





	<p>question “What do you have to know and be able to do to be successful in the assessment task?” in English</p> <p>Further enhance the implementation of high yield strategies, specifically Learning Journey Walls and ways to create Assessment Literate Learners</p> <p>Continue to develop the Wulguru Writing Wall</p> <p>Undertake action research project to increase the performance of high achieving students through ICP processes</p> <p>Writing is a Priority Learning Area for Wulguru and includes</p> <ol style="list-style-type: none"> <li>1. Supporting students to become independent writers</li> </ol>	<p>Year 3 and 5 students above NMS in NAPLAN writing</p> <table border="1" data-bbox="936 252 1288 391"> <thead> <tr> <th>NAPLAN Writing</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>90.2%</td> <td>90.7%</td> </tr> <tr> <td>Yr 5</td> <td>73.5%</td> <td>83.0%</td> </tr> </tbody> </table>	NAPLAN Writing	2015	2016	Yr 3	90.2%	90.7%	Yr 5	73.5%	83.0%	<p>Yr 3 – 95%</p> <p>Yr 5 – 85%</p>	<p>Ongoing</p>																									
NAPLAN Writing	2015	2016																																				
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<p>Core Priority: Numeracy</p>	<p>Extend the explicit use of YUMI pedagogy in maths teaching</p> <p>Numeracy is a Priority Learning Area for Wulguru and includes</p> <ol style="list-style-type: none"> <li>1. Numeracy Intervention</li> <li>2. Extension activities</li> </ol>	<p>Percentage of teachers using RAMR as a planning/ teaching tool and engaging in professional development</p> <p>A to E data for Maths</p> <table border="1" data-bbox="936 1129 1288 1437"> <thead> <tr> <th>A to E Maths</th> <th>'15 S1</th> <th>'15 S2</th> <th>'16 S1</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>68%</td> <td>87%</td> <td>76%</td> </tr> <tr> <td>Yr 1</td> <td>55%</td> <td>70%</td> <td>61%</td> </tr> <tr> <td>Yr 2</td> <td>62%</td> <td>67%</td> <td>73%</td> </tr> <tr> <td>Yr 3</td> <td>65%</td> <td>86%</td> <td>62%</td> </tr> <tr> <td>Yr 4</td> <td>70%</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Yr 5</td> <td>71%</td> <td>73%</td> <td>77%</td> </tr> <tr> <td>Yr 6</td> <td></td> <td></td> <td>70%</td> </tr> </tbody> </table>	A to E Maths	'15 S1	'15 S2	'16 S1	Prep	68%	87%	76%	Yr 1	55%	70%	61%	Yr 2	62%	67%	73%	Yr 3	65%	86%	62%	Yr 4	70%	73%	74%	Yr 5	71%	73%	77%	Yr 6			70%	<p>90%</p> <p>&gt;80% across all year levels</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Master Teacher and YUMI team</p>	<p>YUMI Action Plan</p> <p>NAPLAN Preparation and Extension Overview</p>
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		<p>NAPLAN results for Numeracy</p> <table border="1"> <tr> <td><i>NAPLAN NMS</i></td> <td><i>2015</i></td> <td><i>2016</i></td> </tr> <tr> <td><i>Yr 3</i></td> <td><i>86.7%</i></td> <td><i>82.7%</i></td> </tr> <tr> <td><i>Yr 5</i></td> <td><i>93.8%</i></td> <td><i>95.8%</i></td> </tr> </table> <table border="1"> <tr> <td><i>NAPLAN U2B</i></td> <td><i>2015</i></td> <td><i>2016</i></td> </tr> <tr> <td><i>Yr 3</i></td> <td><i>18.3%</i></td> <td><i>13.5%</i></td> </tr> <tr> <td><i>Yr 5</i></td> <td><i>6.3%</i></td> <td><i>10.4%</i></td> </tr> </table>	<i>NAPLAN NMS</i>	<i>2015</i>	<i>2016</i>	<i>Yr 3</i>	<i>86.7%</i>	<i>82.7%</i>	<i>Yr 5</i>	<i>93.8%</i>	<i>95.8%</i>	<i>NAPLAN U2B</i>	<i>2015</i>	<i>2016</i>	<i>Yr 3</i>	<i>18.3%</i>	<i>13.5%</i>	<i>Yr 5</i>	<i>6.3%</i>	<i>10.4%</i>	<p>NMS – 95%</p> <p>U2B – 20%</p>	Ongoing		
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Core Priority: Attendance	<p>Review effectiveness of the 2016 school strategy designed to improve attendance and reduce unexplained absences</p> <p>Write an Attendance Policy that includes strategies to increase attendance, respond to unexplained attendance and articulates the school response to same day reporting of absences</p>	<p>Attendance Data on OneSchool, including overall rate and reduce the number of students whose attendance rate is &lt;85%</p> <table border="1"> <tr> <td><i>Attendance Data</i></td> <td><i>2014</i></td> <td><i>2015</i></td> </tr> <tr> <td><i>Overall</i></td> <td><i>89.4%</i></td> <td><i>90.8%</i></td> </tr> <tr> <td><i>&lt;85%</i></td> <td><i>24.5%</i></td> <td><i>21.2%</i></td> </tr> </table>	<i>Attendance Data</i>	<i>2014</i>	<i>2015</i>	<i>Overall</i>	<i>89.4%</i>	<i>90.8%</i>	<i>&lt;85%</i>	<i>24.5%</i>	<i>21.2%</i>	<p>Overall - &gt; 94%</p> <p>&lt;85% – &lt; 15%</p>	Weekly Each Term	Principal	<p>Records of home visits</p> <p>Class Attendance Charts</p> <p>Celebration of improvements in student attendance</p>									
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Core Priority: STEM	<p>Continue to provide training and resources to familiarise teachers with Digital Technologies Curriculum</p> <p>Continue implementing the Digital Technologies Curriculum</p>	<p>School Opinion Survey Data, Information and Communication Technology questions</p> <table border="1"> <tr> <td><i>SOS Data</i></td> <td><i>2015</i></td> <td><i>2016</i></td> </tr> <tr> <td><i>S2088</i></td> <td><i>95.5%</i></td> <td><i>100%</i></td> </tr> <tr> <td><i>S2090</i></td> <td><i>97.7%</i></td> <td><i>97.9%</i></td> </tr> </table>	<i>SOS Data</i>	<i>2015</i>	<i>2016</i>	<i>S2088</i>	<i>95.5%</i>	<i>100%</i>	<i>S2090</i>	<i>97.7%</i>	<i>97.9%</i>	<p>S2088 – 97%</p> <p>S2090 – 100%</p>	Ongoing	Teacher Librarian	<p>Professional Development activities</p> <p>ICTs maintained</p>									
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**Teaching Quality' and 'Principal Leadership and Performance**

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence					
		Description	Target	Date							
Core Priority: Professional Practices	Embed Visible Learning practices and enhance the use of learning walls in all classes	Teaching staff receive training, feedback or support	> 98%	Ongoing	Deputy Principal	Feedback sheets/ discussions					
	Develop and implement a professional development plan to enhance the use of high yield strategies including the provision of quality feedback to help students meet the reading and writing demands of a unit of work	<table border="1"> <tr> <td><i>SOS Data</i></td> <td><i>2015</i></td> <td><i>2016</i></td> </tr> <tr> <td><i>S2071</i></td> <td><i>97.8%</i></td> <td><i>100%</i></td> </tr> </table> Staff engaged with developing performance processes	<i>SOS Data</i>	<i>2015</i>	<i>2016</i>	<i>S2071</i>	<i>97.8%</i>	<i>100%</i>	100%	Sem 1	Principal and Deputy
<i>SOS Data</i>	<i>2015</i>	<i>2016</i>									
<i>S2071</i>	<i>97.8%</i>	<i>100%</i>									

## School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence												
		Description	Target	Date														
Core Priority: Values and Behaviour	<p>Begin implementing Positive Behaviour for Learning, including developing an action plan</p> <p>Ensure all staff are provided with professional development activities related to ESCM and PBL</p>	<p>Student behaviour is well managed</p> <table border="1"> <thead> <tr> <th>SOS Data</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>S2074</td> <td>100%</td> <td>95.9%</td> </tr> <tr> <td>S2044</td> <td>91.9%</td> <td>92.1%</td> </tr> <tr> <td>S2012</td> <td>92.9%</td> <td>84.6%</td> </tr> </tbody> </table> <p>(Staff S2074, Students S2044, Parents S2012)</p>	SOS Data	2015	2016	S2074	100%	95.9%	S2044	91.9%	92.1%	S2012	92.9%	84.6%	<p>Staff – 100%</p> <p>Students – 95%</p> <p>Parents – 95%</p>	Ongoing	PBL Committee Chair	<p>Minutes of the meetings</p> <p>Reduction of behaviour incidents across the school</p>
SOS Data	2015	2016																
S2074	100%	95.9%																
S2044	91.9%	92.1%																
S2012	92.9%	84.6%																

**'Regional Support' and 'Local Decision Making'**

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence						
		Description	Target	Date								
Core Priority: Closing the Gap	<p>Continue Embedding Aboriginal and Torres Strait Islander Perspectives in various aspects of school</p> <p>Increase the capacity of Indigenous staff</p> <p>Review Parent and Community Framework, looking specifically for ways to engage member of the Indigenous community</p> <p>Provide Case Management that supports student attendance, and literacy and numeracy achievement</p> <p>Implement, monitor and review attendance and A to E data for continuous improvement</p>	<p>Indigenous Attendance Rates</p> <table border="1"> <tr> <td><i>Attendance</i></td> <td><i>2014</i></td> <td><i>2015</i></td> </tr> <tr> <td><i>Indigenous Attendance</i></td> <td><i>82.0%</i></td> <td><i>83.7%</i></td> </tr> </table> <p>Staff participation in professional development activities</p> <p>A to E Data in English for our Indigenous Students</p>	<i>Attendance</i>	<i>2014</i>	<i>2015</i>	<i>Indigenous Attendance</i>	<i>82.0%</i>	<i>83.7%</i>	86%	Ongoing	Principal	Data Walls Improved attendance rates
<i>Attendance</i>	<i>2014</i>	<i>2015</i>										
<i>Indigenous Attendance</i>	<i>82.0%</i>	<i>83.7%</i>										
Core Priority: Transition	<p>Build on and expand current relationships between school, pre-prep organisations and other community groups</p> <p>Support implementation of Yallorin, the Wulguru Playgroup, based at our school, working with Playgroup Queensland and other community groups</p>	<p>Prep enrolments</p> <table border="1"> <tr> <td><i>Prep Enrolments</i></td> <td><i>2015</i></td> <td><i>2016</i></td> </tr> <tr> <td><i>Day 8 Numbers</i></td> <td><i>35</i></td> <td><i>44</i></td> </tr> </table>	<i>Prep Enrolments</i>	<i>2015</i>	<i>2016</i>	<i>Day 8 Numbers</i>	<i>35</i>	<i>44</i>	48 students	Ongoing	Prep teachers  Playgroup coordinator	School visits Enrolment data
<i>Prep Enrolments</i>	<i>2015</i>	<i>2016</i>										
<i>Day 8 Numbers</i>	<i>35</i>	<i>44</i>										
Core Priority: School Community Participation Practices	<p>Actively encourage and value parent and community participation in different school activities</p> <p>Utilise a range of communication techniques to encourage parental involvement</p>	Volunteer Register	Register maintained	Ongoing	BSM	Volunteer Register						