<table>
<thead>
<tr>
<th>Queensland Priorities</th>
<th>Qld Strategic Focus Areas</th>
<th>Key Reform Areas</th>
<th>Actions to Achieve Targets</th>
<th>Timeframe</th>
<th>Targets Set</th>
<th>Target Achieved by end of Semester One (Update by 22/06/12)</th>
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<tbody>
<tr>
<td>Strong school leadership and whole school engagement on improvement</td>
<td>Strong leadership - effective teams</td>
<td>School improvement agenda</td>
<td>Principal has established school governance structures that engage all involved staff (teaching and non-teaching) in discussions around curriculum, assessment, reporting and professional development</td>
<td>Sem 1, 2012</td>
<td>Governance structures are embedded, actively engaging all staff in discussions around curriculum, assessment, reporting and professional development</td>
<td>Range (Updated by end of 2012)</td>
</tr>
<tr>
<td>Effective and evidence based teaching of literacy and numeracy</td>
<td>High expectations – focussed teaching</td>
<td>Coach</td>
<td>Principal ensures coach is effectively used in classrooms and the school through modelling/observing/planning and giving feedback and that coach is a member of the curriculum leadership team</td>
<td>Sem 1, 2012</td>
<td>Regular meetings of Principal, Deputy Principal and coach to chart progress and re-establish plans based on coach surveys to determine quality and range of support for literacy improvement throughout classes</td>
<td>Yes</td>
</tr>
<tr>
<td>Monitoring student and school literacy and numeracy performance to identify where support is needed</td>
<td>Differentiated intervention - improved learning</td>
<td>Curriculum / Intervention</td>
<td>Principal ensures teachers are providing differentiated intervention through evidence based decision making in relation to teaching and learning processes and practices including curriculum, assessment and reporting</td>
<td>Sem 1, 2012</td>
<td>80% of teachers demonstrating evidence based decision making in relation to intervention and differentiated teaching and learning processes and practices including curriculum, assessment and reporting</td>
<td>80%</td>
</tr>
</tbody>
</table>

### Actions to Achieve Targets

#### 1. School improvement agenda

- **Principal**: Establishes school governance structures that engage all involved staff (teaching and non-teaching) in discussions around curriculum, assessment, reporting, and professional development.

#### 2. Curriculum leadership

- **Curriculum leadership team**: Chaired by Principal, leading and monitoring key improvement agendas.

#### 3. Leadership

- **Principal**: Ensures coach is effectively used in classrooms and the school through modelling/observing/planning and giving feedback.

#### 4. Teacher coaching

- **Coach**: Ensures PD enhancing coach capability and capacity in pedagogical content knowledge and skills is identified, sourced, and supported.

### Timeframe

- **Sem 1, 2012**: Start of each academic year.

### Target Achieved

- **Range**: Updated by end of Semester One 2012.
- **80%**: Percentage of teachers achieving the target.
- **Yes**: Indicates target achieved.

### Additional Details

- **Semester One (2012)**: Start of the academic year.

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**Notes:**

- **Data Reference**: G:\Curriculum Strategy Branch\Curriculum Provision\Learning\Division Strategic Planning\ACTION PLAN DATA from schools\2012 School Action Plans\Literacy Template School Action Plan 2012