## Values, Beliefs, Aspirations and Vision

Through a process of community consultation, the Eleebana Public School Learning community has identified Excellence, Respect, Resilience, Trust and Care as our shared values.
Eleebana Public School is committed to improving every child’s academic, sporting, cultural and social development by providing a stimulating, engaging and supportive environment.

## Background Information

The Eleebana Public School community enjoys positive relationships and high expectations demonstrated by inclusive access to learning programs and the celebration of excellence by all students. This includes meeting the needs of gifted and talented students and those with identified special / support needs.

## Student Performance Information

Eleebana Public School students demonstrate a high level of academic performance in school-based and external assessments. Data analysis indicates that our students have consistently performed above State and Statistically Similar Group (SSG) students in the National Assessments in Literacy and Numeracy (NAPLAN).

## Staff Information

Eleebana Public School staff demonstrates a commitment to Quality Teaching and management of change in teaching practises by using a collaborative team approach, focused professional learning, and team Planning, Programming, Assessment and Reporting (PPAR) K-6.

## Significant School Programs

- Enrichment classes and workshops
- Public Speaking and Debating
- Support programs for special needs students
- Student- centred welfare programs including Anti Bullying, Cybersafety and Seasons for Growth
- High level of integrated technology in classrooms
- School- based and external sporting competitions
- Creative and Performing Arts - Bands, Choir, Dance groups, Starstruck, Spotlight
- Extensive transition programs for Kindergarten and Middle Years of School (Years 5-8)
- Community collaboration programs including active P&C committees, self- evaluation team and classroom participation programs

The plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
<th>School Education Director:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Principal's initials:___________________</td>
<td>School Education Director's initials:___________________</td>
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Priority areas from previous plan – Literacy Priorities:
Our 2009-2011 data analysis indicated that while reading accuracy performance was above State and SSG, Eleebana Public School comprehension data revealed areas for development in items requiring students to directly locate information, interpret visual texts, make inferences, apply comprehension (particularly character attitude, motivation and position of author) and summarising main idea.
Our 2009-2011 data analysis indicated that whilst there was improvement in school-based spelling performance, student achievement and growth in the NAPLAN assessments were below expectations in comparison to our results in reading, writing, punctuation and grammar.
Observations from our 2011 NAPLAN writing performance in Years 3, 5 and 7 indicate the need for more sophisticated presentation of persuasive text production.
Overall, priority areas for literacy development across Years 3, 5 and 7 include improvement in higher order comprehension skills and sophisticated persuasive writing.

Priority areas from previous plan – Numeracy Priorities:
Our 2009-2011 data analysis indicated that whilst whole school numeracy performance was above State and SSG, student achievement in problem solving tasks fell below State and SSG in items requiring students to match a word problem to a rule, work mathematically to solve single and multi-step problems, particularly involving addition, subtraction, multiplication, division, time, fractions, decimals and percentages.
Year 3 areas for development were identified through an item analysis, and where student performance was below 75% accuracy, < State and SSG. Items for development included where students were required to find missing numbers in a subtraction number sentence, use a rule to continue a number pattern, and to determine a number half way between two 3-digit numbers.
Year 5 areas for development were identified through an item analysis, and where student performance was below 75% accuracy, < State and SSG. Items for development included where students had to locate the position of a fraction on a number line, identify a design that didn’t have symmetry, and to convert units to compare length.
Year 7 areas for development were identified through an item analysis, and where student performance was below 75% accuracy, < State and SSG. Items for development included where students had to use inverse operation (division) to calculate the missing decimal in a number sentence, determine how data in a table has been sorted, identify the rule to match a given number pattern, use working mathematically processes to identify an unknown value given a pair of simple equations, locate the position of a fraction on a number line marked in twelfths, find the mean of a set of numbers, match a word problem to a rule, solve a word problem involving time units, estimate the difference between 2 decimal numbers, use reasoning or algebra to solve a word problem, and interpret information to calculate missing data in a two-way table.
Overall, priority areas for numeracy development across Years 3, 5 and 7 include improvement in patterns and algebra, fractions and decimals, basic operations, and solving single or multi-step problem NAPLAN items.

NAPLAN Gender Observations
Girls performed better than boys in all areas of literacy in the Year 3, 5 & 7 cohorts. Boys performed better than girls in all areas of numeracy in the Year 3, 5 & 7 cohorts.
In Year 3 2011, overall boys and girls performed similarly or less than the SSG in all literacy areas, however boys and girls performed better than the SSG in numeracy.
In Years 5 and 7 2011, boys and girls performed better than the SSG in all areas of literacy, with girls performing better than boys in reading, spelling, punctuation and grammar. Boys performed slightly better than girls in Year 5 writing.
In Years 5 & 7 2011, boys and girls performed better than the SSG in numeracy, with boys performing better than girls.
Strategies to increase the number of boys achieving higher bands in reading, and girls achieving higher bands in numeracy will be implemented in the next 3 year plan. An emerging issue is the literacy performance of boys and girls in the 2011 Year 3 cohort, which will require on-going and rigorous, quality teaching and monitoring over the life of this three year plan.
## ELEEBANA PUBLIC SCHOOL STRATEGIC PLAN 2012-2014

### School Identified priority area: LITERACY

<table>
<thead>
<tr>
<th>Outcome – 3 Year Focus</th>
<th>Targets – 2012-14</th>
<th>Strategies</th>
<th>Indicators</th>
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</table>
| Improved literacy performance of all students K-6. | Raise the number of K-2 students achieving Regional reading grade exit levels to 75% (2012-13) | Implement Teacher Professional Learning in relation to:  
- Deep understanding of the Literacy Continuum K-6  
- Collaborative Group Work strategies  
  1. use of group roles  
  2. incorporating reflection and feedback  
- Establishing a classroom environment conducive to small group guided instruction and whole class focus  
- ‘Focus on Spelling’ implemented K-1 (Jolly Phonics)  
- ‘Focus on Reading Program’ implemented in all Years 2-6 classrooms.  
- Explicit and effective feedback processes for all stakeholders  
Use of Literacy Continuum and NAPLAN student performance (F/U program) to inform specific teaching focuses at a class and individual level:  
- to drive the PPAR process  
- item analysis to identify a specific teaching focus  
Embed quality systems and teaching practices for literacy in all K-6 classrooms through:  
- daily guided, modelled and independent reading  
- explicit small group guided instruction  
- explicit teaching of strategic processes in reading including ‘Best Start’, ‘Focus on Reading’ (Super Six) and ‘Reading Recovery’ strategies  
- rigorous analysis of reading behaviours using ‘running records’ to inform teaching focus for all students K-2 and students at risk in Year 3-6  
- observational rubric and pre and post testing used in Years 2-8 to monitor student progress  
- systematic implementation of **authentic feedback processes**.  
- Boys and Girls Education strategies embedded with Quality Teaching Framework to effectively meet gender needs in literacy strands. | Analysis of all data, including Running Records, will demonstrate student growth (in reading, writing and spelling) on the Literacy Continuum and NAPLAN results.  
Professional dialogue and critical reflection indicates success with the implementation of the Super Six comprehension strategies.  
Focus on Reading professional learning for staff is highly rated and evidenced in Years 2-6.  
Evidence in class programs & staff discussion/evaluation of programs each term reflects use of student assessment data.  
Survey data that grouping practices are successful and students are suitably challenged; and that ‘feedback processes’ had a positive impact on student literacy performance and growth. | 2012 TARS / EARS documentation and processes  
‘Focus on Reading’ TPL (See attached WBLMG improvement Plan)  
Reading Recovery  
Teacher and Tutors  
Best Start leaders and Literacy Consultants  
Student Engagement Team – Early and Middle Years of Schooling Consultants  
Springboards into Literacy  
Texts used in Years 2-6  
Quality Picture Books and Literature texts.  
Relevant ICT Literacy resources |
| Increase the number of Year 3 students achieving in top 2 bands in reading from 56% (2009-11 Year 3 means) to 60% (2012-13) | Increase the number of Year 5 students achieving in top 2 bands in reading from 55% to 64% (2012-13) | | |
| Increase the percentage of students achieving expected growth in reading for Years 3-5 from 69% (in 2011) to 72% (in 2012), and for Years 5-7 from 57% (in 2011) to 60% (in 2012) | | | |

### Responsibility

All staff will have responsibility for the implementation of the literacy plan under the guidance of the Executive, School Improvement Team and the Literacy Leaders.
### Rationale:

Changing social and economic conditions demanding a broader skill set such that Middle Years students demonstrate higher order literacy skills.

### Project:

Using the Focus on Reading program, implement explicit instruction of comprehension strategies (as outlined in Super Six strategies) with a focus in the middle years.

### Implementation Processes:

1. Identify one primary and one secondary teacher from WBLMG to undertake training in Module 1 of Focus on Reading program (T4 2011)
2. Identify Project Team staff in each LMG feeder schools (Years 4-6 in primary schools, and Stage 4 History & Science staff at WBHS: approx 30) to undertake Module 1 training. (T4 2011)
3. Three identified trainers undertake Module 1 Focus on Reading training. (T4 2011@ The Glades): Annette Van Egmond/ Nathan May (EPS); Wendy Brooks (WBHS); and Michelle Metcalf (BPS). Sue Blyth (VPS) and Janine Patrick (WBPS) complete the 5 LMG leaders of F.O.R. project.
4. Project Team interrogate WBLMG NAPLAN data to look at student strengths and weaknesses in comprehension for Middle Years students to establish the need for change in pedagogy. Project Team brainstorm existing comprehension approaches and priorities across WBLMG schools: identify the need for a consistent approach for teaching applied comprehension and connecting information. (T1 2012 SDD: 2 hours @ WBHS)
5. WBLMG Project Team staff undertake TPL in Module 1 program (T1/2 2012 combined staff meetings from 3.20pm-5.20pm @WBHS)
6. Two identified trainers undertake Module 2 Focus on Reading. (determined by facilitator’s availability)
7. Same process as 3,4,&5 above for Modules 3 and 4
8. WBLMG staff TPL in Middle Years of Schooling research using Donna Pendergast documents led by Principals, Identified Trainers, Project Team staff and facilitators (Melissa Nyholm + team: SEO Student Engagement; consultancy from Professor Donna Pendergast, Dean School of Education & Professional Studies, Griffith University). (T3 SDD 2012 @WBHS)
9. See attached ‘Focus on Reading Module timeline and associated TPL.'
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<td>The WBLMG schools share a common pedagogical approach to the explicit teaching of comprehension skills in the Middle Years of schooling (MYS)</td>
<td>A culture of action research, based on data analysis and reflective practice is evident across the LMG</td>
<td>Project team leads analysis of LMG data (SDD1 Term 1 2012) Regular LMG meetings drive project and facilitate communication to project members Project team members use an action research model. Processes developed for sustainability of project by training additional leaders in each LMG school. (ongoing)</td>
<td>Research is used effectively as evidence-based school planning. Action research model implemented. Common, shared solutions to identified problems.</td>
<td>Focus on Reading trained facilitators are Primary Executive Annette Van Egmond (EPS); Wendy Brooks (WBHS) + History &amp; Science faculties; and Michelle Metcalf (BPS)</td>
<td>MYS team to support Project through action research processes. Exemplary Grant $10K. WBLMG funds.</td>
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<td>Year 5 Growth Bands: H= bands 7 &amp; 8 M= bands 4, 5 &amp; 6 L= bands 1, 2, &amp; 3</td>
<td>Actual growth in comprehension items matches or exceeds expected state growth as measured by NAPLAN for low, middle and high performing students.</td>
<td>Focus on Reading Project Team interrogate LMG data to identify student strengths and weaknesses in comprehension for Middle Years students to establish the need for change in pedagogy. Collaborative TPL in Focus on Reading across the LMG, led by LMG trainers.</td>
<td>Progress on the LMG project is measured against the Middle Years Transition Matrix from Level 1 to Level 3 by 2014.</td>
<td>Additional leaders from LMG schools are Sue Blyth (VPS); &amp; Janine Patrick (WBPS)</td>
<td>Smart Data Transition Matrix Exemplary Project Grant $10K LMG funds</td>
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<td>Year 7 Growth Bands: H= bands 8 &amp; 9 M= bands 6,7 &amp; 8 L= bands 4 &amp; 5</td>
<td>Intentional practices exist to engage Middle Years students across the LMG</td>
<td>LMG staff TPL focused on neuro-science as a cornerstone for effective Middle Years of Schooling to better engage all students. Utilise current research outlined in ‘Teaching Middle Years’ 2nd edition (Pendergast &amp; Bahr) to improve literacy outcomes, commencing with focus on explicit teaching of inferential comprehension. Teachers on LMG collaborate twice per year and work in teams to discuss teaching practices for inferential comprehension.</td>
<td>Classroom observations indicate project teacher modelling comprehension strategies. Teachers demonstrate strategies to engage Generation Y and Z learners.</td>
<td>LMG Principals</td>
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<td>Supervisors</td>
<td>Observation Matrix. Middle Years Colloquium Power-point presentation. Middle Years Team to assist LMG Project team with strategies to enable staff to effectively engage 10-15 year olds at that time.</td>
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<td>Teachers demonstrate the metalanguage to articulate pedagogy used to teach higher order inferential comprehension.</td>
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<td>Focus on Reading facilitators / LMG teachers share Super Six comprehension strategies / pedagogy as part of the implementation process. Development of observational rubric (Likert scale) for each of the descriptors in the Super Six comprehension strategies.</td>
<td>Observation for teaching practices for the teaching of inferential comprehension indicates effective and consistent teacher modelling and scaffolding in the higher order thinking skills.</td>
<td>Supervising teachers.</td>
<td>Observation Matrix</td>
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<td>Middle Years teachers competently and confidently model literacy skills to analyse, interpret and use information for a range of contexts.</td>
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<td>Development of modelled charts for all Project classrooms based on the Super Six comprehension strategies. See Focus on Reading course outline for implementation timeline.</td>
<td>Teacher interviews indicate satisfaction with the implementation of the Super Six comprehension strategies. Ongoing student monitoring (pre/post) indicates improved understanding / test scores on higher order comprehension items.</td>
<td>Supervising teachers.</td>
<td>TARS / EARS documents / instruments.</td>
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<td>Middle Years students demonstrate the literacy skills to analyse, interpret and use information and apply to a range of contexts</td>
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<td>Implementation of Focus on Reading program</td>
<td>Sample students in Middle Years project can articulate how they apply the Super Six comprehension strategies to work out the meaning of a given text. Data demonstrates improved literacy outcomes</td>
<td>LMG Principals</td>
<td>Focus on Reading funding. Exemplary Project Grant $10K</td>
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<td>Teachers in the Middle Years use authentic assessments to assess student literacy learning outcomes.</td>
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<td>Review existing reading comprehension assessment tasks. Provision of quality teacher to student feedback on how comprehension skills can be improved on 1:1 basis. (Hattie &amp; Dinham research)</td>
<td>Assessment tasks are relevant and specific to Middle Years students and connected to real life situations (including use of images, icons, pictures, ICT)</td>
<td>Supervising teachers. Project leaders in each LMG school.</td>
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## ELEEBANA PUBLIC SCHOOL STRATEGIC PLAN 2012-2014

### School Identified priority area: NUMERACY

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| Improved numeracy performance of all students K-6. | Raise the number of K-2 students reaching expected benchmark strategies on the Best Start / Numeracy Continuum to 40% of Kinder at figurative; 50% of Year 1 at counting-on/back; and 55% of Year 2 at facile (2012-13) | Implement teacher professional learning and embed quality systems and teaching practices for numeracy in all K-6 classrooms through:  
  - Implement Best Start into Stage 1, beginning with assessment (TPL, plotting students on continuum, identifying teaching strategies for each cluster, software management and student reporting.)  
  - PPAR aligned to Best Start / Numeracy Continuum timeline.  
  - Implement 'Targeted Early Numeracy' program K-2  
  - Class group-work organised to ensure individual student needs are met.  
  - Identification of focus areas from analysis of NAPLAN and school-based data.  
  - Using QTF and working mathematically outcomes, teach for deep understanding of key ideas in fractions and decimals/patterns and algebra. (TPL on QTF and how to link working mathematically with other strands)  
  - Students develop mathematical language and substantive communication to express their understanding in identified numeracy focus areas.  
  - Boys and Girls Education strategies embedded with Quality Teaching Framework to effectively meet gender needs in literacy strands.  
  - School and NAPLAN data used to inform numeracy programs and grouping of students in numeracy lessons.  
  - School Improvement Team and STLA to guide classroom teachers in programming for identified needs.  
  - Individual Learning Plans for students at risk.  
  - Individual focus on student numeracy performance against the numeracy continuum.  
  - Group-work and continuous feedback on student numeracy performance for school and home activities.  
  - School and NAPLAN data used to inform numeracy groups according to t/m/b bands and grouping of students in numeracy lessons.  
  - Explicit teaching around focus areas identified for individual students in NAPLAN F/U program.  
  - Tracking of grade cohorts to accurately measure student growth within t/m/b band groupings. | Staff plot students onto numeracy continuum.  
  - Staff manage the software.  
  - Staff generate student reports.  
  - Students move students through the numeracy continuum.  
  - Monitor numeracy progress via Targeted Early Numeracy program (5-week rotation) | 2012 TARS/EARS documentation and processes  
  - Stage 1 staff fully trained in Best Start.  
  - Relevant classroom resources produced  
  - Supply of hands-on materials.  
  - Teacher relief for assessment purposes. (if required) |

| Responsibility | All staff will have responsibility for the implementation of the numeracy plan under the guidance of the Executive, School Improvement Team and the Numeracy Leaders. | Reduce the percentage of Years 3 and 5 students in the bottom two numeracy bands from 7% to below 5%. (2012-13) | Increase the percentage of students achieving expected growth in numeracy for Years 3-5 from 68% (in 2011) to 71% (in 2012), and for Years 5-7 from 39% (in 2011) to 43% (in 2012) | Teachers engage with QTF and provide scaffold for students to model in work samples.  
  - Student assessment tasks reflect deep understanding of key ideas and allow for range of student performance.  
  - Student work samples will feature extended investigations (numeracy text type with students suitably challenged)  
  - Teachers identify students with needs in numeracy and develop individual learning plans with numeracy goals to be achieved in expected timeframes.  
  - Targeting progression in identified areas more rigorously from Years 2-6 on Numeracy continuum.  
  - Teachers identify t/m/b band students in numeracy lessons.  
  - Student achievement against items is tracked as part of teaching, learning, and feedback cycle. | Explicit school numeracy program.  
  - Talking about Patterns & Algebra CD (Curriculum Support)  
  - Fractions and Decimal Kits (Stages 2&3) X4  
  - Newman’s Error analysis.  
  - Problem solving strategies.  
  - School and NAPLAN F/U programs.  
  - Individual Learning Plans.  
  - School and NAPLAN F/U programs  
  - Student tracking program |