment to every student's success.

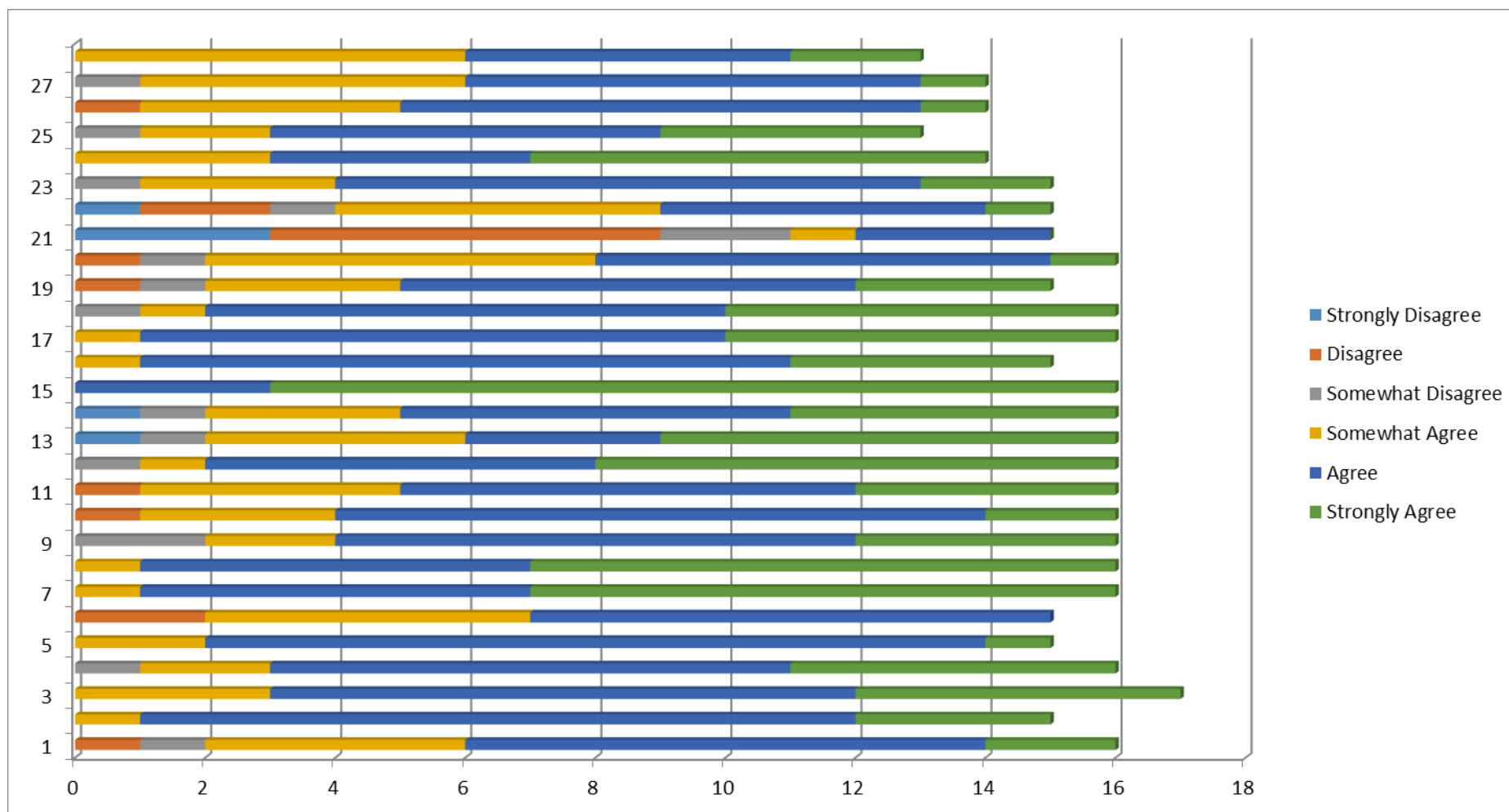### Analysis and Discussion of Data (High)

There is evidence that the principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data. One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that the assigned staff have been trained to undertake data analyses. Time is set aside (eg, on Pupil Free Days and in staff meetings) for the discussion of data. These discussions occur at whole school and team levels. The school can illustrate through case studies.

A Culture That Promotes Learning (High)

The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully. Staff morale is generally high.

Targeted Use of School Resources (High)

The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs. The school has developed processes (eg, systematic testing) for identifying student learning needs, although there may not always be good central records of student achievement and progress. Programs to meet individual learning needs (eg, students with learning difficulties, Indigenous students) are prioritised, where possible, in the school budget. Physical spaces and are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.

An Expert Teaching Team (Medium – High)

The school undertakes professional learning activities, There is a documented professional learning plan The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers. Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring and coaching arrangements in place in conjunction with Regional Office, to recruit staff with particular expertise, to train staff to address particular needs, and to support staff that find it difficult to commit to the school's improvement agenda. The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff. The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.

Systematic Curriculum Delivery (Medium)

The school has a documented plan for curriculum delivery that includes year level and term plans, as specified in the Department's 'Roadmap', but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification. School leaders talk about embedding the fundamental skills of literacy, numeracy within all KLAs, but there is little evidence that school wide strategies are in place to drive a consistent approach. Discussions about curriculum delivery tend to be with a year level focus rather than being driven by a leadership team with a whole school approach. The parameters detailed in the 'Roadmap' and the documents referred to in the 'Roadmap' are rarely mentioned.

Differentiated Classroom Learning (Medium - High)

School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching Some use is made of differentiated teaching (eg, differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support. Regular assessments of student learning are undertaken, Reports to parents generally do not show progress over time or provide guidance to parents on actions they might take.

Effective Teaching Practices (Medium - High)

School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas. There is some clarity about what students are expected to learn, but a lack of balance in teaching methods

LEARNING ENVIRONMENT – DISCIPLINE (AUDIT INDICATORS)

Principal Leadership (High)

The school has developed an agenda for managing student behaviour and school leaders can describe the behaviours they wish to see occurring across the school. School leaders communicate these expectations in staff meetings, school newsletters, on the school website and to the school community. There are some whole-school systematic processes and procedures in place for the management of student behaviour that ensures a strong focus on quality learning. School staff members feel well supported through the effective implementation of the School Behaviour Plan. School leaders are committed to finding ways of managing student behaviour. The whole school approach is consistently implemented. The school has a documented professional learning plan that includes arrangements for teachers to develop their knowledge and skills in ensuring student engagement and managing student behaviour. Most teachers take responsibility for changes in their practices required to align with the school-wide expectations of student behaviour management.

Parent and Community Engagement (High)

The school regularly provides opportunities for parents to engage in developing the school's approach to behaviour management. Parents and community demonstrate support of the school's behaviour expectations. Respectful and caring relationships are reflected in the ways in which staff, students, and parents interact in the implementation of behaviour processes. The school has established ongoing partnerships with families, government agencies and/or community organisations with the express purpose of improving student engagement.

Data Informed Decision-Making (High)

There is evidence that the principal and other school leaders view reliable and timely student behaviour data as essential to the development of a school-wide behaviour plan. The school has developed a documented school data plan which includes data about inappropriate student behaviour, regularly entered in OneSchool, using agreed procedures and protocols. The school can illustrate through case studies and meeting minutes how behaviour data has been used to evaluate the effectiveness of the school's behaviour plan and take appropriate action. There are examples of how the data has been used to inform decision making about individual, and school wide responses to managing student behaviour and interventions.

Clear Consistent Expectations for Behaviour (this includes consequences) (High to Medium)

The school has developed a set of positively stated school-wide behaviour expectations. The school expectations are visible throughout the school environment and are referred to regularly in a variety of ways and are evident in the behaviour of most students. Teaching staff of the school are engaged in professional development, to ensure behaviour processes are implemented consistently across the school. The school has developed a continuum of evidence based strategies to manage student behaviour and this is consistently applied by all staff. All consequences directly align with the legislative requirements and departmental policies and procedures and are applied fairly and consistently.

Parent Questionnaire Data   *(October 2013)*

1   I feel informed about what my child is learning
2   My child is getting a good education at this school
3   My child's english skills are being developed at this school
4   My child's mathematics skills are being developed at this school

5   I feel my child's learning needs are being met at this school

6   I am aware of my child's current learning goals

7   My child is actively engaged with their classroom program

8   Teachers at this school expect my child to do his or her best

9   Teachers at this school provide my child with useful feedback about his or her school work

10   I understand how my child is assessed at this school

11   This school provides me with useful feedback about my child's progress

12   This school celebrates student's achievements

13   Homework is an important part of my child's schooling

14   I feel that the homework my child currently receives supports their learning

15   My child has a supportive and mutually respectful relationship with their teacher

16   My child has a supportive and mutually respectful relationship with their peers

17   Teachers at this school are interested in my child's wellbeing

18   I can talk to my child's teachers about my concerns

19   My child feels safe at school

20   Student behaviour is well managed at this school

21   I feel my child has been bullied while at school

22   I feel informed about the school's Responsible Behaviour Plan and other school based behaviour management programs

26   This school is well maintained

28   I valued the 3 Way Reporting discussions with my child and their teacher

29   I felt informed about my child's learning progress

30   This school is well organised

31   This school has a strong sense of community

32   This school keeps me well informed
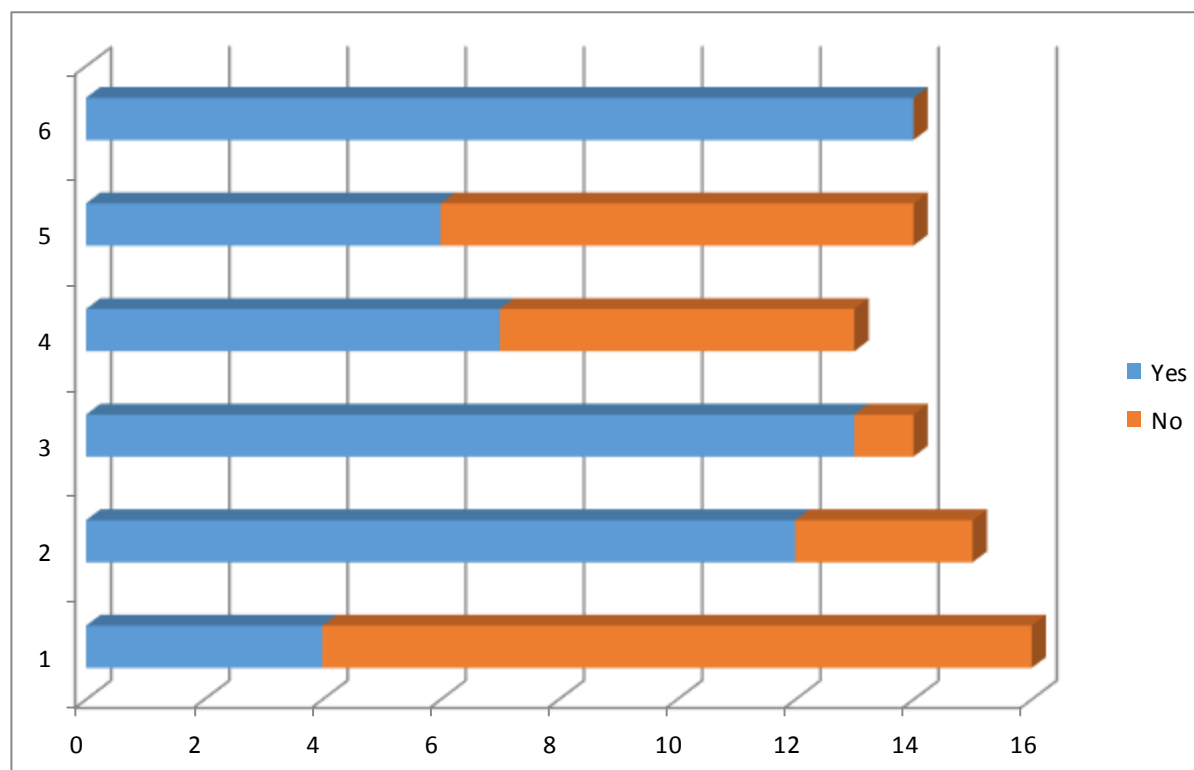
(1) 23   I have read the Responsible Behaviour Plan on the school's website

(2) 24   During term 4, 2013 we will be reviewing the school's Responsible Behaviour Plan. Would you like to be a part of this process?

(3) 33   Do you receive and read the electronic newsletter?

(4) 34   Do you use the school website?

(5) 35   Have you attended a P&C Meeting?

(6) 36   Have you attended a school assembly?

25. I would like to see these changes/improvements made to the school's *Responsible Behaviour Plan*….

- We have had items stolen on several occasions and this needs to be addressed
- A focus on older students caring for younger students. Is the Buddy program still in place? The few bullying incidents on my child have been older students

27   I think the priorities in the maintenance and improvement of school facilities and grounds should be…..
- It would be great to see the gardens better maintained, edges cut etc, but there is only so much you can do in the time allowed and with the budget you have.
- The last time I looked at the chickens a few of them looked "hen picked"- scaby and scared
- A path from the beachside entrance please
- Perhaps a regular trash pick up schedule- there is always rubbish about come pick up time at 2:45pm. Maybe a class a day has a 5-10min rubbish pick up (or better vigilance so it isn't dropped in the first place)
- Clearing of animal excrement from stairways more regularly
- Ensuring the securing of expensive items such as PC Rooms/ Tablets
- WPHS Based improvements

QSR Staff Questionnaire   (October 2014)

Legend:
- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree
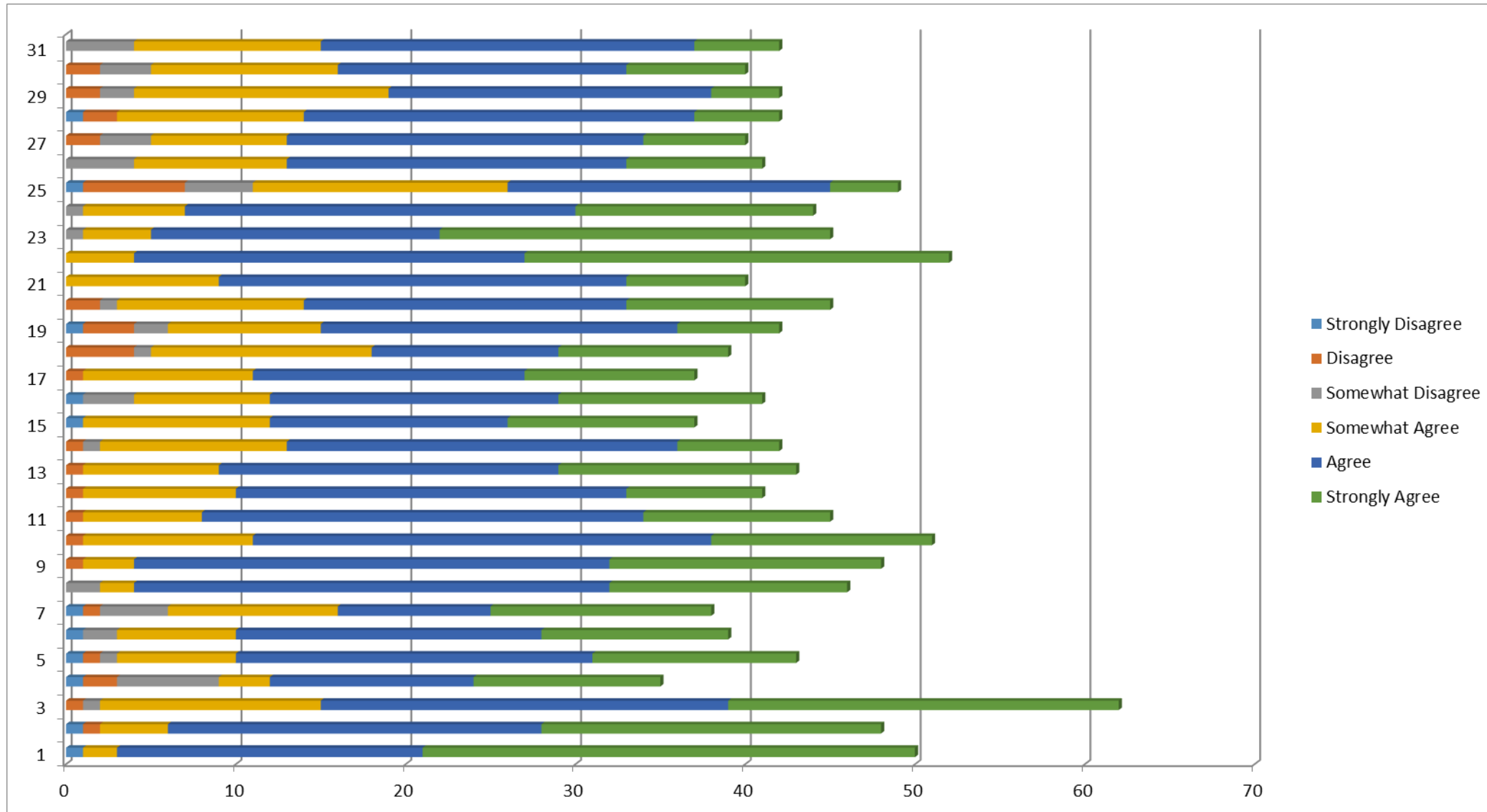
21. Moving forward, the major curriculum and pedagogical focus for Humpybong should be….
- Ensuring students have grasped concepts well, prior to moving on √ (C2C prevents this occasionally)
- Literacy,√ √ √√√√√√√√√
- Numeracy, √√√√√√√√√
- Science
- Writing, √
- Spelling
- SOSE
- Incorporating First Steps reading √√√ First Steps- very good at strategies, more into comprehension
- The teacher should be able to teach and the student able to learn
- Basics eg- be able to write sentences/ paragraphs correctly. Continue reading focus/ comprehension- continue UPLG. Continue structure for reading groups. Consolidate honest basic skills and ensure work is at a suitable level for the ability of children so as not to turn off children.
- Refining use of ASOT into teaching and learning √√√√√√ (Learning Goals)
- Basics in the Early Years
- Moving support students into a transitional class.
- Managing behaviour/disability issues. Refining use of assistants in classrooms.
- Daily 5,
- Back 2 Front Maths
- Effectively managing an overcrowded classroom, placing greater value on subjects like Visual Arts and Technology
- Catering for special needs children , relevant, integrated, enjoyable and motivating curriculum which enables student interest and ability to be taken into account.
- More whole class addressing of 'red' children into a transitional class. More support in class for SEP children
- To use C2C in such a way to best fit our unique context- be more selective of how we apply C2C
- Handwriting
- ICT
- Differentiation √

22. Moving forward, the priority in the purchasing of resources at Humpybong should be…
- Reading Room (big books, readers, online readers) √√√√√√√√√√√√√
- maths resources (Maths Mat etc..) √√√√√
- Science equipment√√√
- technology, ICT √√√√√√√
- Computers in the classrooms √
- More I pads √√√√√√
- Texts for units √
- Science resources √
- Stationery (whiteboard markers, sticky tape.. √ , art resources,
- Extra Teacher Aide time
- Student support = teacher support
- To cover C2C units across year levels adequately eg Science, English
- Ensure C2C units have adequate resources for all children of a year level to do all activities.
- Accountability for students
- Laptop program
- Ensuring the sport, PE and fitness programs are more adequately resourced (including playground resources)

- Printers, photocopiers
- Playtime equipment
- Printer in each block
- Up to date technology that is relevant to current trends
- Smaller lined whiteboards

QSR Student Questionnaire   (November 2013)
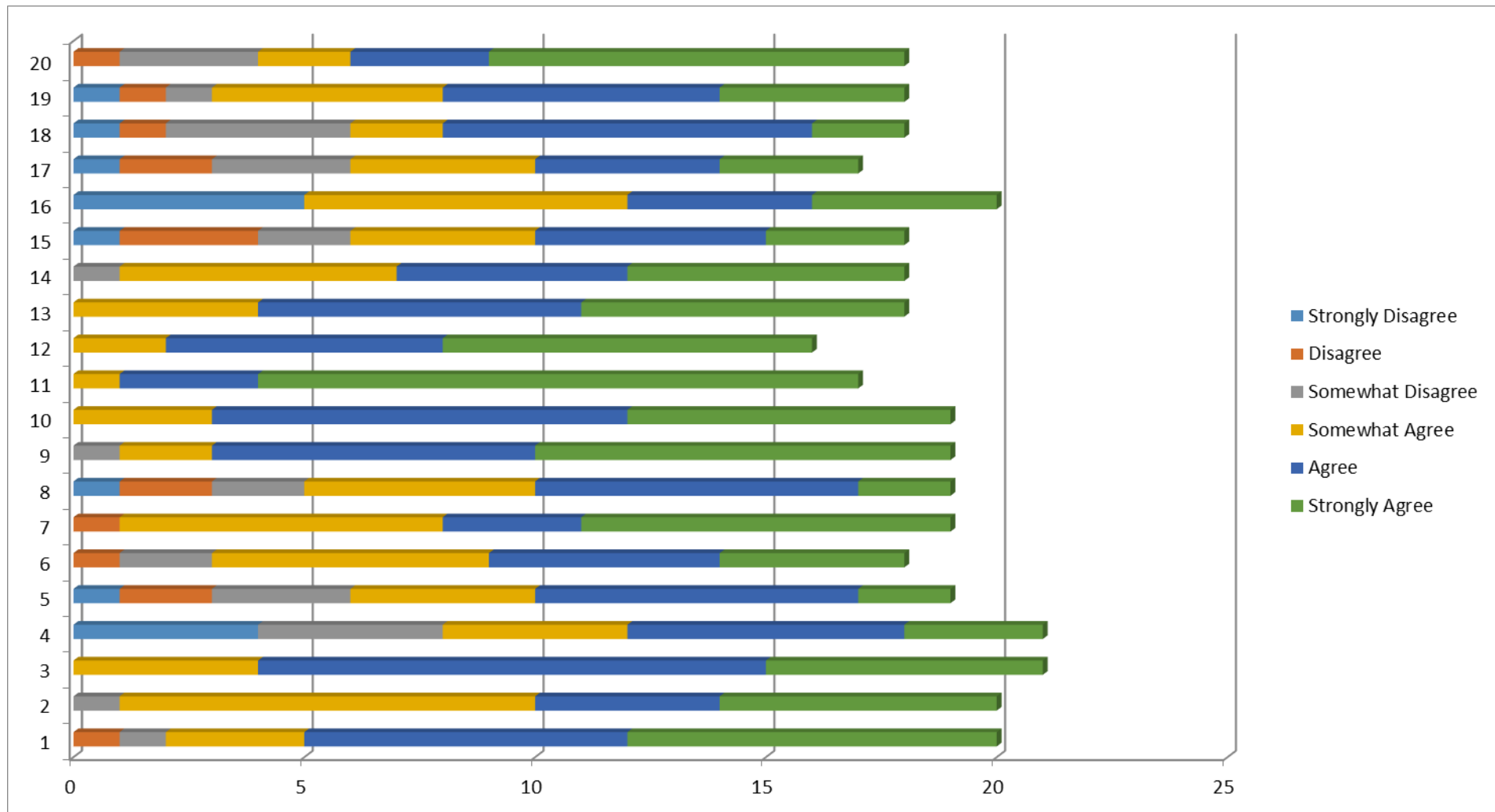
20. I think the priorities in the maintenance and improvement of school facilities and grounds should be……

- Cleaning the bathrooms more often
- Making every class do emu parades to clean up the school but encouraging the class to do so such as 1s to 3s get an Earth Hero motto.
- To build more classes for more people to come to Humpybong
- More teachers on duty to decrease bullying
- Better sports areas, fix boys toilets
- We should pick up more rubbish around our area. Respect the teachers more.
- More play areas for MACs
- Toilets, bubblers, railings
- Keeping everything functional and supervising as much as possible. Action taken for toilets.
- The boys should stop messing up the toilets. Clean the toilets.
- We should have nice grass and shaded grace places.
- Turning on the taps in the toilets and a pool maybe
- Get better working computers. Put air con in the hall and classrooms.
- Continue with fixing things like toilets
- Adding a tennis court and pool.
- The boys toilet are yucky, there are tonnes of germs in there. The eating areas could be much better
- No more inappropriate graffiti and following the playground rosters.

22. Comments on 3-Way Reporting:

- They let me show my family how I'm going with my work
- I can get feedback to improve my work
- They help my Mum find out my progress in the classroom
- They don't help
- Teacher doesn't say much about me.
- It helps parents know what you're doing in class because parents don't really come up to class.
- They usually say the same things to my parents, except behaviour.
- To see my actual point of place in learning, not just a grade, to explain how I am. An honest opinion is helpful to me.
- I would like to join the SEP Robotics program.
- It helps me understand what to do.

SECTION 4   **SCHOOL PLAN 2015 – 2018**

FOCUS	MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM	KEY STRATEGIES
School and community partnerships *High levels of student, parent, staff and school community confidence in the school's performance and achievement*	• Improve links to community kindergartens and day-care • Review communication practices • Parent Forums • Improve links to the local High Schools • Conduct parent information sessions • Continue to inform parents about their child's progress at school • Continue to actively support the P&C in all activities • Continue community volunteers in classrooms	• Establish links through visits, invitations to school Professional Development activities, invitations to school events • Parent Forum on school communication of information and what information parents would like to receive • Continue to conduct parent forums – one per term • Enhance links to the high schools through sharing of practice and curriculum • Mirror school curriculum priorities with parent information sessions – at least one per semester • Continue Three-Way reporting processes, parent information sessions, year level newsletters • Continue to explore ways that the school can actively support all P&C activities • Actively encourage community volunteers to be involved in classrooms through support, training and information
School curriculum *Consistent curriculum, planning and implementation to improve learning.*	• Continue to introduce, implement, embed and revise the Australian Curriculum • Teacher Planning Processes	• Embed and revise history and Geography • Introduce, implement, embed and revise Health and Physical education • Introduce and implement The Arts • Continue to refine and teaching/year level planning and assessment processes

Supportive school environment	• Continue to embed the School Wide Positive Behaviour process in every classroom • Use One School behaviour data	• SOL lessons completed in all classrooms, Sol lessons published on the school web site and through the year level newsletters • Continue to publish and use behaviour data to inform practice and to inform the community • Focus on positive One School entries
	• Continue to embed The Art and Science of Teaching	• Design Question 6,7,8,9 • Revisit Design question 6 – maintain classroom rules and procedures. • Revisit Design question 7 – adherence to rules and procedures • Revisit Design question 8 – Effective relationships with students • Revisit Design question 9 – High Expectations for all students
	• Life education program	• Continue to use the Life education program throughout the school
Teaching practice High quality teaching focused on the achievement of *every student*	• Continue to introduce, implement, embed and revise The Art and Science of Teaching	• Design Question 2,3,4 • Introduce, implement, embed and revise Question 2 – Interacting with new knowledge. • Introduce, implement, embed and revise Question 3 – Deepening student's understanding of new knowledge. • Introduce, implement, embed and revise Question 4 – Generate and test hypotheses about new knowledge. • Implement, embed and revise Question 5 – Engaging students • Renew Design Question 1 – Learning Goals, feedback and targets

Teaching practice High quality teaching focused on the achievement of *every student*	• Literacy Coach • Numeracy Coach • Literacy Planning and development • Numeracy planning and development • Technology implementation and development	• Fund a literacy coach 0.5 FTE, implement the Gradual Release Model coaching method • Fund a Numeracy coach 0.5 FTE, implement the Gradual Release Model coaching method • Revisit the teaching of Reading, Grammar and Punctuation, Writing and Spelling • Implement the What and How of Mathematics – The 4 phases of a lesson • Mobile devices in all classrooms for small group work • Explore the concept of Bring Your Own Device
Principal leadership and school capability *Instructional leadership, with an unrelenting focus on improvement*	• Focus on the development of literacy and numeracy • Build Teacher Capacity • School's Pedagogical Framework	• Build and develop the Coaching Model throughout the school • Professional development activities, Coaching in reading, Grammar and Punctuation, Spelling, The What and How of mathematics – the 4 phases of a lesson, vocabulary warm-ups • Instructional Visits – at least one instructional visit per term by the leadership team. • Implement, embed and revise the School's Pedagogical Framework • Develop a one page document to summarize key school documents and action plans

School Improvement Targets 2015-2018

Humpybong State School

Strand	Year Level	Measure	School Targets			
			2015	2016	2017	2018
Reading	Year 3	NMS	100%	100%	100%	100%
		U2B	40%	42%	44%	46%
	Year 5	NMS	100%	100%	100%	100%
		U2B	40%	42%	44%	46%
Writing	Year 3	NMS	100%	100%	100%	100%
		U2B	40%	42%	44%	46%
	Year 5	NMS	100%	100%	100%	100%
		U2B	15%	17%	19%	21%
Spelling	Year 3	NMS	100%	100%	100%	100%
		U2B	40%	42%	44%	46%
	Year 5	NMS	100%	100%	100%	100%
		U2B	24%	26%	28%	30%
Grammar & Punctuation	Year 3	NMS	100%	100%	100%	100%
		U2B	40%	42%	44%	46%
	Year 5	NMS	100%	100%	100%	100%
		U2B	34%	36%	38%	40%
Numeracy	Year 3	NMS	100%	100%	100%	100%
		U2B	26%	28%	30%	32%
	Year 5	NMS	100%	100%	100%	100%
		U2B	18%	20%	22%	24%

Measure	Annual Target Increase for State Schools	Dimensions of Measure		School Targets			
				2015	2016	2017	2018
INDIGENOUS EDUCATION	Close the gap in Year 3 reading and numeracy	The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores	Reading	Nil	Nil	Nil	Nil
			Numeracy	Nil	Nil	Nil	Nil
	Close the gap in student attendance	The gap between Indigenous and non-Indigenous attendance rates.		Nil	Nil	Nil	Nil
ATTENDANCE AND RETENTION	An increase of **1% pa**.	Average attendance rate for students		91%	92%	93%	94%
SATISFACTION MEASURES	An increase of **1% pa**	Percentage of students satisfied that they are getting a good education at school. *(S2048)*		94%	95%	96%	97%
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. *(S2016)*		94%	95%	96%	97%
		Percentage of parents/caregivers satisfied with their child's school. *(S2035)*		94%	95%	96%	97%
		Percentage of school staff who agree that they have good access to quality professional development. *(S076)*		95%	96%	97%	98%
		Overall percentage of school staff who agree with the individual staff morale items. (*composite measure based on S016, S017, S018, S019 & S020*)		95%	96%	97%	98%

SECTION 5   APPENDICES

Humpybong State School   Draft – Four Year Strategic Plan

	2015	2016	2017	2018
ASoT	Design Question 2,3,4 Introduce Question 2 – Interacting with new knowledge. Introduce Question 3 – Deepening student's understanding of new knowledge. Introduce Question 4 – Generate and test hypotheses about new knowledge. Implement Question 5 – Engaging students Renew Design Question 1 – Learning Goals, feedback and targets	Design Question 2,3,4 Implement Question 2 – Interacting with new knowledge. Implement Question 3 – Deepening student's understanding of new knowledge. Implement Question 4 – Generate and test hypotheses about new knowledge. Embed Question 5 – Engaging students Implement Design Question 1 - Learning Goals, feedback and targets	Design Question 2,3,4 Embed Question 2 – Interacting with new knowledge. Embed Question 3 – Deepening student's understanding of new knowledge. Embed Question 4 – Generate and test hypotheses about new knowledge. Revise Question 5 – Engaging students Embed Design Question 1 - Learning Goals, feedback and targets	Revision all ASoT design questions
ACARA	History - embed Geography - embed HPE – introduce	History - Revise Geography - Revise HPE - implement	HPE – embed The Arts – introduce	HPE – Revise The Arts - Implement
Literacy Coach				
Reading	Revisit teaching of reading			
Writing			Revisit teaching of writing	
Spelling				Revisit teaching of spelling
Grammar & Punctuation		Revisit teaching of Grammar & Punctuation		
Numeracy Coach				
Numeracy	Implement the What and How of Mathematics – The 4 phases of a lesson	Embed the What and How of Mathematics – The 4 phases of a lesson	Review the What and How of Mathematics – The 4 phases of a lesson	Renew the What and How of Mathematics – The 4 phases of a lesson
ICT	Explore the concept of Bring your own device Mobile devices in all classrooms for small group work			

Building Teacher Capacity	Reading Inquiry approach Introduce/implement Vocabulary warm-ups At least one Instructional Visit per Term Revisit School's pedagogical Framework	Grammar & Punctuation Inquiry approach Embed Vocabulary warm-ups Implement School's Pedagogical Framework	Writing Higher Order Thinking Revise Vocabulary warm-ups Embed School's Pedagogical Framework	Spelling Higher Order Thinking Renew vocabulary warm-ups Revise School's Pedagogical Framework
Supportive School Environment	Sol Lessons Design Question 6,7,8,9 Revisit Design question 6 – maintain classroom rules and procedures. Revisit Design question 7 – adherence to rules and procedures Revisit Design question 8 – Effective relationships with students Revisit Design question 9 – High Expectations for all students Learning & Wellbeing Framework Life Education program	Revisit SWPBP	Renew SWPBP	Embed SWPBP
School and Community	Parent Forums per term Community Training Reading, Problem Solving Improve Links to Community Kindergartens Prep-prep Programs Improve Links to High School	Community Training Grammar & Punctuation,	Community Training Writing	Community Training Spelling

<u>Humpybong State School Response – Teaching and Learning Audit, Discipline Audit</u>

<u>Teaching and Learning Audit</u>

Commendations:

Since the previous Teaching and Learning Audit there has been progress made in the domains:

- An Explicit Improvement Agenda, Analysis and Discussion of Data and Targeted Use of School Resources.
- The school has developed a detailed agenda for improvement that resonates with staff members and is communicated through a variety of localised formats to the community.
- The Principal, other school leaders and staff members have systematically collected data on student outcomes and through analysis considered overall school performance and performances of students.
- A strong culture of collegiality exists in the school with a shared commitment to improvement of teaching and learning.
- Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the holistic needs of each student.

Affirmations:

- Reinvigoration of the teacher induction program centred on the introduction of a staff handbook.
- Focus on improving school performance in the upper two bands of achievement including future identification and implementation of a higher order thinking strategy across all year levels.
- Densities of leadership through the establishment of Year Level Coordinators that will be further enhanced through the development of position descriptions and the clear articulation of their leadership roles.
- Demonstrated commitment to the development of specific learning goals for every student, linked with feedback on achievement and strategies for improvement.
- Research and professional development invested into supporting the whole school approach to the Art and Science of Teaching (ASoT).

Recommendations:

Recommendation	Implementation Strategies	Commencing
Continue to sharpen and narrow the improvement agenda through the development of an annual one page overview that is aligned with the Annual Implementation Plan (AIP), Pedagogical Framework and Professional Learning Plan.	• Develop plan that draws the AIP, Pedagogical Framework and PLP together as one document, and enter into OS. • Publish to all staff and present at P and C Meeting • Continue with the strategies and provision of a one page overview. Overview based on the school's pedagogical framework	Week 2, Term 3
Enact a Junior Secondary Action Plan outlining key curriculum and pedagogical practices that will enhance the readiness of Year 6 and Year 7 students' transition to High School.	• Establish links to CBSHS and RSHS (via JS HODs) to commence discussion and planning strategy for transition. • Document current Junior secondary school curriculum and pedagogical practices that align with MAC practices and identify commonalities and differences	Week 1, Term 3 Week 4, Term 3 Week 2, Term 3 Week 6, Term 3

	• Provide junior secondary school HODs with current Sem 1 and 2 units of work for MACs so that continuity in curriculum and assessment practices are achieved.	Terms, 2, 3 and 4
	• Share Plan with parents via newsletter	
	• Participate in Transition Days and Information Sessions with both High Schools	Term 3 and 4
	• Specialised lessons for certain subjects – MAC classes	
	• Assessment calendar for students	
	• SWD transition plan for high school	
Ensure the implementation of the required curriculum as detailed in the Australian Curriculum and the P - 12 Curriculum Framework and supervise its implementation across all year levels and subject areas.	• Map scope and sequence of the Australian Curriculum with HSS Curriculum Plans to ensure coverage of relevant content across P-6	Ongoing
	• Exclusive use of OneSchool to record this implementation across all year levels.	Term 4 Term 4
	• Develop supervision model and documentation process of HSS curriculum delivery across each term for each year level (1 A3 page)	Ongoing
	• Overview from year level planning; assessment overview each term;	Ongoing By term
	• Year level planning specifically going from ACARA	
	• Instructional visits	
	• Numeracy Coach support in classes	
	• Year level planning days	
Implement a process to identify and build the capacity of expert teachers and create structured modelling and coaching opportunities for targeted staff members.	• Implement a 'skills audit' of teaching staff (as identified through the PDP process) where expert teachers can be matched with the needs of the targeted teachers.	Week 4-5, Term 3
	• Create an Action Plan to deliver the process that incorporates the PDPs and the priority areas of the school.	Week 7 Term 3
	• Provide necessary resources for expert teachers to create the opportunities for modelling / coaching. (eg, release time, models for effective coaching	End of term 4, ready for 2015

	• PDP's first 3 weeks term 2; teacher strengths and weaknesses aligned to PD plan; continue coaching to build teacher capabilities	
Implement a structured agenda format aligned with school priorities for all school meetings.	• Define the meeting schedule and the purpose of each type of meeting with reference to AIP and school priorities • Establish mandatory requirements that must be discussed at each meeting and document these succinctly • Publish the agenda format on intranet for access by all staff. • Agenda Format for year level meetings, staff meetings with the schools agenda and set items	Ongoing From term 2 From Term 1 week 6 From term 2
Align Developing Performance Framework with structured classroom observations and formalised feedback to enhance teacher reflection of practice.	• Identify and document areas of need in teacher pedagogical practice • Maintain a strong and unrelenting focus on these areas by observing classroom practice and providing immediate and relevant feedback to teachers in a structured and clearly defined process that is supportive and challenging to all teachers. • PDP – align with improvement agenda and therefore coaching to build teacher capabilities. Reflection conversations after observations. • Lesson observation format - align to ASOT / maths • Develop format for teacher observations – maths warm-ups, ASoT, Improvement Agenda, Teacher identified needs	End of Term 2 Terms 3 and 4 From Term 2 Term 2 ongoing Term 2 ongoing

Discipline Audit

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- The school has developed an Anti-Bullying program and Responsible Behaviour Plan for Students (RBPS) that includes rules and weekly lessons to support teachers.
- The school regularly communicates the expectations for student behaviour to students and their parents at enrolment, through the newsletter, school website, and at weekly assemblies.
- The school builds partnerships with parents, families, government agencies and community organisations to develop and implement Individual Behaviour Plans, to support student engagement and learning outcomes.

Affirmations:

- Teachers are encouraged to develop classroom rules that complement their cohorts and their personal approach to behaviour management.
- The Chaplain works strategically with the Guidance Officer, through student services meetings, to conduct a range of programs, to support individual students and groups of children.
- Teachers routinely record inappropriate behaviour incidents in OneSchool. Some teachers are beginning to record positive behaviour in an ad hoc manner.
- The school supports the staffing of the on-site maintenance of the regional Management of Young Children Program (MYCP) and models the delivery of Get Real for older students with behavioural issues on MYCP best practice.

Recommendations:

Recommendation	Implementation Strategies	Time Lines
Reinvigorate School Wide Positive Behaviour Support by revisiting Tier 1 Universal strategies and baseline data. Routinely interrogate data sets with staff members to inform changes to school processes.	• Redefine 'Tier 1' universals • Collate base line data from beginning of 2014 • Report back to staff at end of term with OS data sets to illustrate success or otherwise of school procedures in response to student behaviour • Revisit behaviour on dashboard re One School. Focus each term, analyse data as whole staff then in year levels/sector. Review with committee then implement any changes needed. • Review Schoolwide Positive Behaviour Support during staff meetings. • Look at data sets during PSWB meetings. • Discussion of data sets at staff meetings - Tim showing referrals.	Term 2 Term 2 End of Terms From term 2 Ongoing from term 2

Include, positive student behaviour data regularly entered in OneSchool and the use of collaboratively developed procedures and protocols in the documented school data plan.	• Promote the recording of positive behaviours at whole staff meetings and YLMs. • Provide data at end of term relating to the entering of positive behaviour. • Share successful and efficient strategies that allow teachers to find the time to enter this data. • Student of the week entered onto OneSchool – demonstrate to staff bulk entry.	Term 1 Term 2 End of terms Ongoing – YLMs. Term 2 ongoing
Continue to provide regular opportunities to engage the full range of parent representatives in developing the school's approach to behaviour management and communicate this in a variety of ways.	• Provide opportunities for parent reps to engage with the school's approach to BM – forums, survey monkey, agenda item at P and C meetings, newsletter, SOS data. • Parent information in newsletter • Parent forum; P&C meetings	Ongoing – once per term Ongoing Ongoing
Develop the skills of parents by providing them with information about high quality evidence based training on effective behaviour strategies, to support the work of the school.	• Engage services of GO and Regional resources to provide training / information sharing opportunities for all families – eg, workshops, newsletter articles, fact sheets, reference to external agencies • Positive schools info on website – put tips in the newsletter • Use of the AVT – Behaviour, MYCP, AVT's in disability areas	Term 3 Ongoing Ongoing
Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.	• Include successful strategies (as determined by data from OS) in IBMPs – eg, use of chill out rooms, contact with parents, restorative practices. • Provide teachers with the opportunity to attend workshops and forums relating to management of challenging behaviour and disengagement. • Continue with the support mechanisms for teachers who may be struggling with high level misbehaviours – eg, debrief after incidents, providing feedback to teachers and support staff in relation to their emotional resilience to difficult or confronting behaviours, maintain a positive focus • IBPlans – ensure documentation is updated each term if changes made in above.	Included in IBMP cycle – Terms 1 and 3 One per semester Ongoing Ongoing

2013 QSR Parent Forum – Behaviour & Student Support

STOP	START	CONTINUE
	Bullying policy – something more tangible that parents can access Increased communication & more substantial transition program between the junior and senior SEP – different structures between the two + meeting with the new class teacher prior to starting the following year Transition into a new school year - Staff email addresses given to parents prior to the new school year to pass on any pressing information Providing alternate resources for students accessing the SEP (iPads, slap boards, ball chairs etc…..) – some of these are currently funded by parents	SOL & the school motto SEP support Continuity of the same class teacher across several year levels • teachers knew everything about the students • students gained confidence • students were comfortable in the class Current school uniform Current school hours

2013 QSR Parent Forum – Teaching Practice & School Curriculum

STOP	START	CONTINUE
Computer Class – Reading Eggs and Mathletics – need to be more vigilant as some of the students are playing other games instead Not enough / excessive homework – review work load and allocations in both the early years and upper school Composite classes – more thought into student selection and the dynamic in the class (difficulty in the 6/7 and p/1). Consider the social aspect, work load, assessment & relationships with other students in the non-composite classes, playground / play areas across the year levels	Sports Day – mixed house running races – more competitive Study Ladder – organisational tool for work expectations & work load – Log on through EQ, catch up topics for student have been absent More sports training for inter-school sport students prior to sport starting Differentiation - Streaming – special classes - intervention Students comment or review extra-curricular activities on assembly Focus on life skills – giving change (money), handwriting Generating and motivating positive attitudes towards learning Academic awards Behaviour awards Handwriting – consistency around handwriting expectations Tidy Tray expectations Review procedures/routines around hot weather – sport, pe….	The teachers here are awesome! 8am Before school exercise – Margate to Malibu training Robotics program Masterchef H Factor Find the H.U.M.P. Awards (academic / behaviour / student of the week) Smart Strings program LOTE Improve science program – presence in the school Principal's Morning Tea – straight on from assembly Communication regarding student assessment & reporting

2013 QSR Parent Forum – Organisation & Communication

STOP	START	CONTINUE
	Communication of the time school commences Increased communication to both custodial and non-custodial parent Email communication – end of week summary Consistent use of teacher email addresses for parent communication Starting identifying families who would like a paper copy of the newsletter Improve communication around homework expectations Consider an alternative presentation time of awards for children not at parade Communication to school community around Year 7 transition to high school in 2015 Improve communication around required resources (class equipment, library books….) Review the distribution of class resources – monitor the use and pace – are they shared amongst the students, payment or supply of resources for students who cannot pay or provide…. Lunch food – monitor student's lunches (some students are coming to school with no food, stealing others, students feeling as though they need to share with others Make sure students eat their fruit & drink water Increase vigilance and routines around picking up litter Communication via Facebook	(Continued) communication around class allocation and the process around class and teacher dynamic Forms etc… on the website – very helpful

Parent/s Name: (optional)_____

Year Level of child/ren:_____

2013 QSR - Parent Questionnaire

Thank you for taking the time to contribute to the strategic direction of our school.

Please tick the appropriate ❍ or provide a written response where required.

Scale
  1- Strongly Disagree
  2- Disagree
  3- Somewhat Disagree
  4- Somewhat Agree
  5- Agree
  6- Strongly Agree

		1	2	3	4	5	6	Yes	No
School Curriculum & Teaching Practice									
1	I feel informed about what my child is learning	❍	❍	❍	❍	❍	❍		
2	My child is getting a good education at this school	❍	❍	❍	❍	❍	❍		
3	My child's english skills are being developed at this school	❍	❍	❍	❍	❍	❍		
4	My child's mathematics skills are being developed at this school	❍	❍	❍	❍	❍	❍		
5	I feel my child's learning needs are being met at this school	❍	❍	❍	❍	❍	❍		
6	I am aware of my child's current learning goals	❍	❍	❍	❍	❍	❍		
7	My child is actively engaged with their classroom program	❍	❍	❍	❍	❍	❍		
8	Teachers at this school expect my child to do his or her best	❍	❍	❍	❍	❍	❍		
9	Teachers at this school provide my child with useful feedback about his or her school work	❍	❍	❍	❍	❍	❍		
10	I understand how my child is assessed at this school	❍	❍	❍	❍	❍	❍		
11	This school provides me with useful feedback about my child's progress	❍	❍	❍	❍	❍	❍		
12	This school celebrates student's achievements	❍	❍	❍	❍	❍	❍		
13	Homework is an important part of my child's schooling	❍	❍	❍	❍	❍	❍		
14	I feel that the homework my child currently receives supports their learning	❍	❍	❍	❍	❍	❍		
Supportive School Relationships									
15	My child has a supportive and mutually respectful relationship with their teacher	❍	❍	❍	❍	❍	❍		
16	My child has a supportive and mutually respectful relationship with their peers	❍	❍	❍	❍	❍	❍		
17	Teachers at this school are interested in my child's wellbeing	❍	❍	❍	❍	❍	❍		
18	I can talk to my child's teachers about my concerns	❍	❍	❍	❍	❍	❍		
19	My child feels safe at school	❍	❍	❍	❍	❍	❍		
20	Student behaviour is well managed at this school	❍	❍	❍	❍	❍	❍		
21	I feel my child has been bullied while at school	❍	❍	❍	❍	❍	❍		
22	I feel informed about the school's *Responsible Behaviour Plan* and other school based behaviour management programs	❍	❍	❍	❍	❍	❍		
23	I have read the *Responsible Behaviour Plan* on the school's website							❍	❍
24	During term 4, 2013 we will be reviewing the school's *Responsible Behaviour*							❍	❍

		1	2	3	4	5	6	Yes	No
	Plan. Would you like to be a part of this process?								
25	I would like to see these changes/improvements made to the school's *Responsible Behaviour Plan*….								
School Environment									
26	This school is well maintained	○	○	○	○	○	○		
27	I think the priorities in the maintenance and improvement of school facilities and grounds should be…..								
3 Way Reporting									
If you attended 3 Way Reporting during either 2012 or 2013 please answer questions 28 & 29									
28	I valued the 3 Way Reporting discussions with my child and their teacher	○	○	○	○	○	○		
29	I felt informed about my child's learning progress	○	○	○	○	○	○		
Communication and Events									
30	This school is well organised	○	○	○	○	○	○		
31	This school has a strong sense of community	○	○	○	○	○	○		
32	This school keeps me well informed	○	○	○	○	○	○		
33	Do you receive and read the electronic newsletter?							○	○
34	Do you use the school website?							○	○
35	Have you attended a P&C Meeting?							○	○
36	Have you attended a school assembly?							○	○
37	What would be a suitable day and time for you to attend an assembly?								
38	How would you prefer to receive school newsletters and notes? ○ Paper Copy ○ Electronically (email/text) ○ Via the Website								
39	I have attended the following school events: ○ Cross Country / Margate to Malibu ○ Bush Dance ○ Swimming Carnival ○ The 'H' Factor ○ Instrumental Recital Night ○ Book Week Disco ○ Find the H.U.M.P. ○ Grandparents Day ○ Early Years Celebration ○ Home Reading Workshop – 5 Minutes of Fun ○ Sports Day ○ Prep Open Day ○ Easter Bonnet Parade								
40	What would you like to receive more information about?								
41	How would you like to be more involved in the school?								
42	Other Comments:								

2013 QSR Staff Forum – Behaviour & Student Support

STOP	START	CONTINUE
Students running on slope on Mable street Students running, with no shoes after school. **Sending students to the StiC** to collect printing and asking for photocopies during class time. Students not using correct door, coming down hallway. Lines have become blurred as to student and teacher spaces. **Tolerating variances in school uniform** students wearing short shorts, long hair out. **Students bringing playground issues back to class for class teacher to solve-** Teachers on duty need to deal with issues, not as simple as "Play somewhere else". If a student refuses to come and talk to you about an incident you need to follow that up. **Students coming to First Aid after the bell rings or right at the end of play time-** Suggestions: Staff to issue raffle ticket for ice/ injury and place date, time and staff initial on ticket. **Students with no hats refusing to go to library-** Suggestions: If serial offenders then Oneschool. Issue uniform slip. **Time Out location-** Move from office area as seen to be 'fun' and air conditioned. Suggestions: Students complete a reflection sheet on behaviour.	Social Skills for students with / without diagnosis Time out – list generated via email notification through OneSchool referrals – teachers able to add students to Time Out & list is published on the intranet Revisit what the students do at Time out – rules, work, something constructive Serious consequences for students – no tolerance (no going to sport etc…) Behaviour contract – expectations and consequences Reward Programs for behaviour – end of term celebration SEP support for Prep students Better Buddies Program (2014) Re-introduce withdrawl of SEP students for social skills Senior Teacher Roles – supported play Revisit structure/process/plan/program/communication for current supported play – possibly link to goal setting as well Consistent (almost mandatory) consequences for student actions regardless of who they are Following	PSWB Celebrating success – continue and improve Buddy classes – revamp needed though Student of the week Every Day Counts slogan Attendance Program Before school supervision Support A Talker for prep Students of the Week SOL Cup Chaplaincy program Continue to inform teachers of the suspension process and follow up

2013 QSR Staff Forum – Teaching Practice & School Curriculum

STOP	START	CONTINUE
WOW- We like the idea of WOW but it takes too much time away from our class. We don't find it overly helpful in informing practice. There could be money better spent elsewhere. **3 –Way-** Only 2 times a year, in 1st and 3rd term. We want flexibility around dates to be able to offer times that better suit teachers/ I like the designated days and times. Some parents expressed that they did not like having an official hovering around telling them their time was up/ teachers liked the support when meeting with a difficult parent. Other schools have on-line booking	SEP Students – Community access / cooking Structured mentor program for beginning teachers – curriculum, behaviour Structured mentor program for teachers new to the school – review the pace and priority of inclusions in the induction program Utilise the beach more – adjust C2C Units to incorporate at least one beach/ocean related unit of work for year level per year. Acknowledge students achievement in the Arts – possibly display student's work at assembly Interschool sport – rotate students on Friday afternoons before the official interschool sport season starts to build skills, learn the rules and work as a team Money for PE budget Review reading eggs – Flash Player not the right version on iPads/Computers Reading Eggs and Mathletics – more PD Regular ICT Training at staff meetings – Reid, Kerryn START EMBEDDING AND CONSOLIDATING!!! More in-depth G & T program	Links with QUT – pre service programs Jolly Phonics WTW FSiR Numeracy Coach Year Level planning days Melissa's Reading Support program FSiR – focus on comprehension Reading resources – multiple texts, ASOT, but with a Humpybong flavour – to suit Early Years and made in Australia Learning goals SOL Cup – maybe with an academic component WTW ASOT YLM Planning days – year levels know what is happening

forms for interviews. Another school conducts their interviews on a Saturday. **Introducing new innovations- eg-ASOT/ First Steps** Need time to refine and consolidate what has been introduced. **Homework!** Students rarely complete, hours spent marking. Parents often complete it. **Undervaluing teachers skills- eg netball qualifications** **Amount of meetings-** We are over our expected weekly meeting times. Year level meetings need to be moved so as not in 'own' time. Suggestion: Alternate staff and year level meetings on Monday afternoons. Agenda for year level meetings set by teachers.	Life Skills Program Increased use of High Order Thinking Skills WTW PD Purchase of resources for science C2C lessons before each term begins Stock the STIC kitchen with cooking equipment (eg: trays, spoons, bowls, basic cooking utensils) for student use An alternative literacy on-line program for the upper school – apart from Reading Eggs	Training of T/As to supplement the reading programs – excellent support Resourcing across Year Levels Lit / num support for students identified in NAPLAN and standardised testing regime 1 hr block format for reading groups T/A involvement Access to ipads – motivational tool C2C implementation Planning days Robotics program Whole school focus on physical activity – Margate to Malibu Transition programs – P-1, 7-8 Fitness program before school Interschool Sport and Options 10 min format of 3WR 3WR – beginning of Term 2 and beginning of Term 3

2013 QSR Staff Forum – Organisation & Communication

STOP	START	CONTINUE
Calling wet lunch early- Only call wet lunch if it is raining more than a shower. Wet weather procedures need refining, there is confusion. **Broadcasting 'things' unless they are final eg-** **NCT changes** It effects the SEP with changes to groups and who they work with. **Mowing during learning time-** It distracts students and interrupts learning. **Expecting sports teachers to do duties-** It is unfair to do sports duties and playground duties. Suggestion- All sports teachers have training on same day on oval and oval is closed to other students and therefore reduces a duty. **Ignoring tech difficulties-** Year 1 and 2 do not have a printer/ running out of printer ink	Weekly / termly newsletters home to parents Accountability / action taken for time delay in ICT support (IWB, computer Lab, classroom computers) Not enough working computers in the labs Internet connection for iPads Review the Computer Lab timetables – equity in access Stocktake Process – develop a form / checklist prior to inspection and give to teachers to identify any issue & label personal property to easily identified Alternate staff / year level meeting (year level meeting focus on – planning, sharing, moderating, professional conversations) Tuckshop on a Monday, Recycling Bins Apply for more government grands for school facilities and resources Different bell sounds – one for going to the toilet and lining up, another for the commencement of lessons Increased printing accessibility – not practical to send a print job for Year 1 wing to the STIC Formalised wet weather procedure / duty & roster for the hall at wet breaks Interschool Sports Training instead of a playground duty Teachers who can fix computers – let them do it so computers work Competent ICT tech … Enrolment procedures – give teachers a bit of background rather than just delivering the new kid with his mum Clearly defined admin roles – feels at times that there are too many agendas A different process for notification for print credit Clearly defined roles & consultative decision making around the attendance of PD etc… Clear, prepared daily program for supply teachers (+obvious current weekly timetable including duties, specialist timetables, classroom behaviour program) Easy process for supply teachers – access to OneSchool & IWB Ensuring iPads are fully charged	Assembly format – Students of the Week – parents coming along Tuckshop duty – not during eating time CLT model – effective and timely support for teachers Fulltime teacher aides in prep T/A continuity – they know what they are doing because they have done it before and are training for that specific activity ICT maintenance – non-existent (don't continue this) Ipad purchasing program Timely communication to all staff Student Free Days

2013 QSR Staff Forum – School & Community Partnerships

STOP	START	CONTINUE
Celebrating high attendance- It is not the students' fault that they are late. **Parents staying after school-** Families using Prep playgrounds and taking off cover on sand pit, parents hanging around Mabel street entrance, smoking, students running around. Suggestion: Shane was putting messages on loud speaker after 3pm. **Bush Dance for older students-** Older students did not enjoy holding hands and partner dances and dancing in public. Suggestion: perhaps line dancing and use of more progressive dances. **Chanting war cries for SOL Cup** Older students do not enjoy standing up on parade and chanting their house war cry.	More community events to increase community spirit – run by parents or the P&C – disco, movie night Community involvement in sport Teacher v Student team challenges/games/sports Introduce other lunch activities/options for students who don't want to play in the playground - Gardening Club, drama club, Focus on parent behaviour – revisit enrolment agreement, parent/responsibilities and expectations Supporting teachers in disputes with parents Admin support for teaching staff concerning parent/student issues	HUMP Day / H Factor / teachers performing Grandparents Day Volunteer Morning Tea Community events / celebrations / special days for whole school Sense of community Early Years Celebrations – current format works well Humpy Day (?)

Name: (optional)_____

2013 QSR - Staff Questionnaire

Thank you for taking the time to contribute to the strategic direction of our school.

Please tick the appropriate ◯ or provide a
written response where required.
Scale
  7- **Strongly Disagree**
  8- **Disagree**
  9- **Somewhat Disagree**
  10- **Somewhat Agree**
  11- **Agree**
  12- **Strongly Agree**

		1	2	3	4	5	6	Yes	No
School Curriculum & Teaching Practice									
1	Teachers at this school expect all students to do their best	◯	◯	◯	◯	◯	◯		
2	I understand how students are assessed at this school	◯	◯	◯	◯	◯	◯		
3	This school celebrates student achievement	◯	◯	◯	◯	◯	◯		
4	Homework is an important part of schooling	◯	◯	◯	◯	◯	◯		
5	I value ASoT as a useful tool to improve my teaching practice	◯	◯	◯	◯	◯	◯		
6	ASoT is a valuable pedagogical framework	◯	◯	◯	◯	◯	◯		
7	The use of ASoT has strengthened my practice in the last 12 months	◯	◯	◯	◯	◯	◯		
8	I provide regular constructive feedback to students to improve their learning	◯	◯	◯	◯	◯	◯		
9	I value the use of learning goals	◯	◯	◯	◯	◯	◯		
10	Student outcomes are enhanced by the use of learning goals	◯	◯	◯	◯	◯	◯		
11	I value the use of lesson goals	◯	◯	◯	◯	◯	◯		
12	I incorporate lesson goals into my everyday classroom practice	◯	◯	◯	◯	◯	◯		
13	Lesson goals focus the learning and teaching intent of my lessons	◯	◯	◯	◯	◯	◯		
14	Student outcomes are enhanced by the use of lesson goals	◯	◯	◯	◯	◯	◯		
	I am confident in incorporating current school programs into my classroom practice to improve student outcomes:								
15	• ASoT (DQ 1&6)	◯	◯	◯	◯	◯	◯		
16	• First Steps - Reading	◯	◯	◯	◯	◯	◯		
17	• Words Their Way	◯	◯	◯	◯	◯	◯		
18	This school provides me with the opportunity to access the professional development I require to achieve the goals/key tasks identified in my current PDP	◯	◯	◯	◯	◯	◯		
19	I have sourced and participated in Professional Development in my own time to further develop my classroom practice	◯	◯	◯	◯	◯	◯		
20	I have used the WOW process to reflect on my own practice	◯	◯	◯	◯	◯	◯		
21	Moving forward, the major curriculum and pedagogical focus for Humpybong should be….								
22	Moving forward, the priority in the purchasing of resources at Humpybong should be….								
23	Moving forward, the focus for Professional Development at Humpybong should be….								
		1	2	3	4	5	6	Yes	No

	Supportive School Relationships								
24	I understand how my contribution adds value to the school	❍	❍	❍	❍	❍	❍		
25	I have a supportive and mutually respectful relationship with my colleagues at this school	❍	❍	❍	❍	❍	❍		
26	I have a supportive and mutually respectful relationship with the students at this school								
27	I have a supportive and mutually respectful relationship with the leadership team at this school	❍	❍	❍	❍	❍	❍		
28	Student behaviour is well managed at this school	❍	❍	❍	❍	❍	❍		
29	I feel informed about the school's *Responsible Behaviour Plan* and other school based behaviour management programs	❍	❍	❍	❍	❍	❍		
30	**Comments:**								
	School Environment								
31	This school is well maintained	❍	❍	❍	❍	❍	❍		
32	I think the priorities in the maintenance and improvement of school facilities and grounds should be…..								
33	**Comments:**								
	3 Way Reporting								
34	I value the 3 Way Reporting discussions with my students and their parents	❍	❍	❍	❍	❍	❍		
35	I think that 3 Way Reporting should be conducted _____ times a year								
36	**Comments:**								
	Communication and Events								
37	This school is well organised	❍	❍	❍	❍	❍	❍		
38	This school has a strong sense of community	❍	❍	❍	❍	❍	❍		
39	This school uses effective communication methods to keep me informed	❍	❍	❍	❍	❍	❍		
40	Do you receive and read the electronic newsletter?							❍	❍
41	Do you use the school website?							❍	❍
42	What would you like to receive more information about?								
43	**Comments:**								

Name: (optional)_____

2013 QSR – Student Questionnaire
Thank you for taking the time to contribute to the strategic direction of our school.

Please tick the appropriate ○ or provide a written response where required.
Scale
1- **Strongly Disagree**
2- **Disagree**
3- **Somewhat Disagree**
4- **Somewhat Agree**
5- **Agree**
6- **Strongly Agree**

		1	2	3	4	5	6
School Curriculum & Teaching Practice							
1	Teachers at this school expect all students to do their best	○	○	○	○	○	○
2	I understand how students are assessed at this school	○	○	○	○	○	○
3	This school celebrates student achievement	○	○	○	○	○	○
4	Homework is an important part of schooling	○	○	○	○	○	○
5	I use learning goals to improve my learning	○	○	○	○	○	○
6	I am aware of my current learning goals	○	○	○	○	○	○
7	My teacher uses lesson goals	○	○	○	○	○	○
8	Lesson goals focus my learning	○	○	○	○	○	○
9	I receive useful feedback about my learning	○	○	○	○	○	○
10	I am actively engaged with the classroom program	○	○	○	○	○	○
Supportive School Relationships							
11	I have a supportive and mutually respectful relationship with my teacher	○	○	○	○	○	○
12	I have a supportive and mutually respectful relationship with my peers	○	○	○	○	○	○
13	I can talk to my teachers about my concerns	○	○	○	○	○	○
14	I feel safe at school	○	○	○	○	○	○
15	Student behaviour is well managed at this school	○	○	○	○	○	○
16	I feel I have been bullied while at school	○	○	○	○	○	○
17	I feel bullying is well managed at this school	○	○	○	○	○	○
18	I feel behaviour is well managed at this school						
School Environment							
19	This school is well maintained	○	○	○	○	○	○
20	I think the priorities in the maintenance and improvement of school facilities and grounds should be…..						
3 Way Reporting							
21	I value the 3 Way Reporting discussions with my teacher and parent/s	○	○	○	○	○	○
22	**Comments:**						
Communication and Events							

23 Which events did you enjoy taking part in 2012 & 2013?
○ Cross Country / Margate to Malibu   ○ Bush Dance
○ Swimming Carnival   ○ The 'H' Factor
○ Instrumental Recital Night   ○ Book Week Disco
○ Find the H.U.M.P.   ○ Grandparents Day
○ Early Years Celebration   ○ Home Reading Workshop – 5 Minutes of Fun
○ Sports Day   ○ Prep Open Day
                                             ○ Easter Bonnet Parade