

FOUR YEAR SCHOOL STRATEGIC PLAN

NAME OF SCHOOL:
Herberton State School
P-10

NAME OF PRINCIPAL Andrew Hurst

ADDRESS OF SCHOOL Primary Campus
Elwyn Phillips Memorial Drive
Secondary Campus
Grace Street
Herberton QLD 4887

STUDENT FTEs AS AT DAY 8 190



SCHOOL CONTEXTUAL BACKGROUND

The Herberton State School P-10 was established in 1882 to service the Herberton tin mining fields. The town 'boomed' in its early years and the school population grew accordingly. In 1912 Secondary Education was officially established in Queensland. In 1973 the school lost its Senior Secondary section to Atherton and we now cater for Prep to Year Ten. At the commencement of the 1994 school year the school was split into two separate campuses 2 km apart. The Primary campus caters for approximately 145 students and the Secondary campus caters for approximately 45 students. The students in the Secondary campus are from our local community whereas in the past students from the Cape and Gulf, who have resided at Woodleigh College, have been the largest group of students. Many students now transition from Herberton Primary (Yr 7) to the Secondary Campus (Yr 8) rather than travel to other schools. Naplan Data shows that from 2008-2010 the number of students at the same school from years 7-9 was 20%. The data from 2009-2010 shows that 75% of students were in the same school from years 7-10.

The student population consist of approximately 21% indigenous. This consists of 23 primary (or 16% of the primary students) and 17 secondary (or 38% of the secondary students)

The Index of Community Socio-Educational Advantage (ISCEA) for the school was 870 in 2010, which is below the average ISCEA value of 1000. Significantly, three quarters (76%) of the student population were located within the lowest range of educational advantage. While the school staffs are relatively stable, student mobility is a feature of the community. This is evidenced in, for example, NAPLAN results which indicate that only 67% of the year cohort of 2008 remained in the school in 2010. Herberton State School P-10 has a number of children attending who are in the care of the state. This number varies throughout the year and in recent times has been as many as 10% of the total student population.

The School's NAPLAN results are above "Similar" schools in 45% of the indicators and "close to" in 55%, however we are below the "all schools" average in 75% of the indicators. The relative gain of students over the two year testing interval is well below the gain of similar school and schools with the same starting scores across all year levels

The staff at the school is enthusiastic about their role. They promote learning as an important, enjoyable and essential part of the students' development. Because of the size of our school staff are able to provide a more personalized approach to their teaching, something the students and parents appreciate greatly

KEY PRIORITIES TO BE ADDRESSED

- Literacy and Numeracy
- Student Connectedness/Attendance
- Community Connectedness
- Pedagogy enhancement and improvement

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

A range of key stakeholder groups have been consulted and engaged:

- Staff: teaching and non-teaching staff
- P&C
- LCC:
- Indigenous representatives
- Representatives of other groups of students at risk in the school and their parents Child Safety Foster parents
- Community Reps i.e. prominent people in our community + Sharon Linwood (TRC Councillor)

OUTCOMES

- All students are successfully engaged in learning.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.
- Community confidence in the capability of schools.

SCHOOL STRATEGIC PLAN

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
<p>1. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.</p> <p>Australian students excel by international standards.</p>	<p>1.1 Literacy and numeracy – improving NAPLAN results across all band levels</p> <p>A: Employ a teacher aide to work with STLAN teacher to record a data at 5 weekly intervals:</p> <p>B:Employ additional LST (0.2) to improve the reading levels in Yr s P-3 (Lorraine Stott)</p> <p>C: Provide PD for teacher aides in the teaching of reading in the classroom (Marg Dickinson)</p> <p>D: Employ a literacy/numeracy specialist and collaborate with the TAT, to work with HOD/HOC to review current programs to determine suitability/effectiveness with a view to changing programs to get best results and align to the Herberton Literacy/Numeracy Plan</p> <p>E: Implement an Explicit Teaching model (Fleming) with a focus on the development of Literacy/Numeracy and explicit teaching of NAPLAN</p> <p>F: Update resources, including ICT resources to enhance/match the requirements for effective teaching of Literacy/Numeracy</p>	<p>A: Teacher Aide employed from Term 1 2012 on a casual basis</p> <p>B: Teacher employed Term 1 2012 for I semester. Effectiveness to be measured at end of semester 1 with view to further employment</p> <p>C: To commence Term 2 & 3 2012 and term 1 and 3 each year thereafter</p> <p>D: The same person as in C above to be employed Term 2 & 4 2012 and then in term 4 each year thereafter to review current programs and practices.to implement change (if required) the following year.</p> <p>E: Commenced semester 1 2012 & ongoing</p> <p>F: Major updating in 2012 with ongoing over the term of the program</p>	<p>F: 176000</p>	<p>A: 18017</p> <p>B: 69597</p> <p>C: 28500</p> <p>D: see 1.1C</p> <p>E: 9000</p> <p>F: 83000</p>	<p>A: 18017</p> <p>B: 69597</p> <p>C: 28500</p> <p>E: 9000</p> <p>F: 259000</p>
	<p>1.2 Improving science performance of students</p> <p>A: Implement C2C curriculum in Science aligning with the Science Connections Program with professional development provided by Regional Science Advisor</p>	<p>A: Commenced in 2012 with annual PD</p>		<p>A: 4000</p>	<p>A: 4000</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>B: Specialist Secondary Science teacher, supported by Science Teacher Aide to teach in upper primary</p> <p>C Align Secondary science programs with ACE Cluster Schools</p>	<p>B: Commenced in 2012 and ongoing subject to timetabling constraints</p> <p>C: HOD Secondary to develop an accord with ASHS in 2012 and continue to refine/develop each year</p>		C: 3200	C: 3200
	<p>1.3 Developing teachers capacity to teach Literacy, Numeracy and Science</p> <p>A: Investigate and develop/implement an appropriate PD program to develop teacher capacity to explicitly teach literacy/numeracy in Science</p> <p>B : Implement an Explicit Teaching model (Fleming) with a focus on the development of Literacy/Numeracy within all disciplines ensuring alignment with school T&L Plan</p>	<p>A: PD to commence in Semester 2 2012 and then annually</p> <p>B: Process commenced Term 1 2012 and ongoing</p>		A: see 1.1C B: see 1.1E	
	<p>1.4 Developing staff capacity to understand & use data and personalise student learning</p> <p>A: Create a Data Management team to review and analyse data collected, using an appropriate audit tool, at 5 weekly intervals to review progress across the different areas. Eg LST, Reading, writing, Spelling, Grammar & Punctuation, Numeracy, Attendance and Social and emotional wellbeing.</p> <p>B: Investigate and implement Data walls to engage and inform students of their progress</p> <p>C: Develop individual data and anecdotal information on each student on their learning style, needs etc. develop an individual learning plan for each student and incorporate into ONE School Unit Planning</p> <p>D: Professional Development provided for</p>	<p>A: To commence Semester 1 2012 for full implementation 2013</p> <p>B: Commenced in Term 1 2012. EST offline assisting with review. See 2.3 A</p> <p>C: Investigate in Semester 2 2012 for trialling in 2013 with view to full implementation in 2014</p> <p>D: Semester 2 2012 and then annually</p>		B: 1000 C: 7000 D: see 1.1C	B: 1000 C: 7000

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>Literacy/Numeracy for teachers and teacher aides to inform/review the “how” of teaching with emphasis on area identified through data collection and analysis: Marg Dickinson/Literacy Coach</p> <p>E: Instructional Leadership Model to be implemented to support, inform and monitor explicit and direct teaching expectations with PD provided by Regional Instructional Coach</p>	<p>E: Principal to undertake PD in 2012 and develop the Herberton State School P10- model in consultation with staff with program to commence in Semester 2 2012 and then embedded in 2013</p>		<p>E: 5500</p>	<p>E: 5500</p>
	<p>1.5 Recommendations from Teaching and Learning Audit (<i>Summary of major points</i>)</p> <p>A: Develop a student attendance monitoring and accord program linked to an acknowledgment/reward system</p> <p>B: Develop a whole school pedagogy plan linked to WS targets – and a P-10 curriculum plan outlining the way that curriculum is delivered at Herberton State School P-10 with specific reference to literacy and numeracy</p> <p>C: Develop individual learning plans for each student with input from student, teacher and parent and document on OneSchool Unit Plans</p> <p>D: Develop a whole of school Data Management Plan with specific/explicit roles for all stakeholders and the centralised storage of school data with relevant data walls to monitor and track student progress and link to individual learning plans/goals</p>	<p>A: Commenced Semester 1 2012, reviewed for effectiveness end of Semester 1 2012 and fully embedded Semester 2 2012</p> <p>B: Commenced Semester 1 2012 for full implementation 2013</p> <p>C: Investigate in Semester 2 2012 for trialling in 2013 with view to full implementation in 2014</p> <p>D: To commence Semester 2 2012 for full implementation 2013</p>		<p>A: see 2.3A</p> <p>C: see 1.4C</p> <p>D: see 1.4A</p>	
<p>2. All students are successfully engaged in learning.</p> <p>Schooling promotes the</p>	<p>2.1 Closing the gap for Indigenous students and developing a culture of high expectation for all students</p> <p>A: Implement an attendance monitoring policy</p> <p>B: Where possible employee appropriately</p>	<p>A: Commenced Semester 1 2012, reviewed for effectiveness end of Semester 1 2012 and fully embedded Semester 2 2012</p> <p>B: When possible eg Indigenous teacher employed on</p>		<p>A: see 2.3A</p>	

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
social inclusion and reduces the education disadvantage of children, especially indigenous children.	<p>qualified indigenous teachers and teacher aides</p> <p>C: Develop a mentoring program with local indigenous elders to promote high expectations</p> <p>D: Commence a after school homework club involving parents/caregivers</p> <p>E: Continue/expand the CEC program at Herberton State School P-10</p> <p>F: Continue PD, including Crossing Cultures, to inform teachers/teacher aides on cultural issues and embedding EATSIP in the curriculum</p> <p>G: Revitalise the Indigenous parent reference group to share Closing the Gap information and monitor attendance</p>	<p>contract term 2 & 3 2012</p> <p>C: CEC to investigate and implement a trial for semester 2 2012 with view to full implementation in 2013</p> <p>D: CEC to investigate and implement Term 2 2012</p> <p>E 2012, reviewed annually</p> <p>F: 2012 and ongoing</p> <p>G: Semester 1 2012</p>		<p>C:2000</p> <p>D:18500</p> <p>E: 51674</p> <p>F: 2000</p> <p>G: 2000</p>	<p>C:2000</p> <p>D:18500</p> <p>E: 51674</p> <p>F: 2000</p> <p>G: 2000</p>
	<p>2.2 Action Research Projects to improve student learning outcomes of identified student cohorts such as:</p> <p>A: Track the improvement in student results as a result of engaging parents in their learning focusing on the 2012 intake of prep students and culminating in their NAPLAN results in 2015</p>	<p>A: Commenced Term 1 2012 with Parent information sessions to outline the curriculum requirements for their son/daughters and to seek their participation/input into the research (Work in progress)</p>		<p>A: 4000</p>	<p>A: 4000</p>
	<p>2.3 Student attendance rates including Indigenous attendance</p> <p>A: Develop an attendance monitoring program to track student attendance</p> <p>B: EST offline Term 1 2012 (at beg teacher rate) to assist in the development of NP Program and specifically the Attendance Monitoring and Tracking Program. <i>Alternative staffing</i></p>	<p>A: Commenced Semester 1 2012, reviewed for effectiveness end of Semester 1 2012 and fully embedded Semester 2 2012.</p> <p>B: Attendance Policy developed and implemented Term 1 2012</p>		<p>A: 27976</p> <p>B: 16500</p>	<p>A: 27976</p> <p>B: 16500</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p><i>arrangements to be investigated to run the program after term 1 2012.</i></p> <p>C: Inform all stakeholders of the importance of attendance and our target of 95% attendance</p> <p>D: Introduce a recognition and reward program for student attendance above 95%</p> <p>E: Develop an Attendance Accord with the Herberton Business Community (an expansion of the ACE attendance accord commenced in 2011)</p> <p>F:CEC to undertake home visits and set up visits for the Principal</p> <p>G: Develop cultural programs that engage students in school attendance e.g. music groups, drama groups</p>	<p>C: Commenced Semester 2 2011 and ongoing</p> <p>D: Commenced Semester 1 2012</p> <p>E: Semester 2 2012</p> <p>F: Ongoing</p> <p>G: Research offerings Semester 1 2012 for commencement Semester 2 2012</p>		<p>C: 2000</p> <p>D: 2000</p> <p>G: 58741</p>	<p>C: 2000</p> <p>D: 2000</p> <p>G: 58741</p>
	<p>2.4 Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high</p> <p>A: Commence a review of HSS's SWPBS review incorporating a review of the school's Responsible Behaviour Plan</p> <p>B Classroom profiling of teachers as a self-reflection tool</p> <p>C: Coaching and feedback program to improve teaching and student/teacher relationships</p> <p>D: Investigate feasibility of additional GO (O.2 FTE) time to support students identified with high levels of inappropriate behaviours</p>	<p>A: To commence Term 2 2012. EST offline assisting with review. See 2.3 A</p> <p>B: Has commenced with Principal/HOC/teacher to access PD term 2 2012 for implementation 2012</p> <p>C: Has commenced in Secondary department. Principal/HOC to access PD 2012 for commencement in Secondary semester 2 2012</p> <p>D: Semester 2 2012 for commencement in 2013 with review semester 2 each year.</p>		<p>A: 3700</p> <p>B:9000</p> <p>C:6000</p> <p>D: 86281</p>	<p>A: 3700</p> <p>B:9000</p> <p>C:6000</p> <p>D: 86281</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>2.5 Student wellbeing and support</p> <p>A: Implement a PPP program for parents with individualised invitations to identified families where support is required</p> <p>B: Formalise a process where teachers can report issues/concerns about students wellbeing & support</p> <p>C: Investigate feasibility of additional GO time to support students identified with high levels social/emotional needs</p> <p>D: Revise social/emotional curriculum delivery as part of the SWPBS review e.g. “You can do it” and “SensAbility” programs</p> <p>E: Further develop the positive relationship with Child Safety Officers and foster families</p>	<p>A: Planning commenced Semester 2 2011 for implementation Semester 1 2012 and then annually</p> <p>B: Semester 2 2012</p> <p>C Semester 2 2012 for commencement in 2013:</p> <p>D: To commence Term 2 2012</p> <p>E: Commenced Semester 2 2011</p>		<p>A: 2000</p> <p>C: see 2.4D</p> <p>D: see 2.4A</p>	<p>A: 2000</p>
<p>3. Young people make a successful transition from school to work and further study. (Secondary schools only.)</p>	<p>3.1 Improving student transition to work and further study</p> <p>A: Develop closer links with ASHS to align Sem 2 Yr 10 curriculum and SET planning process, to enable smooth transition into Yr 11</p> <p>B: Further develop the transition program and parent information programs for upper primary to improve retention from Primary to Secondary schools at HSS P-10</p>	<p>A: Ongoing</p> <p>B: Semester 1 2012 ongoing</p>		<p>A: 3200</p> <p>B: 2000</p>	<p>A: 3200</p> <p>B: 2000</p>
	<p>3.2 Partnerships with Higher Education, Training and Business that promote meaningful pathways including pathways for students at educational risk such as students with a disability and Indigenous students</p>				

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>A: Develop the Work Readiness/work experience programs for disengaged students</p> <p>B: Continue existing partnerships with external agencies e.g. VPG, SDE, Mareeba Agricultural College, Wuchopperen</p> <p>C: Further develop the cooperative program with MSB to facilitate programs for students e.g. RREAP, VET programs</p> <p>D: Further develop relationships with local industry to promote work placements e.g. Herberton Traders Association, Kagara Mines</p>	<p>A: Ongoing</p> <p>B: Ongoing</p> <p>C: Ongoing</p> <p>D: Ongoing</p>	<p>C: 54747</p>	<p>A: 3200</p> <p>D: see 3.2A</p>	<p>A: 3200</p> <p>C: 54747</p>
<p>4. Community confidence in the capability of schools.</p>	<p>4.1 Improving parent reporting – particularly around student wellbeing</p> <p>A: : Implement a program where teachers make regular contact with parents focusing on positive feedback as a way of proactively encouraging student outcomes and personal wellbeing</p> <p>B: Revise parent feedback/communication processes focusing on individual learning progress rather than end of term/semester reports</p> <p>C: Continue to develop a positive relationship with Child Safety re the progress of students in care and development of Education Support Programs.</p>	<p>A: Research and design a system in 2012 for implementation in 2013-3015 with annual reviews</p> <p>B: : Research and design a system in 2012 for implementation in 2013-3015 with annual reviews</p> <p>C: Ongoing</p>		<p>A: 73614</p> <p>B: see 4.1A</p> <p>C: see 2.5E</p>	<p>A: 73614</p>
	<p>4.2 Parent and community engagement programs (including Indigenous engagement)</p> <p>A: Implement a PPP program for parents with individualised invitations to identified families where support is required</p>	<p>A: Commence in Semester 1 2012 and offered each year</p>		<p>A: see 2.5A</p>	

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>B: Investigate and implement programs for improved communication with the wider Herberton community</p> <p>C: Revitalise the Indigenous parent reference group to share Closing the Gap information and monitor attendance</p> <p>D: Research, develop and implement programs to assist/encourage parents to participate in their child's learning e.g. parents as first teachers, ICTs, individualised learning plans and cyber-safety</p>	<p>B: Semester 1 2012</p> <p>C: Commenced Semester 2 2011</p> <p>D: Term 1 2012</p>		<p>C: see 2.1G</p> <p>D: 2000</p>	<p>D: 2000</p>
	<p>4.3 Improving teacher quality and workforce planning</p> <p>A: Implement an Explicit Teaching model (Fleming) with a focus on the development of Literacy/Numeracy and explicit teaching of NAPLAN</p> <p>B Classroom profiling of teachers as a self-reflection tool</p> <p>C: Coaching and feedback program to improve teaching and student/teacher relationships</p> <p>D: Implement an effective Systems Leadership Model at HSS P-10 to provide clarity on specific roles of teachers, teacher aides and staff</p> <p>E: Teachers to complete Personal PD Plans as a means to provide ongoing PD for all of school requirements and individualise professional development requirements of staff</p>	<p>A: Commenced semester 1 2012 & ongoing</p> <p>B: Commenced 2010 with augmentation of the program Semester 1 2012</p> <p>C: Has commenced in Secondary department. Principal/HOC to access PD 2012</p> <p>D: Commenced semester 2 2011 with Principal to access PD 2012 for further implementation in 2012/2013</p> <p>E: Ongoing</p>	<p>E:8900</p>	<p>A: see 1.sB</p> <p>B: see 2.4D</p> <p>C: see 1.4E</p> <p>D: 4000</p> <p>E: see various</p>	<p>D: 4000</p> <p>E:8900</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation

CERTIFICATION

This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

.....
 Andrew Hurst
 Principal
 / / 2012

.....
 Katrina Muller
 P&C President
 / / 2012

.....
 Graham Fuller
 Assistant Regional Director
 / / 2012