

FOUR YEAR SCHOOL STRATEGIC PLAN



NAME OF SCHOOL: Redbank State School

NAME OF PRINCIPAL: Graham Rickuss

ADDRESS OF SCHOOL: 9 Brisbane Road, Redbank

STUDENT FTEs AS AT DAY 8: 206

SCHOOL CONTEXTUAL BACKGROUND

Redbank State School is situated on the eastern side of Ipswich city and is in the Metropolitan Region. The school started in 1876 and became a state school in 1881. Redbank State School offers co-educational classes from Prep to Year Seven. The school's enrolment is reasonably stable around 200 students. Our student population comes from various backgrounds including Pacific Islander (20%), Indigenous (12%), African (5%), Indian (1%) and other (1%) backgrounds. We have 4% students verified with disabilities with 30% requiring additional learning support and 2% of students in care. Many of our families have complex backgrounds characterised by a range of family structures and low socio-economic status. All our students bring with them a rich tapestry of prior learning experiences to our school.

Student attendance at Redbank State School hovers around the 91% range and is showing improvement year on year. Redbank State School has an enrolment management plan in place. 67% of students living within our catchment attend our school. These children represent 22% of the school population with the other 78% living out of our catchment. Many of our 'out of catchment' families select Redbank State School for the small school environment that we provide within the local area. Over the past 5 years the majority of families (75% - 89%) have indicated that Redbank State School is a good school. Our school population is likely to grow with a number of housing developments earmarked for our suburb.

At Redbank State School, the student NAPLAN data indicates that many of our students are below the National Minimum Standard as judged against children their own age. The data shows that by year 7 our students have started to close the gap with a number of areas indicating that our students are similar to all Australian students. At Redbank State School we collect data on various aspects student learning to monitor their progress throughout the year and during their education at our school. We use this data to differentiate the learning program to assist students to improve.

KEY PRIORITIES TO BE ADDRESSED

- * Curriculum (Literacy, Numeracy and Science)
- * Social/Emotional Learning
- * High Expectations for learning
- * Behaviour

STATEMENT OF PURPOSE

Our school motto 'Strive to Achieve' influences how we go about teaching and learning at Redbank State School. We are a school that values all curriculum areas and uses reading as the focus of all of the learning that we do. Using reading as our focus helps the students access all the curriculum areas, and helps them to 'Strive to Achieve'.

Redbank State School staff, students and families work together as a team, building relationships with purpose and spirit, expecting high standards of learning and behaviour. Our students make an impact as productive citizens in a global society. They are well equipped in life skills, which enable them to contribute to their community positively and purposefully. Our students are confident and proud of their achievements and demonstrate this by participating in community activities, as well as showcasing their learning and accomplishments to their families. We are proud of the traditions created at our school and each year we endeavour to maintain and improve them.

The students at Redbank State School are recognised as individuals, and acknowledge that respect between students and staff is central to harmony and success in the classroom. Staff, students and parents hold a high regard for the value of learning. Staff do whatever is required to assist students to meet their learning targets. We provide curriculum programs that incorporate meaningful and innovative learning experiences, which empower students to take responsibility for their learning. They 'Strive to Achieve' the 'A' Standards set out in our curriculum, particularly in the areas of literacy, numeracy and science. Our students have strong literacy and numeracy skills and are able to apply problem solving strategies in a range of situations. We have a whole school approaches to teaching in the academic, social and sports domains, which sets out what the students need to achieve by the end of each year level. The students have skills and confidence in their use of computers and other new technologies. They understand that science is a way of constructing new knowledge and is based on observations of the natural and built environment. We develop student leadership skills, and help the students to understand the advantages of working together as a team to achieve their academic, sporting and creative goals.

The staff at Redbank are regularly involved in researching and implementing innovative and evidence based teaching and learning techniques to assist students to achieve their goals. The staff utilise the resources within and beyond our community, and find experts to deliver powerful learning experiences. We understand that students learn in different ways. Teachers have respect for all students, based on realistic ideas and expectations. Assessment is recognised as an integral and natural element of the teaching and learning cycle. We use the data collected to learn about and tailor our pedagogy and programs to enhance learning for the individual. Students are well prepared and aware of assessment criteria and expected standards, prior to the commencement of units. A variety of assessment opportunities cater for individual learning styles. Our staff meet regularly, at school and with teachers from cluster schools, to discuss the achievements of our students and help us make consistent judgments using state wide and national standards as a benchmark. We offer regular opportunities to meet with the students and their parents or caregivers, to discuss the student's achievements and progress.

The community at Redbank has high expectation for standards of acceptable behaviour. We have a Responsible Behaviour Plan for Students which is taught to students. Our aim is to develop consistency between home and school. The staff possess and utilise skills and knowledge, and work collaboratively with parents, to ensure common understanding of the expectations of the behaviour that we are teaching.

The staff, students and parents at Redbank State School share our vision and motto of 'Strive to Achieve'. We prioritise the values of respect, responsibility and safety. Our students have empathy for all cultures and appreciate that everyone is deserving of respect in our society. All staff and students live up to the high level of our shared school values. We celebrate the achievements of our students and promote these throughout the community. Our staff, students and parents are proud to be part of the community that is Redbank State School.

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

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

- Staff: Staff meetings and general conversations
- Students: student leader meetings and general class discussions
- Parents: Forum meetings, paper surveys, informal discussions with parents before and after school
- P & C: Ideas presented and discussed at P & C meetings
- LCC: representatives of all union groups were consulted
- Indigenous representatives: conversations with Aboriginal representative, informal discussion with parents and during committee meetings.

OUTCOMES

These outcomes are sourced from the State Implementation Plan and are to be the focus of all funding allocation. There needs to be a direct link between strategies and 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:

These reform areas come directly from the National Partnership Agreement. Each area should be covered in the shaping of your school plan.

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

This four year plan will be revised and updated each year, re-signed by all parties and resubmitted to central office. There is no need to provide detailed financial figures here – have the detail in your financial planning sheet. It is suggested you provide one figure for each box below to cover the four year planning period.

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><u>Literacy</u> L1 Whole of school approaches to reading comprehension reviewed yearly. L2 Whole of school approach to teaching reading L3 Oral language explicitly taught across the year levels L4 After school tutoring in literacy L5 Words their way as whole school approach to spelling – continue L6 Holiday school activities in literacy L7 Use of turn around teams L8 ICT – Investigated appropriate web-based programs: Reading Eggs, Study Ladder L9 Book Week L10 School based reading incentive program L11 Premier’s Reading Challenge L12 Whole of school approach to writing including Grammar and Punctuation L13 National English Competition for extension students <u>Numeracy</u> N1 FSiM number – implement diagnostic tasks in number N2 FSiM – implement a new area of maths each year N3 Maths club – lunch or after school N4 ICT – investigate appropriate web based programs: Mathletic and other sites</p>	<p>L1 Review in term 4 each year and consolidate strategies used. L2 Investigate during semester 1 2012 for implementation during semester 2 2012 and review yearly. L3 Investigate during term 2012 for implementation during term 1 2013 L4 Start in term 1 2012, reviewed at the end of each term L5 Review in term 4 2012 to consolidate strategy L6 Holiday school activities to be organised for the June and September holidays starting in 2012 and review after each holiday session. L7 Access turn around team for literacy term 1 2012 L8 investigate and consolidate use of websites to support ICT use in literacy. Review term 4 each year and as new sites become available. L9 School to participate in book week activities each year to promote reading. L10 Investigate and implement in term 1 2012. L11 School to participate in Premier’s reading challenging each year. L12 Investigate during 2012 to being implementation during 2013 L13 Students to participate on a voluntary basis N1 Diagnostic tasks used each semester as in school moderation for all teachers N2 Each year add an extra area of FSiM 2012: Measurement, 2013: Space, 2014: Chance and Data. N3 Begin maths club in term 1 2012 N4 investigate and consolidate use of websites to support ICT use in mathematics – ongoing</p>	<p>L2 \$4 000 L3 \$4 000 L8, N4, 1.2.7 \$16 000 L9 \$2000 L10 \$4 000 L12 \$4 000 L13 \$2000 N2 Included in 1.3</p>	<p>L4, L6, N3, N6 \$77 165</p>	<p>\$117 165</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	<p>N5 After school tutoring</p> <p>N6 Holiday school activities in Maths</p> <p>N7 National Mathematics competition for extension students</p> <p>LN1 Consolidate whole of school assessment overview</p> <p>LN2 Implement whole of school standards framework</p> <p>LN3 Literacy and Numeracy Week and other events to promote literacy and numeracy</p> <p>LN4 Whole school approach to intervention</p>	<p>N5 implement after school tutoring from term 1 2012</p> <p>N6 Holiday school activities to be organised for the June and September holidays starting in 2012 and reviewed after each holiday session</p> <p>N7 Students to participate on a voluntary basis</p> <p>LN1 Review in term 4 2011 ready for use in 2012</p> <p>LN2 begin term 4 2011 ready for use by end of semester one reporting 2012 and reviewed in term 4 each year</p> <p>LN3 School to participate in the literacy and numeracy week each year.</p> <p>LN4 Implement from term 3, 2011 and review yearly; overseen by STLaN.</p>	<p>N7 \$2000</p> <p>LN3 \$2000</p> <p>LN4 included in 1.4.3</p>		
1.2 Improving science performance of students					
	<p>1 Primary connections as a whole of school science resource</p> <p>2 Science Club – during/after school</p> <p>3 Making links with Redbank Plains SHS to utilise science equipment and knowledge.</p> <p>4 Whole of school assessment overview for science</p> <p>5 Implement whole of school standard framework</p> <p>6 Holiday School activities in Science</p> <p>7 ICT– websites the use to assist with Science learning.</p> <p>8 Science Week and other events to promote science learning</p> <p>9 Access to Primary Science Facilitator/Science Spark initiative to assist with pedagogy</p>	<p>1 Consolidate use of Primary Connections as whole of school science resource. Review school science overview each year and align to the Australian Curriculum</p> <p>2 Implement Science club during term 1 2012</p> <p>3 Investigate ways to develop links with Redbank SHS during term 4 2012</p> <p>4 As for LN1</p> <p>5 As for LN2</p> <p>6 Holiday school activities to be organised for the June and September holidays starting in 2010 and reviewed after each holiday</p> <p>7 Investigate and consolidate use of websites to support Science Learning. Investigate sites in term 4 2011 and reviewed each year or as new sites are recommended.</p> <p>8 School to participate in Science week activities each year.</p> <p>9 Engage our primary Science facilitator as required to assist with embedding science pedagogy.</p>	<p>1 \$4000</p> <p>2. and 6. Included in 1.1</p> <p>1.2.7 included in 1.2N4</p> <p>8 \$2000</p>		<p>\$6 000</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
1.3 Developing teachers capacity to teach Literacy, Numeracy and Science					
	<p>1. Whole school approaches – QAR(Question, Answer, Relationship), FSIM (First Steps in Maths), Words their Way, 5E, Functional Grammar</p> <p>2. Professional development in areas to improve or to embed new approaches and differentiation</p> <p>3. Teacher observation and feedback</p> <p>4. Whole of school approach to literacy blocks to gain a consistent approach to teaching literacy linking to Australian Curriculum</p> <p>5. Whole of school approach to numeracy blocks to gain a consistent approach to teaching in numeracy linking to Australian Curriculum</p> <p>6. Watching others work and observations by peers, HOC, STLaN, Principal and modelled lesson/coaching by HOC</p> <p>7. Moderation in English, Maths and Science for consistency of teacher judgment</p>	<p>1. Review/extend whole school approaches during term 4 each year (As for 1.1, 1.2)</p> <p>2. Ongoing PD in whole of school initiative. Reviewed each year in consideration of other areas and creating a yearly overview</p> <p>3. Ongoing teacher observation by Principal, Peers in literacy, numeracy and science.</p> <p>4. Investigate whole of school approach to literacy blocks during 2012 for implementation in 2013</p> <p>5. Investigate whole of school approach to numeracy block during 2012 for implementation in 2013.</p> <p>6. Review and consolidate lessons observations focussing on the school improvement agenda on an ongoing basis.</p> <p>7. Implement tasks each semester in English, Maths and Science.</p>	<p>1.3.2, 1.3.3, 1.3.6 \$50 353</p>		<p>\$50 353</p>
1.4 Developing staff capacity to understand & use data and personalise student learning					
	<p>1. Purchase HOC (3 days per week) to work with staff to understand data collected and using this to differentiation.</p> <p>2. Using assessment items (PatR, PatM, Probe and PM) from assessment overview to for teachers to understanding students with the assistance of HOC</p> <p>3. Purchase additional TA time to enter data from testing for evaluation.</p> <p>4. STLaN (3 days per week current departmental allocation) to assist teachers in achieving extension and intervention differentiation in the classroom</p> <p>5. Release time for teachers to work with HOC STLaN and Principal to discuss data</p> <p>6. Differentiation understanding and implementation in classrooms through the use of data.</p>	<p>1. Advertise in Term 4, 2011 for HOC to begin 3 days per week in term 1 2012 and reviewed yearly.</p> <p>2. As for 1.1</p> <p>3. Teacher aide time to enter data for review after each data collection. (10 hours per semester)</p> <p>4. Use of current STLaN time to assist with students in classes: ongoing and reviewed each semester.</p> <p>5. Formalise release time with as required by each teacher throughout each term 1 day per term each year.</p> <p>6. PD and ongoing support with differentiating the curriculum for students, starting in term 1, 2012. Reviewed each semester by the teacher with the HOC and STLaN</p>	<p>3. \$2573</p> <p>4. \$264 912</p> <p>6. Included in 1.3</p>	<p>1. \$285 464</p> <p>5. \$115 748</p>	<p>\$668 697</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	7. Implement student target setting and reviewed regularly 8. Access the turnaround team to assist HOC to work with teachers with understanding of data.	7. Whole of school approach to target setting by students, investigate during term 4, 2011 and reviewed each semester. 8. During semester 1 2012 access the turnaround team to assist HOC and STLaN working with data and teachers.			
1.5 Recommendations from Teaching and Learning Audit					
	1. An Explicit School Improvement Agenda 2. Analysis and discussion of data 3. A Culture that Promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated classroom learning 8. Effective teaching practices	1. Improvement agenda and targets displayed around school. Term 1 2012 2. As for 1.4, 1.3.7 3. As for 2.1 4. Budget reviewed and updated yearly. 5. As for 1.1, 1.2, 1.3, 1.4, 4.3, 6. Implementation of Australian Curriculum term 1, 2012 and 1.1L1, 1.1L2, 1.1L5, 1.1L11, 1.1N1, 1.1N2, 1.1LN1, 1.1LN2, 1.2.1, 1.3.1, 1.3.4, 1.3.5 7. As for 1.4 8. As for 1.1L1, 1.1L2, 1.1L5, 1.1L11, 1.2.1, 1.3.1, 1.3.4, 1.3.5, 4.3			
2. All students are successfully engaged in learning. Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.	2.1 Closing the gap for Indigenous students and developing a culture of high expectation for all students				
	1. Improving student outcomes in Literacy, numeracy and science 2. ESL and Closing the gap using teacher aide time. 3. Implementation of student targets setting and reviewed regularly 4 Families as first teachers 5 EATSIP implementation and use this to assist teachers in develop a cultural competence of school staff 6 Celebration of cultural days specific to each cultural group. 7 Kindergarten to use the prep building.	1. As for 1.1 and 1.2 2. Consolidate teacher aide time for ESL and indigenous students and term 4, 2011 discuss access to an ESL teacher for term 1 2012 to create programs for teacher aide. 3. As for 1.4.6 4. Investigate this initiative with other schools during term 4 2011 to begin by term 3 2012 to purchase a teacher to run a playgroup 0.5 days per week. 5. Start process during term 4, 2011. Once started extend process to other cultural groups in the school. 6. School to create a calendar of events to celebrate culturally specific days during school 7. Investigate with Department of Early Childhood Education and Care/C&K the possibility of having kindergarten onsite in prep building during 2011/2012	Budget included in 1.1 and 1.2 2 \$56 626 5. Budget included in 1.3 6. \$10 000	Budget included in 1.1 and 1.2 4. \$34 556	\$101 182

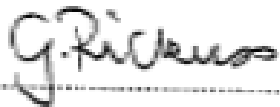
Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
2.2 Action Research Projects to improve student learning outcomes of identified student cohorts such as:					
	1. Oral language 2. Playgroup 3. Social Emotional	- Investigate which option in term 4, 2011 and term 1 2012 for a decision to start in term 1 2012. - Create overview of action research project - Collect baseline data - Start project.			
2.3 Student attendance rates including Indigenous attendance					
	1. Consistency of roll marking across school. 2. Absentee line/text line. 3. Valuing the start of the day 4. Process for habitual absenteeism	1. Term 4, 2011 review roll marking and implement immediately. 2. Term 4, 2011, investigate getting an absentee line/text line for parents to call regarding absent children. 3. Term 1, 2012 use newsletter/website to discuss the importance of the start of the day. 4. Create a process for following up on habitual absenteeism or lateness to school and implement in term 1, 2012	2. \$4000		\$4000
2.4 Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high					
	1 SWPBS * Review current Responsible Behaviour Plan for Students *Teaching skills and expectations to students of Responsible Behaviour Plan for Student on a regular basis. Investigated during term 4 2011 for implementation during term 1 2012 and reviewed each semester. *Data collection process decided and implemented during term 1 2012 2 Lunchtime activities for students to do during playtime supervised by a teacher or teacher aide.	1. Review during term 4, 2011 for reimplementation during term 1, 2012 2. Continuation and reviewed at the end of each term and devise new activities for students to participate in.	2. \$28 313		\$28 313

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
	2.5 Student wellbeing and support				
	<p>1. Teaching skills to students by selecting aspects of commercial programs to suit the needs of the students and aligns to our RBP4S.</p> <p>2. Breakfast club (1 hours per day)</p> <p>3. Munch and Crunch, fruit and vegetables provided each morning at 10am for all classes.</p> <p>4. STLaN employed 0.4 to coordinate student service inside/outside school. *Use OneSchool as a collection point for all information on the students.</p> <p>5. Sex Education – Family Planning Association of Queensland</p> <p>6 School Garden/garden club during lunchtime.</p> <p>7. Pathways to prevention – Clowning Around Survey in conjunction with Griffith University</p> <p>8 Active After-School Communities</p> <p>9 Lunchtime activities for students with social integration problems to work with a teacher aide</p> <p>10 Hearing and sight screening for students in prep and year 1 plus new students to the school.</p>	<p>1. Investigate how we can use aspects of commercial programs to suit the needs of the students and aligns to our RBP4S in term 4, 2011 for implementation during term 1, 2012</p> <p>2. Investigate providing breakfast during term 3, organise personnel and trial during term 4 2011 reviewed each term. (TA time 5hours/week)</p> <p>3. Continue with Munch and Crunch as a P&C run initiative.</p> <p>4. Employ STLaN for an extra 0.4 from term 1, 2012 to term 4, 2015 to coordinate student services for all students in our school * Release time during term 4, 2011 and employed to keep records updated. Role reviewed yearly.</p> <p>5. Term 3, 2011 investigate FPAQ to visit the school to give student lessons regarding aspects of sex education.</p> <p>6. Investigate during 2012 the possibility of creating a school garden for use during lessons</p> <p>7. Investigate during term 3 2012, the use of Clowning Around student surveys for student wellbeing. Participate in program each year.</p> <p>8. Investigate that ability for Redbank to participate in this initiative term 3or4 2011.</p> <p>9. As for 2.4.2</p> <p>10. Investigate during term 1 2012 with Queensland Health about this service.</p>	<p>2. \$17 000</p> <p>6. \$4000</p> <p>7. Included in 2.5.4</p> <p>9 Budget included in 2.4.2</p>	<p>2. \$31601</p> <p>4. \$172 425</p> <p>5. \$6 000</p> <p>10. \$4000</p>	<p>\$265 026</p>

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
4. Community confidence in the capability of schools.	4.1 Improving parent reporting – particularly around student wellbeing				
	1. Oral reporting terms 1 and 3 – face to face or phone 2. Semester Reporting 3. Celebration of learning at the end of each term. 4. Class newsletters to be sent home outline the curriculum	1. Consolidate our oral reporting to parents during terms 1 and 3 by including phone contact as an option. Starting from 2012. 2. Continue to offer semester reports including information about student wellbeing. 3. Investigate a trail a celebration of learning for parents to attend during 2011 and review for 2012 and beyond. 4. Implement in 2012 and sent home regularly.	1. Budget included in 1.3		
	4.2 Parent and community engagement programs (including Indigenous engagement)				
	1. Adult education classes 2. Utilise community – plaza, library 3. Parent classes/events – games with kids, literacy, numeracy, healthy living, cooking classes 4. Breakfast club	1. Term 4 2012, Investigate ways to offer classes parents have indicated they are interested with to begin in 2013 2. Investigate ways that the school can utilize community resources to enhance our curriculum program (ongoing), reviewed each semester 3. Investigate and offer programs for students and parents to participate in our of school time. Link to 2.1.4 4. As for 2.5.2	3. Budget included in 2.1 4. Budget included in 2.5		
	4.3 Improving teacher quality and workforce planning				
	1. HOC (1.4) 2. Build capacity by create a pool of teachers willing to take on leadership projects and teacher in charge duties 3. Lesson observations 4. Watching others work 5. Moderation 6. Developing Performance Framework 7. Induction Program 8. STLaN (extra 0.4)	1. As for 1.4 2. Teachers taking on leadership project (clubs, significant event) throughout the year. 3. As for 1.3.3 4. As for 1.4.6 5. As for 1.3.7 6. As for 1.3 and 1.4 7. Develop an Induction program and staff handbook for term 1 2012, to be reviewed yearly 8. As for 2.5.4	1. Budget included in 1.4, 1.3, 1.5		
Total Contribution			\$483 777	\$726 959	\$1 210 736

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.



Graham Rickuss

Principal

7/9/2011



Belinda Eggen

P&C President

7/9/2011



Mike Kelly

Assistant Regional Director

7/9/2011

Redbank State School (0719)

Measure	Annual Target Increase for State Schools ²	Dimensions of Measure	Current performance			Targets ¹					
			2008	2009	2010	2011	2012	2013	2014	2015	
NAPLAN - Percentage of students at or above National Minimum Standard	Annual increase of 3% pa for all year levels in each domain.	Year 3	Reading	79%	78%	76%	79%	81%	84%	87%	90%
			Writing	86%	69%	62%	65%	68%	71%	74%	77%
			Spelling	72%	72%	62%	65%	68%	71%	74%	77%
			Grammar & Punctuation	66%	63%	48%	51%	54%	57%	60%	63%
			Numeracy	86%	81%	81%	84%	87%	90%	93%	96%
		Year 5	Reading	77%	80%	65%	80%	79%	82%	85%	87%
			Writing	86%	74%	70%	72%	65%	68%	71%	74%
			Spelling	86%	81%	65%	75%	65%	68%	71%	74%
			Grammar & Punctuation	86%	61%	70%	68%	51%	54%	57%	60%
			Numeracy	68%	81%	74%	84%	84%	87%	90%	93%
		Year 7	Reading	86%	95%	91%	83%	68%	83%	82%	
			Writing	86%	95%	87%	77%	73%	75%	68%	
			Spelling	90%	95%	87%	84%	68%	78%	68%	
			Grammar & Punctuation	66%	86%	78%	65%	73%	71%	55%	
			Numeracy	86%	90%	96%	84%	77%	87%	87%	
NAPLAN - Percentage of students in the Upper 2 Bands of each domain.	Annual target increase of 4% pa for all year levels in each domain.	Year 3	Reading	14%	3%	0%	10%	14%	18%	22%	25%
			Writing	28%	13%	10%	17%	21%	24%	28%	31%
			Spelling	10%	9%	5%	8%	12%	16%	20%	23%
			Grammar & Punctuation	7%	16%	5%	12%	16%	20%	24%	27%
			Numeracy	10%	9%	0%	6%	10%	14%	18%	21%
		Year 5	Reading	5%	13%	9%	7%	4%	14%	18%	21%
			Writing	0%	6%	9%	17%	14%	21%	24%	27%
			Spelling	9%	10%	17%	13%	9%	12%	16%	19%
			Grammar & Punctuation	14%	0%	17%	20%	9%	16%	20%	23%
			Numeracy	0%	3%	13%	13%	4%	11%	15%	17%
		Year 7	Reading	4%	10%	9%	17%	12%	11%	8%	
			Writing	4%	14%	13%	10%	12%	21%	18%	
			Spelling	10%	10%	13%	14%	21%	17%	13%	
			Grammar & Punctuation	7%	5%	4%	4%	21%	24%	13%	
			Numeracy	7%	10%	4%	7%	17%	17%	8%	

Measure	Annual Target Increase for State Schools ²	Dimensions of Measure	Current performance			Targets				
			2008	2009	2010	2011	2012	2013	2014	2015
INDIGENOUS EDUCATION ³	Halve the gap in Year 3 reading and numeracy by 2012	The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores	75	26	-15					
		Reading								
	Close the gap in student attendance by 2013	The gap between Indigenous and non-Indigenous attendance rates.	166	12	-70					
			-1%	2%	0%	0%	0%	0%	0%	0%
ATTENDANCE AND RETENTION	An increase of 1% pa.	Average attendance rate for students	92%	91%	93%	94%	95%	95%	95%	
		Apparent retention of students from Years 8 to 10								
		Apparent retention of students from Years 10 to 12								
SATISFACTION MEASURES	An increase of 1% pa	Percentage of students satisfied that they are getting a good education at school. (S110)	64%	81%	48%	82%	83%	84%	85%	86%
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S109)	74%	68%	85%	86%	87%	88%	89%	90%
		Percentage of parents/caregivers satisfied with their child's school. (S100)	89%	75%	85%	90%	91%	92%	93%	94%
		Percentage of students satisfied with their wellbeing at school (composite measure derived from the following variables: S137, S138, S147, S145, S151)	69%	72%	45%	50%	55%	60%	65%	70%
		Percentage of parents/caregivers satisfied with their child's wellbeing at school (composite measure derived from the following variables: S139, S146, S144, S150)	78%	75%	81%	82%	83%	84%	85%	86%
		Percentage of school workforce satisfaction with access to PD opportunities. (S025)	79%	78%	76%	80%	81%	82%	83%	84%
		Percentage of staff members satisfied with morale in the school. (a composite measure based on S016, S017, S018, S019 & S020)	89%	70%	59%	90%	91%	92%	93%	94%

^ Data not yet available

¹ Principals are to use the annual percentage increase state targets and the current school performance information to determine targets for the period 2011 to 2015. This completed document should be incorporated as an appendix to school planning documentation. For schools where cohort sizes are very small and where there is volatility in the data or in other contexts, using the annual percentage increase may not be applicable. In these cases further negotiation with the principal's supervisor should be undertaken to finalise targets.

² The annual percentage increases for these measures are aligned with departmental targets.

³ Indigenous Education targets are a focus for regions and schools on identifying and implementing targeted actions as part of the Closing the Gap Education Strategy. Schools are to insert applicable school targets for 2011 and beyond based on their region's Indigenous targets as outlined in the Closing the Gap Education Strategy and their Regional Indigenous Action Plan.

Closing the Gap Strategy Website: [Closing the Gap Strategy](#)