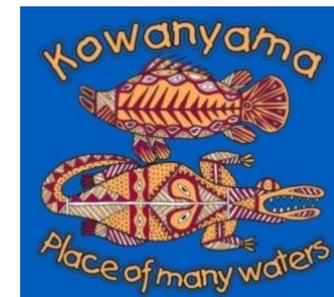


## SCHOOL STRATEGIC PLAN 2012 - 2015



# Kowanyama State School

**NAME OF SCHOOL:** *Kowanyama State School*  
**NAME OF PRINCIPAL:** *Ross McHutcheon*  
**ADDRESS OF SCHOOL:** *Lot 1, Kowanyama Street, Kowanyama 4871*  
**STUDENT FTEs – DAY 8, 2012:** *196*



## **SCHOOL CONTEXTUAL BACKGROUND**

A National Partnership School, Kowanyama State School is a remote indigenous community school on the Gulf of Carpentaria in Far North Queensland. The new school was established in 1973, replacing an older school in the town that was established in 1904. In July 1987, the Kowanyama Aboriginal Council was established. Situated 600km north west of Cairns, the community is isolated during the wet season each year. Access to the school and community in the wet season is only by plane. During the dry season (latter half of the year) vehicle access can occur, but only if the roads are passable. This isolation has an impact on student mobility during the year. Once roads become passable and families are able to drive to Cairns or Mareeba, student attendance can become irregular.

In February 2012, the school had an enrolment of 196 students from PrePrep to Year 10. All students identify themselves as being Aboriginal in origin. At the end of Year 7, the majority of students are encouraged to attend boarding school in various locations across Queensland. Additional students elect to go to boarding school in later years. Despite this, a number of students remain at Kowanyama to finish Year 10. In 2012, there were 32 students in Years 8-10 enrolled at Kowanyama State School.

Facilities at the school are generally old. Even though some work has been carried out in recent years, most buildings require considerable work in order for the facilities to meet the requirements of the school community. A new Library was established in 2011 as a result of BER funding. In addition to this, the school has a modern facility to house PrePrep students. The school's Tuckshop was closed in 2011 as it did not comply with legislation. This closure has had a significant impact on the school, with many students needing to leave the school during lunch breaks to purchase food from take away shops in the town.

It appears as though the school and other agencies in the community operate in isolation from each other. There is a need for greater cohesion between all agencies. Apart from NAIDOC Week celebrations, opportunities for students to be involved in cultural activities are limited. Community members have commented on the significance of traditional culture becoming part of the students' learning at school. For the majority of students at Kowanyama, Standard Australian English is not their first language. Language groups associated with countries in the Kowanyama region are Yir Yoront, Yirrk Thangalkl, Kokoberra, Uw Oygangand, and Olkola. Local people identify with three main tribes in the community: Kokoberra, Kunjen and Kokomenjena.

Student attendance has been and will continue to be a focus of the school community. Although the attendance figures at Kowanyama are better than similar schools, there is still considerable scope for improvement. A variety of strategies are in place and will continue to be promoted throughout the community to achieve better attendance figures for the school. Regular targets and strategies are widely promoted throughout the community on a regular basis.

Improving results for the school will continue to be a significant priority for the future. Over the previous three years, the school has performed significantly below National, State and Like School benchmarks in all aspects of Literacy and Numeracy (NAPLAN). Whilst there has been some improvement in certain aspects of Literacy and Numeracy, this has been sporadic. Positive, long term changes need to be made in order for the school's results to improve. As such, there will be a relentless focus on all aspects of Literacy and Numeracy – with a particular focus on Reading across all year levels. Timetables will be adjusted to reflect these needs.

Student behaviour remains a key focus for the school. Remaining in class and staying focussed on learning opportunities will be a school commitment for the years ahead. Improved attendance and classroom focus are the keys to improving student outcomes. A number of new strategies will be introduced in response to the specific behavioural needs of identified students and groups. Funding will be allocated to support these initiatives. These initiatives will be aligned to the School Wide Positive Behaviour Support plan.

## KEY PRIORITIES TO BE ADDRESSED

- **Literacy and Numeracy** - Improved student outcomes in all aspects of Literacy and Numeracy – with a particular focus on Reading. A focus on dedicated Literacy and Numeracy blocks every day. Ensuring all other curriculum areas maintain a Literacy and Numeracy focus. Reading encouraged and valued throughout the wider school community.
- **Increasing Student Attendance** – A continued focus on attendance and promoting incentives throughout the community. Ensuring the community is aware of the legal requirements of compulsory education and to publicly celebrate achievements and benchmarks.
- Processes established to embed **School Wide Positive Behaviour Support** – Reassess and act on a review of the school's Responsible Behaviour Plan. Ensure the methods used to manage, reward and react to student behaviour, not only meets the needs of DET but also accurately reflects the needs of the community. Improvements in student behaviour will link directly to improved student outcomes across all areas.
- **Connecting with Community and Culture** – Ensuring local culture and traditions are embedded in the curriculum. Connecting with elders and other agencies in the community to ensure that all students have been exposed to their history, culture and languages.

## COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

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

- ✓ **Parents and Family members**
- ✓ **School Staff**
- ✓ **LCC**
- ✓ **Community Elders**
- ✓ **Students**
- ✓ **Community Justice Group**

An extensive process of consultation occurred throughout the beginning of Term One, 2012. Initially, staff were asked to identify key areas and priorities. Priorities were established from this list, however this information was not used when working with other groups in the community. In the second week of school, families were invited to the school for a Meet and Greet BBQ. Individually and in small groups, the many parents and family members were asked to respond to a series of questions. This information was recorded and collated. On two separate occasions, meetings were also conducted with elders in the community. Plans were outlined to them, regarding proposed changes. The plans were endorsed by the group, with various elders accepting the offer to work with students and teachers in their classes. A Community Forum was also conducted in Week 6 to gauge responses from other community members who may not have had the opportunity to participate in other phases of the consultation process. With the data collated, from all groups, the key priorities were similar. So as not to influence the final outcome, information gathered from previous activities was not shared with the various groups.

## 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.

## NATIONAL PARTNERSHIP KEY REFORM AREAS:

1. Incentives to attract high-performing principals and teachers.
2. Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals.
3. School operational arrangements which encourage innovation and flexibility.
4. Provision of innovative and tailored learning opportunities.
5. Strengthened school accountability.
6. External partnerships with parents, other schools, businesses and communities and provision of access to extended services.



## SCHOOL STRATEGIC PLAN.

Outcomes	Strategies	Progress Timelines, Reviews and 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><b>1.1 Literacy and Numeracy – improving NAPLAN results across all band levels</b></p> <ul style="list-style-type: none"> <li>a. Secondary classes divided into ability groups for Literacy lessons, focussing on decoding, reading and comprehension</li> <li>b. SRA Decoding Strategies for secondary students</li> <li>c. Streamed Year 1-3 and 4-7 reading groups using NAPLAN texts to increase comprehension</li> <li>d. Reading Data Walls and targets displayed in every class to monitor and inform current practice and report on progress</li> <li>e. Spelling Mastery from Year 2-7 (Streamed in Year 4-7)</li> <li>f. JEMMs and EMMs followed in Year 3-7</li> <li>g. Literacy/Numeracy Coach targeting Year 3/5/7/9 Semester 1 and Year 2/4/6/8 Semester 2</li> <li>h. NAPLAN Policy developed and monitored by the HOD</li> <li>i. Turn Around Team builds capacity with Principal and School Leadership to assist in identified areas of Literacy/Numeracy and SWPBS</li> <li>j. Turn Around Team has a clear focus on data collection and interpretation and builds capacity of staff to quantify and qualify all relevant information for maximum impact on all aspects of Teaching and Learning</li> <li>k. Explicit Teaching Model adopted and applied consistently in every class</li> <li>l. Five weekly data collection cycle and monitoring of student improvement</li> <li>m. Implementation of contextualised C2C documents</li> <li>n. Time allocations surrounding Literacy and Numeracy Blocks are not negotiable - in line with the school's focus on these significant areas</li> </ul>	<ul style="list-style-type: none"> <li>a. Regular testing to measure and demonstrate movement – monitored every 5 weeks</li> <li>b. Additional Readers purchased Term Three, 2012</li> <li>d. Updated every Term with ongoing monitoring</li> <li>h. Developed Term One, 2012. Ongoing monitoring</li> <li>i. Semester One, 2012 – Visits twice each Term Semester Two, 2012 – Visits once each Term</li> <li>k. Full implementation Semester One, 2012 with ongoing support in Semester Two</li> <li>l. Data collected and disseminated every 5 weeks</li> <li>n. Consistent practices, with ongoing monitoring</li> </ul>	<p>e. \$8,000</p>	<p>\$8,000</p>	<p>\$16,000</p>

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<ul style="list-style-type: none"> <li>o. Rigorous Guided Reading Programs across all year levels, including guided reading groups using resources such as Fitzroy Readers, PM Readers, SRA Cards and NAPLAN texts implemented across P-7 (ability based groups)</li> <li>p. System is implemented for the monitoring of expectations (formal and informal walk throughs, observations, coaching and feedback...)</li> <li>q. Continue to promote Mathematics and Reading Eggs throughout school</li> <li>r. PATM and PATR used to accurately measure student progress and inform decision making</li> <li>s. OneSchool reports used to accurately inform parents of student progress</li> </ul>	<ul style="list-style-type: none"> <li>o. Programs monitored every 5 weeks Procedures aligned with school's Assessment Framework Benchmarks clearly established for students and aligned with resources such as PM Readers Timelines regularly reviewed depending on progress and resources available</li> <li>p. Daily, ongoing Formal observations once every Term Coaching and feedback provided following lesson observation</li> <li>q. Subscriptions paid – Term One, every year Resources evaluated and reviewed annually</li> <li>r. Standardised assessments Term One and Term Three every year</li> <li>s. Reports distributed at the end of Semester One and Two with Parent/Teacher Interviews</li> </ul>	q. \$10,000	\$10,000	\$20,000
	<p><b>1.2 Improving science performance of students</b></p> <ul style="list-style-type: none"> <li>a. Continued promotion of Science initiatives across all year levels</li> <li>b. Promotion of Science Immersion Days throughout the wider community</li> <li>c. Incorporate Science initiatives into studies of local culture and environment</li> <li>d. ScienceSpark initiative</li> <li>e. QCATS in Year 4, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>b. Commencing Semester Two, 2012</li> <li>c. Term Two, 2012 PD for teachers</li> <li>d. Moderation in Semester Two every year</li> <li>e. PAT Science – Semester Two, 2012</li> </ul>	c. \$3,000		\$3,000
	<p><b>1.3 Developing teachers' capacity to teach Literacy, Numeracy and Science</b></p> <ul style="list-style-type: none"> <li>a. Continued promotion of Professional Development opportunities for teachers regarding How Language Works</li> <li>b. Numeracy Coach working with staff across all year levels with a particular focus on Year 3,5,7,9</li> <li>c. Strategies employed by Numeracy Coach to be adopted by teachers as part of future contingency planning</li> </ul>	<ul style="list-style-type: none"> <li>a. Line management observation of explicit teaching twice a Term</li> <li>b. 2012 – Planning for no Coach in following years</li> <li>c. Semester One, 2012</li> </ul>			

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<ul style="list-style-type: none"> <li>d. Explicit model of Teaching presented in staff meetings and observed twice a Term by line management</li> <li>e. ScienceSpark initiative professional development for teachers in Year 4-7</li> <li>f. EarthSmart Science – professional development for all staff</li> <li>g. PowerSavvy – curriculum and pedagogical assistance for all staff</li> <li>h. Refreshers in First Steps Number for all staff</li> <li>i. Staff PD prioritised for the teaching of Reading</li> <li>j. Formal Staff Induction Plan developed and implemented for all new staff</li> <li>k. Reading Improvement Plan developed</li> </ul>	<ul style="list-style-type: none"> <li>d. Term Two, 2012</li> <li>e. Term Three, 2012</li> <li>f. Reduction of school's environmental footprint by 5% each year</li> <li>g. Development of School Environment Policy 2013</li> <li>h. Line management planning checks and classroom observation</li> <li>i. Expectations clearly outlined for all new staff</li> <li>j. Staff Handbook reviewed and reprinted annually</li> <li>k. Term Two, 2012</li> </ul>			
	<p><b>1.4 Developing staff capacity to understand &amp; use data and personalise student learning</b></p> <ul style="list-style-type: none"> <li>a. SWPBS – Data driven committee</li> <li>b. VET – Cert IV Workplace Training and Assessment</li> <li>c. The needs of all secondary students will be measured to develop Individual Learning Plans</li> <li>d. All Year 8 students develop SET Plans at the commencement of their first year of Secondary School</li> <li>e. Numeracy coach in 2012</li> <li>f. Moderated tasks every Term in Staff Meetings</li> <li>g. NAPLAN data analysed in Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>a. Committee Meetings conducted every 3 weeks</li> <li>b. Semester Two, 2012</li> <li>c. Developed annually Term Four</li> <li>d. SET Plans developed and reviewed using OneSchool by the end of Semester 1 annually</li> <li>e. Term One and Three annually</li> </ul>			
	<p><b>1.5 Recommendations from Teaching and Learning Audit</b></p> <ul style="list-style-type: none"> <li>a. Kowanyama State School has previously participated in a Teaching and Learning Audit in February 2010. The school's response to the recommendations is outlined in the Actions Prioritisation document</li> </ul>	<ul style="list-style-type: none"> <li>a. Continual reflection and review of progress made since Teaching and learning Audit  <a href="#">..\T&amp;L Audits\Kowanyama SS audit responses 2010.docx</a></li> </ul>			

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
<p>2. All students are successfully engaged in learning.</p> <p>Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.</p>	<p><b>2.1 Closing the gap for Indigenous students and developing a culture of high expectation for all students</b></p> <p>a. Weekly focus based on Behaviour Data regularly retrieved from OneSchool</p> <p>b. Regular promotion of Kowanyama Values throughout the school community – whilst maintaining a key focus on specific values when necessary</p> <p>c. Regular involvement of community in school activities and celebrations</p> <p>d. An understanding and respect for culture and values throughout the school community is enforced through the continued promotion of EATSIP</p> <p>e. All members of the school community have a connection with the agreed to school values and priorities</p> <p>f. Use of Bandscales to inform decision making when planning or developing ILPs</p> <p>g. Personal Learning Plans developed for students</p> <p>h. Staff to be aware of ESL teaching strategies</p>	<p>a. Focussed analysis every 5 weeks</p> <p>b. Weekly values promoted and posted in community</p> <p>c. Open Days and Community BBQs once every Term</p> <p>d. Community Elders engaged from Term Two, 2012</p> <p>e. Finalised and celebrated as a result of the SWPBS process – Semester Two, 2012</p> <p>f. Ongoing</p> <p>g. Managed by SWD Teacher ILPs developed as necessary</p>	<p>c. \$8,000</p> <p>d. \$8,000</p>	<p>\$11,000</p> <p>\$8,000</p>	<p>\$19,000</p> <p>\$16,000</p>
	<p><b>2.2 Action Research Projects to improve student learning outcomes of identified student cohorts such as:</b></p> <ul style="list-style-type: none"> <li>o <b>Indigenous</b></li> <li>o <b>ESL (Indigenous)</b></li> <li>o <b>Disabilities (including number of students awarded a Queensland Certificate of Individual Achievement)</b></li> <li>o <b>Additional learning needs</b></li> </ul> <p>a. VET competencies for secondary students</p> <p>b. Certificate courses established for all secondary students</p> <p>c. Tracking secondary students who have completed a VET competency at Kowanyama SS to check if the credits received have contributed to a QCE</p>	<p>e. Semester Two, 2012</p> <p>f. To be tracked by Transition Officer from 2014</p>			

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p><b>2.3 Student attendance rates including Indigenous attendance</b></p> <p>a. Set attendance targets at the beginning of each term and widely promote these in the community</p> <p>b. Ensure all staff remain focussed on regular student attendance through constant positive messages based on accurate data for each class</p> <p>c. Implement ISSU Advanced Attendance Report to enhance data analysis and inform prioritisation of strategies</p> <p>d. Development and implementation of protocols for Lateness; Minor Absences (1-2 Days) and Chronic Absences (3 days)</p> <p>e. Use attendance as the base for many school awards and celebrations throughout each Term</p> <p>f. Ensure student attendance rates are regularly celebrated</p> <p>g. Families and students are rewarded for their focus and commitment to regular attendance</p> <p>h. Organise for the school bus to do additional morning runs every day</p> <p>i. Organise for the school bus and car to be signed "Everyday Counts"</p> <p>j. Organise a school attendance mural (painted by a local artist) to be placed in a prominent location in the school</p> <p>k. Work with other agencies such as ISSU, Child Youth and Mental Health and School Guidance Officer to support disengaged and reluctant students to re-attend school</p> <p>l. Make attendance expectation explicit to parents and community agencies/stakeholders and promote their engagement to maximise attendance outcomes</p>	<p>a. Ensure notices on school sign are current Regular competitions organised and celebrated</p> <p>b. More regular school newsletters and updates Attendance data walls regularly updated</p> <p>c. Term Two, 2012 – Following implementation of OneSchool</p> <p>d. Semester One, 2012 Regular review of data</p> <p>e. 90% Semester One, 2012 95% Semester Two, 2012</p> <p>f. Celebrations at the end of each Term for families achieving 100% attendance</p> <p>g. Skytrans attendance awards every Semester Ergon Power Cards</p> <p>h. Term Two, 2012</p> <p>i. Term Three, 2012</p> <p>j. Term One, 2012</p> <p>k. Ongoing</p> <p>l. Ongoing</p>	<p>e. \$14,000</p> <p>f. \$12,000</p> <p>g. \$4,000</p> <p>h. \$6,000</p>	<p>\$14,000</p> <p>\$12,000</p> <p>\$4,000</p> <p>\$6,000</p>	<p>\$28,000</p> <p>\$24,000</p> <p>\$8,000</p> <p>\$12,000</p>

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p><b>2.4 Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high</b></p> <p>a. Develop a SWPBS Program by the end of 2012 in consultation with the wider community</p> <p>b. Develop a Focus Room for students on internal suspensions</p> <p>c. Develop and communicate a new procedure for the management of student behaviour</p> <p>d. Develop Role Descriptions for Behaviour Support Teacher and Community Liaison Officer</p> <p>e. Use Case Managers to support students requiring a high level of behavioural support</p> <p>f. Review, promote and formalise all rewards programs in the school</p> <p>g. Ensure full school operations are tied to a Charter of Expectations</p> <p>h. Publicise school values throughout the community</p> <p>i. Regular promotion of student successes and achievements using a variety of avenues</p> <p>j. Access TAT and other support personnel to guide the school in the development of SWPBS</p> <p>k. Utilise data to investigate current direction and success of student behaviour management</p> <p>l. Ensure relevant data walls and information is posted in every classroom</p> <p>m. Behavioural data analysis available for review every 5 weeks to identify target improvement areas and strategies</p> <p>n. Classroom profiling to assist in developing greater awareness of student needs and positive relationships with students</p> <p>o. Develop weekly printed school goals for each classroom and promote these in the wider community through distribution in shops, offices and work places</p>	<p>a. Use of Behaviour Management data to guide decision making – beginning and middle of every Term</p> <p>b. Introduced Term Two, 2012 Reviewed weekly</p> <p>c. Term One, 2012 – Flow Chart published</p> <p>d. Term Two, 2012 New position established end of Term One, 2012</p> <p>f. Ongoing celebrations and events</p> <p>g. Term Two, 2012</p> <p>h. Ongoing – posters printed and widely distributed</p> <p>i. Derived as a result of consultation with Community, Parents, Students and Staff at Community Forum and other meetings – Term One, 2012</p> <p>j. Full implementation by the end of 2012</p> <p>k. Data walls reviewed - minimum of every 5 weeks</p> <p>l. Reviewed every 5 weeks</p> <p>m. Behaviour reviewed according to frequency and nature of incident/actions</p> <p>n. Profiling completed every Semester</p> <p>o. Weekly reports – commencing Term Two, 2012: ➤ You Can Do It ➤ Attendance ➤ Reading</p>	<p>a. \$4,000</p> <p>d. \$100,000</p>	<p>\$4,000</p> <p>\$20,000</p>	<p>\$8,000</p> <p>\$120,000</p>

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<ul style="list-style-type: none"> <li>p. Regular excursions, trips and events using the Respect Bus as an incentive</li> <li>q. Reorganisation of Administration Building to better manage student movement through the facility</li> <li>r. Focus Room established in Administration Building – following a reorganisation of existing facilities</li> <li>s. Meeting Rooms established for students, families and community members</li> <li>t. Continue to advocate for facility renewal at Kowanyama SS – thereby developing a more positive school learning environment for students, staff and families</li> <li>u. Parent Communication and Engagement Strategy developed</li> </ul>	<ul style="list-style-type: none"> <li>p. Regular, ongoing</li> <li>q. Easter Holidays – 2012</li> <li>r. Easter Holidays – 2012</li> <li>s. Easter Holidays – 2012</li> <li>t. Facilities Plan established Semester One, 2012 Ongoing advocacy</li> <li>u. Semester Two, 2012</li> </ul>	q. \$30,000		\$30,000
	<p><b>2.5 Student wellbeing and support</b></p> <ul style="list-style-type: none"> <li>a. Ensure all students receive the appropriate level of social, emotional support through the provision of flexible staffing and appropriate resourcing</li> <li>b. Develop and use available resources to support the teaching of healthy emotional skills</li> <li>c. Investigate options for student lunches by accessing other providers in the community</li> <li>d. Engage nutritionists to develop an appropriate guide for healthy food – to be used by external providers</li> <li>e. Further develop interagency partnerships with Qld Health, Australian Hearing and Deadly Ears</li> <li>f. Referral process clearly linked to Student Support Services Committee</li> <li>g. Relevant procedures followed when referring students</li> <li>h. Continue to support students through the provision of fresh fruit every day</li> <li>i. Develop tutorial classes for students</li> <li>j. Establish an after school program</li> <li>k. Work with other agencies and support</li> </ul>	<ul style="list-style-type: none"> <li>a. Staffing Model reviewed at the end of each year to reflect and support the specific needs of individuals and groups of students</li> <li>b. Semester Two, 2012 – GO support</li> <li>c. Options available Term Two, 2012</li> <li>d. Term One, 2012</li> <li>e. Ongoing</li> <li>f. Student Services Committee established Term One, 2012</li> <li>j. Tutoring Program to operate every week on the same day as Community Library, Semester Two,</li> </ul>		j. \$64,000	\$64,000

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	groups to organise additional Library programs – for students and families l. Implement Kids Matter across the school m. Student Representative Council established n. Weekly teaching activities using You Can Do It resources	2012 l. Semester Two, 2012 m. Semester Two, 2012 n. Ongoing			
3. Young people make a successful transition from school to work and further study.	<b>3.1 Improving student transition to work and further study</b> a. Encourage greater involvement with Play Group providers by enabling the use of school facilities b. Engage with families of Year 7 students about their transition to Secondary School in 2014 and the implications for transition into boarding school c. School programs established to develop the competencies and confidence required for successful transition d. Year 7 Transition Camp e. Work closely with families and members of the Transition Team to allay concerns from families and students about leaving their community and their transition to boarding school f. Establish links with secondary schools and local industry providers in the Region to investigate opportunities for further study by local students - either permanently or casually – depending on the needs of the individual student g. Engage with P Plate Program	a. Semester Two, 2012 b. Ongoing – commencing as early as possible each year d. Semester One, each year f. Semester One, 2012 g. Annual Career Expo, Cairns – Semester Two	d. \$8,000 g. \$4,000	\$8,000 \$4,000	\$16,000 \$8,000
	<b>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</b> a. Seek accreditation through QSA for the school to offer Certificate Courses for students in Year 8-10	a. Semester Two, 2012 / Ongoing review Courses linked to student needs Linked to SET Plans	a. \$8,000	\$16,000	\$24,000

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	b. Ensure staff have received Cert IV Workplace Training and Assessment training as appropriate	b. Term Two, 2012 Retraining scheduled 2014	b. \$8,000	\$16,000	\$24,000
	c. Establish Certificate Courses in Horticulture for all students – particularly those at risk of disengaging with school	c. Semester One, 2013	c. \$4,000	\$12,000	\$16,000
	d. Ensure alternate pathways are available for students at risk of disengaging with the regular school curriculum	d. Regular reviews, family meetings every Term			
	e. Develop close links with local businesses such as the Bakery and Store to establish opportunities for identified students to complete School Based Apprenticeships	e. Term Two, 2012	e. \$16,000	\$16,000	\$32,000
	f. Offer opportunities for students in Year 10 to participate in work experience in various locations in the wider community	f. Semester Two, 2012			
	g. Offer opportunities for students in Year 8 and 9 to visit various workplaces in the community as part of their program of study				
	h. Realign staff duties to provide opportunities for students to receive additional support when completing Certificate Courses				
	i. Formalise links with Distance Education to enable students to enrol in subjects through Virtual Schooling	i. Semester One, 2013			
	j. Establish video conferencing facilities in the school to enable better access for staff, students and community members to access a greater range of educational opportunities outside of the Kowanyama SS environment	j. Term Two, 2012	j. \$18,000	\$4,000	\$22,000
	k. Forge closer links with other agencies such as Qld Police, Qld Health, Kowanyama Aboriginal Council, local Elders and community representatives to establish programs that will assist students to achieve success	k. Ongoing			
	l. Build on connections with existing community workplaces such as: Rutland Plains Cattle Station, Kowanyama Lands Office and Kowanyama Aboriginal Council	l. Ongoing Partnerships established Aspirations planning with students - GO	l. \$8,000	\$20,000	\$28,000
	m. Establish links with Northern Pride to work with disengaged students	m. Ongoing			

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
4. Community confidence in the capability of schools.	<p><b>4.1 Improving parent reporting – particularly around student wellbeing</b></p> <ul style="list-style-type: none"> <li>a. Plan and co-ordinate home visits by all teachers at the commencement of each Term</li> <li>b. Work with teacher aides to ensure they provide appropriate cultural information to teachers when conducting home visits and parent meetings</li> <li>c. Promote regular school / class activities involving family and community members</li> <li>d. Regular, planned Community BBQs at least once a Term</li> <li>e. Regular, planned Class afternoons at least once a Term</li> </ul>	<ul style="list-style-type: none"> <li>a. A minimum of one home visit every Term Improved parent data School Opinion Survey</li> <li>b. Provide opportunities for teacher aides to assist with information sharing and leadership opportunities</li> <li>c. Ongoing Improved School Opinion Survey data</li> <li>d. Ongoing Improved School Opinion Survey data</li> <li>e. Ongoing Improved School Opinion Survey data</li> </ul>	c. \$4,000	\$4,000	\$8,000
	<p><b>4.2 Parent and community engagement programs (including Indigenous engagement)</b></p> <ul style="list-style-type: none"> <li>a. Meet with community elders to investigate the possibility of incorporating cultural elements into the curriculum</li> <li>b. Employ local artists to work with students and teachers on various art projects in the school to develop a colourful and creative school environment more conducive to learning</li> <li>c. Develop an Arts program that complements all aspects of local art and craft</li> <li>d. Work with elders to encourage greater participation in classrooms by telling stories, reciting history and reintroducing local languages to students and staff</li> <li>e. Ensure all staff have a deep understanding of local culture, history, traditions and protocols through participation in awareness sessions with elders and community representatives</li> <li>f. Community Liaison Officers employed to assist with community connections, student behaviour and attendance</li> <li>g. Develop a Community Library within the</li> </ul>	<ul style="list-style-type: none"> <li>a. Term One, 2012 – ongoing</li> <li>b. Term Three, 2012</li> <li>c. 2013</li> <li>d. Term Two, 2012 –Material published and celebrated in the wider community</li> <li>e. Annual workshop</li> <li>f. Term One, 2012 – ongoing review Retraining every year</li> <li>g. Semester Two, 2012</li> </ul>	b. \$20,000	\$20,000	\$40,000
			d. \$12,000	\$12,000	\$24,000
			f. \$120,000	\$120,000	\$240,000
			g. \$8,000	\$12,000	\$20,000

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>existing facility</p> <p>h. Develop additional Reading Programs for students and their families</p> <p>i. Work with Council to develop Adult Literacy and Numeracy courses – using school facilities and resources – thereby creating a greater interest and commitment to student reading in the wider community</p> <p>j. Establish a new school web site relevant to the needs of the community and Increase the regularity of a formal school Newsletter to once every fortnight</p> <p>k. Develop a clearly articulated School Vision; consult with stakeholders and develop new School Motto and Mission Statement as part of the school’s Charter of Expectations</p> <p>l. EATSIPs training provided top all staff</p> <p>m. EATSIPs initiatives integrated throughout curriculum</p>	<p>Memorandum of Understanding developed in partnership with Council – Semester Two, 2012</p> <p>i. Semester Two, 2012</p> <p>j. Semester Two, 2012</p> <p>k. Semester Two, 2012</p> <p>l. Charter of Expectations published and promoted Semester Two, 2012</p> <p>m. EATSIPs Plan developed Semester Two, 2012</p>	<p>h. \$6,000</p>	<p>\$6,000</p>	<p>\$12,000</p>
	<p><b>4.3 Improving teacher quality and workforce planning</b></p> <p>a. Develop a School Workforce Plan</p> <p>b. Advocate through Regional Office and Central Office for the placement of teachers whose skills match the specific needs of the community</p> <p>c. Partners 4 Success guidelines and procedures to be followed when recruiting new teaching staff</p> <p>d. Ensure all staff have access to the required professional development opportunities throughout each year</p> <p>e. Individual Professional Development Learning Plans developed by all staff clearly align with school priorities</p> <p>f. Allocate funds to support the needs of all staff</p> <p>g. Developing teacher performance through regular, planned classroom observations and associated feedback loops</p> <p>h. Identify staff for promotion and other duties</p>	<p>a. Term Two, 2012</p> <p>b. Term Two, 2012</p> <p>c. Performance Reviews completed Term One</p> <p>d. Ongoing</p> <p>e. PDLPs completed and reviewed each year Regular conversations twice every Term with Line Managers on personal direction, goals and strengths as well as areas identified for improvement</p> <p>g. Formal lesson observations and feedback once every Term</p> <p>h. Line Management Meetings twice every Term</p>	<p>d. \$80,000</p>	<p>80,000</p>	<p>\$160,000</p>

Outcomes	Strategies	Progress Timelines, Reviews and Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>as part of a Successional Plan</p> <ul style="list-style-type: none"> <li>i. Work with a wide range of other groups such as ISSU to identify and promote leadership opportunities for staff</li> <li>j. Formal Staff Induction Plan adhered to for all staff – regardless of their date of appointment</li> <li>k. Regular training and information sessions on C2C implementation</li> <li>l. C2C and Primary Connections for Science</li> <li>m. ScienceSpark and Science Expo for all students especially Year 4-7 classes</li> <li>n. All staff to be trained as classroom profilers to improve classroom management and relationships with students and to allow buddy coaching and mentoring</li> <li>o. All staff to be trained in Essential Skills for Classroom Management</li> <li>p. Refine Line Management System with Leadership Team. All teachers engaged in Line Management with published agendas and priorities</li> <li>q. Leadership develop relevant AAPs and update progress every Term</li> </ul>	<ul style="list-style-type: none"> <li>l. Term Two, 2012</li> <li>n. Term Two, 2012 Ongoing refresher courses based on school data at regular intervals</li> <li>o. Ongoing</li> <li>p. Term Two, 2012</li> <li>q. Term Two, 2012</li> </ul>			

**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.

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**Ross McHutcheon**  
Principal  
19/03/2012

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**Maria Dick**  
P&C President  
19/03/2012

.....  
**Richard Huelin**  
Assistant Regional Director  
19/03/2012