Building Capacity of Staff

Strategies, Policies and Tools

- GGSS professional learning plan
- Mentoring and Induction for new staff
- Professional readings
- Developing performance plans
- Laidley Cluster initiatives and network partnerships
- Educational Health and Wellbeing
- Social and Emotional Support
Every Teacher will:

- Engage in developing performance plans to identify strengths to share with other staff and lesser strengths to help develop school professional development plans.
- Engage in the GGSS coaching program and follow the building capacity program with a nominated coach.
- Engage with GGSS feedback program and prepare a lesson for a supervisory visit and receive feedback from that lesson which includes a ‘polisher’ for reflection and improvement.
- Participate in mentoring and induction programs for staff to build capacity.
- Complete set staff readings and engage professional discussion.
- Work to develop a culture of collective responsibility to support each other in a respectful team environment to achieve a healthy, social and emotionally supportive environment which best meets the needs of students and demonstrates that ‘Learning Happens – every child, every day, in every way’.
2016 Professional Learning Plan

The National Professional Standards for Teachers (the Standards) describes the key elements of quality teaching and makes explicit the knowledge, practice and professional engagement required across teachers’ careers.

Implicit in the developmental framework of the Standards is the understanding that throughout their teaching life, teachers like other professionals will be actively engaged in updating and extending their professional knowledge and practice. This is necessary for them to remain effective in their role as they progress to being an exemplary classroom practitioner and a leader in the profession.

School leaders and teachers will need to keep abreast of research findings of relevance to their professional role and of the practices that emerge from an increasing understanding of young people, their context and how learning takes place and be able to incorporate these practices into their schools and classrooms. Engaging in professional learning will be the primary vehicle for ensuring that the practices of schools, school leaders and teachers are continually refreshed in ways that ensure their ongoing effectiveness in promoting the learning that today’s and tomorrow’s young people will value and need.

The funnel of professional learning transferrence

The Key focus areas for whole school professional learning are:
Whole school Pedagogical framework and explicit teaching
Whole School approach to reading
The teaching of writing
Spelling
Differentiation Strategies (including intervention)
Classroom and behaviour Management

Professional Learning Opportunities
Staff will have the following opportunities to support their training and professional development

Personal Reflection & PD activities
Developing performance plan reflections and planning
Professional reading
Online courses

Mentoring, Coaching and Feedback
Principal classroom visits, supervision, mentoring and feedback conversations
Peer observations and feedback conversations
Coaching conversations

Sharing and Celebration of best practice
Ad hoc professional sharing
Professional sharing at staff meetings
Professional sharing at cluster levels
Moderation

Projects & PD Activities
School coordinated and internally/externally delivered training and PD activities
Externally delivered and attended training and PD activities (through School PD application process)
Professional networks and association activities

Staff meeting Foci

<table>
<thead>
<tr>
<th>Active Participation - Archer</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modelled Reading</td>
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<td>Guided Reading</td>
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<td>PBL</td>
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<td>Writing</td>
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<tr>
<td>Text structure</td>
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<td>Language features</td>
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<td>Sentence structure</td>
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<tr>
<td>Paragraphing</td>
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<td>Numeracy</td>
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<td>OneSchool</td>
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<tr>
<td>Differentiation</td>
<td>✔️</td>
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<td>✔️</td>
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<tr>
<td>Staff Culture &amp; team building</td>
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<tr>
<td>School Improvement</td>
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</tr>
</tbody>
</table>

Professional Reading
Explicit Instruction - Archer & Hughes
Teach like a Champion 2.0 - Lemov
Effective & Efficient Teaching - Goeke
Staff Information Handbook 2017

Principal:  Renée Heathwood
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SCHOOL PROFILE

Glenore Grove State School is a band 6, Prep-6 school that tends to have between 5-6 classes and averages about 140 students. We are a Positive Behaviour for Learning school who embraces the expectations of Being Respectful, Responsible and Safe.

Glenore Grove State School has entered our second century proud of our students and close community ties. This fosters a ‘whole school family’ approach to the Glenore Grove way of providing Education for the children of our school. Our school was built in 1906 as a place of learning and will continue to build and develop as a great place for our children to grow and learn.

Our school has a terrific staff of positive and dedicated people that work hard to achieve learning outcome for students who create safe effective and engaging learning environments.

All other documents, policies and tools necessary to classroom teaching and learning can be found in our Pedagogical Framework.
ABSENCES
In the event of illness or other unexpected reason for a staff member to be absent from duty to ring the Principal (0409 628 434) as early as possible. If you have prior notice of an intended absence please let the Principal/office staff know as soon as possible so that replacements can be found.

The Principal is responsible for the management of staff leave. Absences of more than three days require a doctor’s certificate. A leave application must be completed for Long Service Leave (2 terms notice), Parental Leave, Special Leave (greater than 5 days) and Worker’s Compensation.

Leave is advised via TRACER to payroll. Employees will receive advice of their leave balances on their pay advice.

The responsibility of Administration staff with TRS staff is:

- Inform teacher of any playground duty for the day.
- Supply teacher with information on special breaks and medication requirements.
- Advise teacher on "no hat no play" policy.
- Provide up to date TRS Folders and Duty Bag
- Provide a manual Class Roll

ARRIVAL, LATE ARRIVAL AND DEPARTURE OF CHILDREN
Students are encouraged to not arrive at the school earlier than 8:20 am – on arrival the students should be seated in the covered area below administration and remain there until dismissed by staff members who are on duty at approximately 8:25 am. Students require a hat to play before school in the morning. Students are encouraged to depart the school promptly after dismissed from classrooms unless participating in school organised activities. Students remaining after 3.00 pm should come to the Administration building and the Administration Officer will contact parent. Students arriving after 9.00 am or leaving before 2.45 pm must come through the office for their late/arrival slip. If students are to leave early their parent must come to the office where parents must sign their child out and an early slip will be printed and given to the Class Teacher.

ART SUPPLIES
Paper, cardboard and paint will be supplied from the Admin office or are stored in wet areas. Any additional specific art requirements need to be ordered via requisition and approved by the Principal. Administration will only provide chemicals that have a current SDS and will ensure the chemical register is kept up to date at all times.

ASSEMBLY
School assembly will be held on Monday morning from 8:40 am. Parents are encouraged to attend the assembly each week. School Leaders set up assembly and lead the assembly. Teachers present students with certificates as per the Responsible Behaviour Plan and inform Parents prior to student receiving an award, they also record this as a positive behaviour on one school. The deadline for student awards to be prepared is Thursday the week prior at 11:45 am.
BANKING
Banking is to be done upon receiving $100 into the safe. All receipting will be done while the payee waits to receive a receipt. Banking is to be prepared by Administration officer, checked by another officer and banked by the Administration Officer.

BELLS

DAILY ROUTINE MONDAY TO FRIDAY

<table>
<thead>
<tr>
<th>Times</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 8:30am</td>
<td>Students remain seated in covered area below Administration</td>
</tr>
<tr>
<td>8:25am</td>
<td>Students released by Teacher’s Aide</td>
</tr>
<tr>
<td>8:25am–8:35am</td>
<td>Before school activities and play – Students must be wearing a hat</td>
</tr>
<tr>
<td>8:35am</td>
<td>Warning Bell - Play ceases. Access toilet &amp; drinks</td>
</tr>
<tr>
<td>8:40am</td>
<td>Session Bell - First teaching session commences</td>
</tr>
<tr>
<td>11:00am</td>
<td>Eating Bell – First break eating time commences</td>
</tr>
<tr>
<td>11:15am</td>
<td>Play Bell - First break play commences</td>
</tr>
<tr>
<td>11:40am</td>
<td>Warning Bell - Play ceases. Access toilet &amp; drinks</td>
</tr>
<tr>
<td>11:45am</td>
<td>Session Bell - Second teaching session commences</td>
</tr>
<tr>
<td>1:15pm</td>
<td>Eating Bell - Second break eating time commences</td>
</tr>
<tr>
<td>1:20pm</td>
<td>Eating Bell - Second break play time commences</td>
</tr>
<tr>
<td>1:40pm</td>
<td>Warning Bell - Play ceases. Access toilet &amp; drinks</td>
</tr>
<tr>
<td>1:45pm</td>
<td>Session Bell - Third teaching session commences</td>
</tr>
<tr>
<td>2:45pm</td>
<td>Final Bell - End of school day</td>
</tr>
</tbody>
</table>
BEHAVIOUR MANAGEMENT
We are a Positive Behaviour for Learning School. We have established procedures for behaviour management. For further information follow refer to our Responsible Behaviour Plan and the PBL team.

BLUE CARD
Parents of children at the school do not need blue cards to work with students. However, any other person working with children will need to have a blue card. See the Principal if unsure or to obtain a form to apply. The Blue Card register is kept in the Pink Register folder in Administration.

BORROWING OF RESOURCES
Resources are to be borrowed using the procedures at the Resource Centre or Library. If school resources are to be borrowed for use by a local Club or other reason this must be approved by the Principal and complete appropriate forms.

BUDGET
The Principal will provide copies of the budget to staff members and they can access items through requisition forms with principal approval with are available on G drive or in Administration. KLA Champions will manage Learning Area budgets and all requests should be made through them.

CARE OF ROOMS
Your classroom environment is an important asset. Teachers are encouraged to make their classrooms as attractive and as tidy as possible, classrooms are to be organised using Archer and Hughes, Explicit Instruction Book, chapter 5, Organising for instruction criteria. Students should be encouraged to take pride in their classroom and immediate environment. No student is permitted in a classroom without the presence of a teacher or other staff member.

CASH COLLECTION
Our school uses One School to receipt all incoming funds. The teacher must inform the Principal of any activity involving a cost and following excursion planner on One School to enable the correct process of invoicing and GST.

All monies are to be receipted by the Administration Officer and a receipt is to be given instantly. Any change to be given to a student will be collected by the student at the end of the day.

CURRICULUM PLANNING AND DOCUMENTS
There is a school wide curriculum overview which outlines all KLA’s, assessment tasks and bench marks for teachers to base planning on. Planning is discussed at data conversations and in planning sessions with the Principal, any changes to this document will need to be discussed with the Principal.

CLASS MOVEMENT
Please ensure that class movement around the school is done in a quiet and supervised manner. Please refer to the PBL lesson regarding this for further information. Please ensure that no running under school buildings is reinforced with classroom practice.
**CLASS ROLLS**
All roll marking is Electronic roll marking using OneSchool. Staff only need to mark students who are away (A) for absent. Any Teachers who are informed of any absences you need to amend the details in One School and pass on any notes from parents to Administration same day. If the office is informed of absences the AO will amend the roll. Manual rolls are in TRS folders for relief teachers to complete. Rolls must be marked by 9:30am & 1:00 pm each day.

**CMA – COMMENCEMENT ADVICE**
A Commencement Advice must be completed by all new staff and all staff on contract. Please see the Administration Officer to ensure the necessary documents are completed.

**CODE OF CONDUCT**
The Code of Conduct outlines general standards of work performance and ethical conduct expected of all officers based on the following guiding principles.

- Officers should perform their duties with professionalism and integrity, and effectively and efficiently serve the Government and the public; throughout all areas of the school.

- Fairness and equity should be observed by officers in all official dealings, including dealings with the public and other departmental employees: and

- Real or apparent conflicts of interest should be avoided. However, officers should not be subject to unnecessary restrictions on their private activities purely as a result of their employment with the Crown where such activities do not involve a conflict of interest or adversely affect their work performance.

- Failure to comply with the provisions of this Code may be grounds for disciplinary action. All employees should familiarise themselves with this Code and ensure that its provisions are observed.


**COMMUNICATION**
It is a Government regulation that no staff member is to confirm or deny the attendance of any student at the school. All student information is restricted and must never be given to any unauthorised person. Please read the new Privacy Standards appendix 1.

Ensure the authenticity of anyone inquiring of a student by firstly checking the students file for any custody issues, asking some appropriate questions and in the event of doubt requesting that the inquiring person visit the school personally to discuss their child’s needs.

All relevant communication needs to be recorded on One School.

**COMPLAINTS POLICY**
If parents come to staff members about a complaint, please ensure that the Principal is informed or invited to be part of the meeting. Our complaints policy is on the school website and parents should be referred to this document. Please ensure that parent contact is recorded on One School.
CORRESPONDENCE TO PARENTS

Any letters or forms sent home to parents are to be sighted by the Principal. They should be on school letterhead (this can be found on G Drive). A copy should be emailed to the Principal and AO to keep an Electronic file on G Drive and spare copies will be available from the Office. If you contact a parent in regard to a specific student please record this contact on OneSch.

DETAILS CHANGE OF ADVICE

If you change any personal details (eg. Address, telephone number, bank details) please change on MyHR (found on One Portal) and let administration know these details.

DEPARTMENTAL PUBLICATIONS

Documents will be forwarded to staff via their email – please ensure that you read the documents.

DEVELOPING PERFORMANCE FRAMEWORK

All staff members (teaching and non-teaching) will complete their Developing Performance Plan. This will be reviewed annually and discussed with the supervisor throughout the year. Staff members will receive a copy of their completed plan and another copy will be retained by the Principal.

DIVERSE LEARNING CENTRE

The school is an inclusive school and has Students with Disabilities enrolled. Our HOSES timetables teachers to support these students. Professional development is provided for staff to assist in their development to support these students within their classrooms. We have experienced Inclusion teachers who can assist staff members with adjustments to the curriculum to assist with the learning of these students.

DVD’S

Please ensure that all DVD’s used are G Rated – if they are PG rated then a note home to parents is required. DVD’s should only be used as part of the curriculum program or in wet weather lunch breaks. They are not to be used to ‘fill in time’.

EMERGENCY CLASSROOM ASSISTANCE

If you require emergency classroom assistance please contact the Office immediately – if you are not near the telephone then send a student to the Office for assistance.

EQUIPMENT

All equipment must be processed before being allocated in the school. All equipment should remain in the office area for engraving/marking with an edquip number. All asset information must be entered on OneSchool.

Moving Equipment

Please advise the Office if equipment is to be moved to another room in the school, as records indicate the site location of equipment and must be updated accordingly. This is an audit requirement.

Break and Enter

A member of Administration must be informed and the police notified. The name of the Officer who attended and the crime number must be recorded and kept for future reference. A Resource Replacement Scheme Claim/ Illegal Entry Advice form (EQ38) must be completed.

Equipment Repair

Equipment needing repair must be reported to the Office. Details of repair must be reported to the Office and records kept of equipment being taken outside of school boundaries.
EVACUATION PROCEDURE
Please read the evacuation posters for your classroom which are located on the wall in each room. A detailed EMP is saved on G:/ drive and the appendixes are in red folders in teaching blocks along with emergency kits. Each term the school will practice a fire evacuation or a lockdown.

EXCURSIONS
Discussion must be held with the Principal about excursions as early as possible. Staff are to complete an Excursion Planner in OneSchool prior to excursions, etc. Please email the Principal when completed so they can go onto OneSchool to approve.

EXTREME WEATHER PROCEDURES

<table>
<thead>
<tr>
<th></th>
<th>Damp (soggy grounds, wet playgrounds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating</td>
<td>- Normal Eating duty.</td>
</tr>
<tr>
<td></td>
<td>- Bell rings at the end of duty</td>
</tr>
<tr>
<td>Play</td>
<td>- Students can play in the library, UCA or watch a movie in a classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wet (raining more heavily, concrete slippery, pools formed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating</td>
<td>- Students to eat outside their classrooms/verandas (Teacher aides to release teachers where possible</td>
</tr>
<tr>
<td></td>
<td>- Bell rings at the end of duty – students go to toilet and have a drink (TA’s to do toilet duty)</td>
</tr>
<tr>
<td>Play</td>
<td>- Teachers to buddy up with classroom next to them to relieve – specialist teachers to release Teachers to assist where possible</td>
</tr>
<tr>
<td></td>
<td>- Teacher take students back to classroom for play inside the room (movie, board games, drawing, reading, etc)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Hot (Assessment to be made by Admin on the day)</th>
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<tbody>
<tr>
<td>Eating</td>
<td>- Normal Eating duty.</td>
</tr>
<tr>
<td></td>
<td>- Bell rings at the end of duty – students go to toilet and have a drink</td>
</tr>
<tr>
<td>Play</td>
<td><strong>Option One (35-39 degrees)</strong></td>
</tr>
<tr>
<td></td>
<td>- Ovals maybe shut (Oval duty to help with extra students at forts)</td>
</tr>
<tr>
<td></td>
<td>- Forts and shaded areas open (not around buildings)</td>
</tr>
<tr>
<td>Play</td>
<td><strong>Option Two (40 degrees or more)</strong></td>
</tr>
<tr>
<td></td>
<td>- All Play areas shut</td>
</tr>
<tr>
<td></td>
<td>- Teacher take students back to classroom for play inside the room (movie, board games, drawing, reading, etc)</td>
</tr>
</tbody>
</table>

Admin will send “Wet” or “Damp” or “Hot” message to all classes prior to each break on days where a decision is needed.
FINANCIAL

**Ordering**
Requisitions are to be completed on by all staff on a Requisition form and approved by the Principal.
All purchases must be on an official Purchase Order or with corporate cards, and follow the State Government Purchasing Policy. Purchases outside of these conditions will be returned to the supplier or paid for by the individual. KLA Champions to submit requisitions for their KLAs
All requisitions/ Purchase Orders are to be approved by the Principal

**Invoices**
When the goods have been received, stamp the invoice with the "goods received" stamp and sign.

**Reimbursements**
Staff that wish to claim reimbursements for items are to complete forms and be approved by the principal.
Any purchases made with credit cards or with reward incentives will not be reimbursed.

**FIRST AID PROCEDURE**
All incidents involving staff, students, volunteers and visitors must be recorded in MyHR WH&S. A brief record of all ‘minor’ student incidents must also be kept on site. These 'minor injuries' can be recorded in a School First Aid Register situated in the sick bay.

Examples of ‘serious’ student incidents to record in MyHR WH&S:

- Any instance where a parent or guardian collects a student who has been injured.
- Incidents or illnesses that result in ambulance collection, transport to hospital, or other medical intervention beyond basic first aid.
- Falls that produce more than superficial injury, minor bruising or abrasion.
- Bumps or knocks to the head.
- Deep wounds, broken bones or suspected injuries of similar severity.
- Incidents where legal action is indicated or suspected to occur.

*The Principal and Workplace Health and Safety Officer must be informed in the case of a serious accident occurring.*

- First Aid can be accessed at the school office during class time. At breaks children will be required to gain a First Aid pass from a teacher/teacher aide and report to the Office.
- **All incidents** are to be recorded in the Medical Register in the sick bay.
- Gloves are to be worn in any case where body fluids are accessible.
- Always notify parent or guardian of any injury relating to neck or head area, either by phone or in the case of a minor incident by note.
- Always check student information re any allergies etc.

It is recommended that if the staff member is in doubt contact the parent/guardian immediately.

*Staff do not have authority to check a student’s head for signs of head lice.*
GUIDANCE OFFICER
We currently have access to a Guidance Office 1 day per week. If you have a child, you wish to discuss with the Guidance Office please follow the referral process as outlined by our school’s Diverse Learning Policy.

HEAD LICE
If you notice children with head lice or you are informed by a parent of a case of headlice, please notify the Office and we will notify parents via a note home, the Facebook page or via SMS. From time to time, information about head lice will be put in the school newsletter.

HOMEWORK POLICY
Homework at Glenore Grove consists of Number fact practice, Sight word practice and time spent on reading.

ICT SUPPORT
Any ICT issues are to be logged on Service Centre online at this Link- https://qlddet.service-now.com/sco/request.do or by phoning the Help Desk – 1800 680 445.

ILLNESS DURING SCHOOL TIME
If you become ill during school time, please let Admin know so that a replacement can be found.

INCLUSION
We are a fully inclusive school with our students with disabilities, indigenous students and ESL students. All student’s needs must be catered for by the classroom teacher with support from our Diverse Learning Teacher.

INDUCTION PROGRAM FOR NEW STAFF AND BEGINNING TEACHERS
An Induction program for new staff and beginning teachers will be conducted by the Principal. New staff will have a fortnightly meeting for a term with the Principal as part of the induction process. All beginning teachers will have access to a beginning teacher mentor.

INFECTIOUS DISEASES
When presented with the information that a staff member, student or other member of the community (e.g. volunteer) - has been diagnosed with an infectious disease, the details need to be reported to the office for appropriate action. Refer to the Queensland Health “TIME OUT” poster for exclusion requirements.

INTRANET POLICY
Intranet, internet and network services are important teaching, learning and business tools that can enhance workflow, increase productivity and assist departmental staff to perform a variety of tasks.

Can a staff member use the departmental network for personal use?
Staff can use the departmental network for “limited personal use”, which means infrequent and brief, generally occurring during personal time and not including: for private business, personal gain or profit; that impede the efficiency of intranet, internet or email services; that would violate or breach any State or Federal legislation and regulation; that would violate or breach the departmental Code of Conduct.

Does the Department monitor intranet, internet and network usage by staff?
The Department reserves the right to monitor intranet, internet and network usage and to inspect email messages sent or received by Department officers using ICT resources to:
• Identify inappropriate use: meaning the intranet, internet or network can not be used in a way that defames, harasses, derogates, abuses or offends other intranet, internet or network users, individuals or organisations (for example, to disseminate offensive material based on gender, ethnicity or religious and political beliefs);
• Protect system security;
• Maintain system performance;
• Protect the rights and property of the Department;
• Determine compliance with State and Department policy; and
• Determine compliance with State and Federal legislation and regulation.

What action will be taken in relation to violations of departmental policies or misuse of ICT facilities?
Violations of departmental policies may result in restriction of access to ICT facilities, departmental disciplinary action (including dismissal) and/or action by the relevant regulatory authorities. The State Government’s position, described in the Cabinet endorsed Use of Internet and Electronic Mail Policy and Principles Statement 2007 is that "employees may be disciplined or dismissed for the misuse of the internet or electronic mail in respect of material that is offensive or unlawful, although not pornographic. A pattern of behaviour (for example, repeated use) is a factor for consideration in determining disciplinary measures (including dismissal)".

It is a requirement under Information Standard 38: Use of ICT Facilities and Devices that all ICT facilities and device users are aware of the Government and school’s network access and usage policies prior to accessing and using departmental ICT facilities and devices.

KEYS AND ROOM SECURITY
A Key Register is kept at the Office in the Pink Register Folder. Any person requiring keys should see the AO. A master key system is in place in the school. Teacher’s keys will give them access to the block of their classroom. Staff are to report loss of keys to the Principal immediately. Please ensure that doors are locked when no-one is in the classroom or block.

LEARNING SUPPORT
Learning support is provided by designated teachers and teacher aides at our school. STLanN manages this within our school. Students are referred to our Student Services Committee by teachers and strategies, programs and support is then provided where necessary. Each term teachers are informed of the interventions provided for students. Our target is not just students who are not achieving at standard we also provide intervention for our high achieving students.

LOST PROPERTY
Items of clothing misplaced by children are returned if they are clearly labelled. Items found in the playground that are unlabelled, are stored in the box in the Admin foyer. These unlabelled items are put on display a number of times throughout the year and children can collect the property that belongs to them. All unclaimed items are then collected and donated to one of the local charitable organisations at the end of each term.

MAINTENANCE ISSUES
All requests for maintenance must be completed on OneSchool. Please see AO if you have any problems.

No staff member is to do any work without the prior approval of the Principal.
**MEDICATION**
The first aid/medication cupboard in the sick bay is to be kept locked at all times.
School staff can assist a student with medication under the carer provisions of the Health (Drugs and Poisons) Regulation (1996) provided that a written request is received from the student’s parent or legal guardian. Staff must follow the directions on the original pharmacy label attached to the medication container.

All administered medication must be recorded in the “Administration of Medication to Students Register.”

**MOBILE PHONES**
Private mobile phones are not to be turned on or accessed by staff members during class time, playground duty or staff meetings. If you need to vary this arrangement due to an emergency, please seek approval from the Principal. The Principal may carry a mobile phone so that office staff can contact them in the case of emergency. Mobile phones can be used in emergencies for playground duty, but not for personal use during this time.

*Student Mobile Phone policy is as follows:* Students who bring a phone to school will be asked to leave these at the front office IMMEDIATELY when they arrive in the morning and then pick them up as they depart and to sign the phone register at both times.

**NAME BADGES**
Name badges are required to be worn by all staff, including visiting and relief staff. At the beginning of the school year and when required, our administrative staff orders new badges.

**NEWSLETTERS**
School Newsletters are distributed fortnightly Monday on even weeks. Anyone wanting to add articles to the newsletter must have the information to the office by **3.00pm on the preceding Wednesday (odd weeks)**. It is preferable that items are emailed so that they do not have to be retyped. Email to *rheat23@eq.edu.au*.

**NON-CONTACT TIME**
If a teacher misses non-contact time they may complete the Loss of Non-Contact Register located on the Notice Board in the Office.

**NON-TEACHING STAFF**

*Time Sheets*
All non-teaching staff will complete timesheets and present them to the Principal for signing each fortnight.

*Accumulate Days Off (ADO) (Non-Teaching Staff)*
ADO entitlements must be in line with Departmental Regulations. If any variance is required, the Principal must have given approval prior to any changes occurring.

At the beginning of each year the Administration and cleaning staff members are to liaise with the Principal to calculate ADO hours to be worked each day. A roster will be agreed upon.

Public Servants’ ADO hours may be accumulated to cover part of all school holidays. Recreation Leave should be taken during the Christmas school holidays and leave applications must be submitted prior to this.
Each permanent teacher aide, at the discretion of the school, may agree to accumulate up to 3 days extra ADO leave which can be taken at times for compassionate reasons.

A cleaner must be away 1 day before a replacement can be employed. Teamwork is encouraged in this school, in line with the Cleaners' Enterprise Bargaining Agreement.

**Teacher Aides**
The Principal approves the roster for Teacher Aides to cover time allocations for various classes, playground duty and ADO time.

The primary responsibility for Teacher Aides at this school is to support the teaching and learning of our students.

They are required to follow the teacher’s instructions and be utilised effectively. Teacher Aides are requested to inform the office if they have any concerns regarding their effectiveness within the classroom.

**OCCUPATIONAL HEALTH POLICY**
Education Queensland is committed to providing and maintaining safe and healthy working and learning environments that will contribute to the well being of all employees, students and other users of Department of Education facilities.

The minimum occupational health and safety standards to be achieved are those specified in the relevant legislation, codes of practice and policies adopted by Education Queensland.

Management of occupational health and safety is an integral and important part of overall management responsibilities and applies to all areas of operation within the Department. Consultation and participation with staff and others on health and safety issues will be promoted.

Employees of the Department and all members of the school community are encouraged to participate in the development of the Department’s health and safety program and to support management efforts by following safe work procedures.

Full details are located on the Education Queensland Website at [http://education.qld.gov.au](http://education.qld.gov.au)

OH&S is everybody’s responsibility, please report any issues to an OH&S Committee Member or note on the OH&S Posters. OH&S meetings will be held in week 4 each term and the minutes are recorded in My HR, on G Drive and a hard copy is kept in the Operations folder in Administration.

**OFFICE PROCEDURES**
The front counter and answering the telephone are the most important front-line contacts for any office administration. The impression that is given is all-important to the school image. Personal conversations should not be held in this area.

Messages will be emailed and other items placed in pigeonholes. Only urgent messages will be phoned to the staff member’s classroom.
It is the responsibility of all staff to ensure that the main office area is kept clean and tidy at all times. Rubbish bins should be kept out of sight and all confidential information should be removed from any area that can be accessed by unauthorised personnel, eg. Front counter.

**P&C**

The P & C Association meetings are held in the Staff Room or library on the first Monday of each month at 4:30pm. If staff has issues they wish to raise at P & C meetings, please seek approval from the Principal prior to the meeting.

Copies of the Annual Implementation Plan, the School Budget and other relevant documents are supplied to the P & C Members.

**PEDAGOGICAL FRAMEWORK & AGREEMENT**

This school based framework documents all procedures, policies and other tools that staff members need to meet teaching and learning outcomes and operational practices. This document also list minimum requirements for staff that are expected to be demonstrated to support the framework.

**PHONE CALLS**

Staff have access to a phone for professional reasons (contacting parents) in each class room. Personal calls should be made outside of teaching hours and from personal phones, except for emergencies. Messages received for staff will be emailed and only emergency situations will be put through to classrooms.

**PHOTOCOPYING**

The photocopier is for the staff to access for school use. A photocopy code is issued to each class teacher. Each class teacher will have a photocopy limit of that is negotiated each term. Staff are requested not to abuse this access. A teacher aide is timetabled to photocopy in the mornings from 8:15am Laminating services are also available.

**PIGEON HOLES**

Each member of staff is allocated a pigeon hole for correspondence from the administrative staff. Forms to complete and payslips are some items placed into staff pigeon holes. Pigeon holes should be maintained daily to ensure all important information is actioned.

**PLAYGROUND DUTY**

A Playground Duty Roster is displayed in the School Office and emailed to all staff, Teachers and Teacher Aides are expected to perform duties as per the roster. Generally, a full time teacher will be asked to do around 90 mins of playground duty per week. A relieving Teacher will be expected to perform the Playground Duty of the teacher they are replacing. Please ensure that you are on time for any duty you are allocated to do. You are required to wear a brimmed hat and practise active supervision. If you do an extra playground duty, please record this at the front office and all attempts to give you back that time will be taken.

**PLAYGROUND EQUIPMENT**

Students have access to a sports trollies and playground areas at each break. Students are to return their borrowed sports equipment to the sports trollies when the first bell rings to mark the end of playtime. Sports captains are responsible to bring this out and put it away each day. If any faults/repairs are required for the playgrounds, staff need to let the office know so that appropriate action can be taken to ensure the safety of students accessing these areas.
PROFESSIONAL DEVELOPMENT

Professional Development funds are included in the School's Annual Budget. All staff are to complete a Professional Development Application Form to be submitted to the Principal for approval. PD forms are located in the office or on G/drive. There is an expectation that staff will report back their learning at a school based meeting.

The Principal will give all completed Professional Development forms to the AO who will advise staff by email of approval/non approval and arrange for any TRS or registration that may be necessary.

A professional Learning Plan will be developed annually to ensure that systemic, local and individual needs are catered for, this will be given to each staff member.

PUPIL FREE DAYS

All staff are required to attend Pupil Free Days. Part time staff are expected to attend for the full day and will be automatically paid by Education Queensland.

QUALIFICATION ADVICE

A qualification advice is to be completed by staff at the start of their appointment. This information is used for the School Annual Report each year.

REPEATING STUDENTS

As a general rule, State Education Policy recommends that children do not repeat. Students are granted 24 semesters of schooling throughout their school life. Should there be a need to consider that a student repeat a year, the team of Teacher, Diverse Learning teacher and the Guidance Officer will meet with parents to report on and discuss their recommendation. However, the final decision rests with the Principal who relies on the advice of the professional team and their assessment of the needs of the individual student.

REPORTING TO PARENTS

Parent interviews with teachers may occur at anytime as long as an appointment has been organised with the staff member.

Mid year reporting is in the form of a report card and student led conference. End of year reporting is in the form of a report card and parent requested interviews.

Reports will be prepared using One School. Administration will advise teachers when reporting period will be open and when it will close through the school’s reporting guidelines. Once closed teachers will be unable to edit reports.

RESOURCE CENTRES

We have 2 resource centres. The library has books for students to borrow and teaching resources. A library teacher aide works on Mondays and students can borrow on this day. The library is open during breaks. The Reading Resources space located in D Block, this space has all reading resources for classrooms and home readers.
RESPONSIBLE BEHAVIOUR PLAN

We are a Positive Behaviour for Learning School. Our Responsible Behaviour Plan is a comprehensive overview of how behaviour is managed at Glenore Grove State School. This along with the Essential skills to better learning and Better Behaviour Better Learning Suite is to be referred to for any behaviour management. Lessons on the timetabled focus area are to be taught each week.

SECURITY

End of Day Security

All staff members must ensure that their work area/classroom is secure.

- The classroom doors are locked.
- All windows are locked.
- Air conditioners, fans and lights are turned off.
- Personal information is to be put away securely.
- Area is to be left clean and tidy including port racks.

Electronic Security is installed in the school. Security codes can be arranged by the AO. The security system is in operation between 5pm and 6am nightly and during weekends to deter vandalism to our school. Staff should wear a staff badge. Visitors will be issued a visitor’s badge from the office staff.

Staff are to report any sightings of intruders to Administration immediately.

SEXUAL HARRASSMENT POLICY

Education Queensland considers sexual harassment an unacceptable form of behaviour and as such it will not be tolerated under any circumstances. It has no place in an organisation in which equal opportunity for all students and employees is an objective.

The Department believes that all students and employees should be able to learn and work in an environment free of sexual harassment and intimidation. Sexual harassment erodes individual's rights, debilitates morale and interferes with the effectiveness of the work and learning environment. Furthermore, the effects of sexual harassment are compounded when it also denigrates a person’s cultural or ethnic background, or any impairment they may have, as well as their sex.

The Queensland Anti-Discrimination Act and the Federal Sex Discrimination Act make sexual harassment unlawful. Therefore all principals, managers and supervisors are required to ensure that all students and employees, including voluntary workers, are treated equitably and are not subjected to sexual harassment. They must also ensure that people who make complaints of sexual harassment, or who are witnesses, are not victimised in any way.

Whilst the above mentioned Act clearly define the behaviour which constitutes unlawful sexual harassment in specific circumstances, other unwelcome behaviour of a sexual nature which may not be covered by the legal definitions will still be considered sexual harassment and treated as such by the Department.

SENIOR TEACHER and EXPERIENCED SENIOR TEACHER

Senior teachers and experienced senior teachers at our school have completed statements outlining what additional activities and tasks they will be involved in. We ask that all Senior teachers and Experienced Senior teachers be on more than one of our school committees. The roles are negotiated with the Principal.

SOCIAL CLUB

We have an active Social club within the school which organises staff events and activities throughout the year.

SPORTS EQUIPMENT

Students can borrow equipment at lunch times from the sports trollies.

STATIONARY SUPPLIES

All classroom teachers will be given a stationary pack at the beginning of each year. A requisition form for teachers to choose items they require will be given to each class teacher at the end of the previous year. Any new staff will be given a requisition when they arrive. Staff can access any other items they require from the office or by completing a Requisition Form.

STAFF MEETINGS

Attendance at Staff Meetings is compulsory for all teaching staff. If you are unable to attend please advise the Principal for approval. An agenda of each meeting will be emailed to all staff and minutes from the meeting will be sent out each week with the KIT. Staff meetings are held on Wednesday afternoons. Occasionally Non-Teaching staff will be required to attend these meetings.

STUDENT PROTECTION

Student Protection Fact Sheet (SMS-PR-012)

Student protection involves:
• working to make schools safe and supportive places;
• taking action to prevent students being harmed at school; and
• reporting any suspicion you have that a student has been harmed or may be at risk of harm

All children have a right to be protected from harm.

Harm is:

Any detrimental effect of a significant nature to the child’s physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.

This means anything that will have a serious and harmful effect on a student’s physical health, or how they think and feel about themselves.

Any behaviour that harms a student is wrong. Sometimes a culture may have a custom or practice that harms children. Education Queensland policy says that harm to students will not be tolerated. It is NOT OK.

In other words, culture or custom is NO EXCUSE for harming students.

Everyone who works in a school must look after the best interests of children.

Managing your own behaviour is the first step in student protection

• NEVER harm a student, either physically, psychologically or emotionally
• NEVER make fun of a student, put them down or discriminate against them because of their race or religion
• NEVER touch a student in a sexual way, or engage in any other inappropriate sexual activity (for example, sending suggestive text messages or showing a student pornography)
• NEVER do anything that would make people think you are doing something sexual to a student

You must report, to the Principal, any harm to a student that is caused by:
• someone working at the school
• another student
• someone from the student’s family, a friend or a stranger
• the student self-harming

If you see harm occurring at school:
1. Help the student who has been harmed, for example,
• by telling the students to move away
• get a staff member involved as soon as possible
2. Tell the principal straight away about what you have seen
3. Write down what you saw and give the information to the Principal.

If you suspect a student has been harmed at school or outside of school:
1. Tell the principal straight away about what you suspect
2. Write down what you suspect and give the information to the Principal.

If a student tells you that they have been harmed at school or outside of school:
1. Listen carefully
2. Reassure the student that they have done the right thing by telling you
3. Tell the student you must tell the Principal what they have told you
4. Tell the principal straight away about what the student told you
5. Write down what the student told you and give the information to the Principal.

If you suspect the Principal is responsible for causing harm to a student report this to the Assistant Regional Director at the local regional office. The main thing to remember is: If you suspect a student might have been harmed or might be at risk of harm tell the Principal straight away.

STUDENT WORKBOOKS
Student workbooks need to be presented at a high standard. Teachers are asked to monitor this and to follow GGSS bookwork policy with the use of student workbooks in their classrooms. Workbooks should be labelled and work dated. It is also an expectations of the school that student workbooks show that the teacher has marked or given feedback to students ie. No books should have no indication that a teacher has not seen the students work. See our book work policy for future information.

SUPERVISION POLICY
Please be prompt to Playground duty (roster provided for all staff) and ensure that you provide active supervision when on duty. If you are unable to attend a duty please swap with another staff member and inform the office. Please ensure you are modelling expectations, rewarding students that are displaying them and wearing a hat.

Why should we all be actively involved?
We all need to:
• Smile
• Know our duty area and the expectations for the area in terms of what students can and can’t do
• Actively circulate and move around your whole duty area continuously (especially blind spots)
• Be:
  o Obvious
  o Interactive
  o Unpredictable
  o positive
• See playground duty as an opportunity for students to learn and practise social skills
• Engage and interact positively with students
  o social positives and behaviour expectation acknowledgements
• variety of students
• quick
• noticeable
• publicly appropriate
• ‘walk and talk’ rather than stationary conversations

• Scan and watch students continuously
  o head up
  o eye contact
  o overt body position

• Be proactive – watch and intervene early (problem-solve with students)
• Positively reinforce appropriate behaviours (5 positives to 1 correction)
• Model and comment on appropriate behaviours
• Correct inappropriate behaviours or minor incidences in a calm manner – use this opportunity to teach the student/s the social skill they are needing to learn
  o quickly
  o privately
  o neutrally
  o follow-up with a positive
  o check-in later to see how they are going
  o give feedback on their progress

• Encourage the playing of games – help students start a game (ensure all know the rules)

Why should we all do active playground supervision?
• As a staff we value appropriate and positive behaviour
• An adult presence
  o Prompts desired behaviour
  o Deters problem behaviour
• It contributes to a safe and positive school climate

SUN PROTECTION POLICY
Our School has a sun safe policy and we are a registered “Sun Safe” school. We require our students to wear a broad brimmed hat when outside at all times. During swimming lessons it is expected that all children will wear a swim shirt or T-shirt.

TEACHER AIDES
Our teacher aides are a valuable resource in our school. Timetables are developed for teacher aides in classrooms. Teacher aides should be actively involved in the learning activities of students in classrooms. The line manager for teacher aides is the Principal. Please inform her of any specific needs you may have in your classroom.

TEACHER INFORMATION
Information is communicated to teachers and other staff members using a variety of formats – weekly ‘Keeping in Touch, email, staffroom whiteboard, face-to-face, notes in pigeon holes, parent newsletter.'
**TUCKSHOP**

The school doesn’t operate a tuckshop, but parents can purchase food from shop across the road. This food is delivered first break and handed out by a teacher on duty. Students cannot leave the school to order lunches.

**UTILITIES**

Please assist us with our environmental footprint by ensuring that we conserve our use of electricity and water. As we have air-conditioners in all rooms we ask that these be turned off when not required or when the classroom is not being used. We also ask that lights be turned off when the classroom is not being used.

**VISITORS TO THE SCHOOL**

All visitors/volunteers are to report to Administration on arrival. They must sign the visitors/volunteers register and will be issued with a visitor/volunteer pass that must be visibly displayed on their clothing whilst in the perimeters of the school. The pass must be returned to Administration when signing out before exiting the school grounds.

**WORKFORCE REHABILITATION**


**WORKPLACE HEALTH AND SAFETY**

WH&S Committee meetings are held once a term. Please advise the WHSO or the Principal of any issues of concern.

Emergency Lockdowns and Evacuations are held regularly and all staff are responsible for reading the procedures to this. These procedures are listed in the emergency procedures plan. A map of the school showing evacuation routes and procedures are displayed in all classrooms.


The Obligations of workers and other persons at a workplace (WH&S Act 1995 Section 36) are printed below, for your information.

**Obligations of workers and other persons at a workplace**

A worker or anyone else at a workplace has the following obligations-

a) To comply with the instructions given for Workplace Health & Safety at the workplace by the employer at the workplace and, any principal contractor for construction work at the workplace;

b) For a worker to use personal protective equipment if the equipment is provided by the worker’s employer and the worker is properly instructed in its use;

c) Not to wilfully or recklessly interfere with or misuse anything provided for workplace health & safety at the workplace;

d) Not to wilfully place at risk the workplace health & safety of any person at the workplace;

e) Not to wilfully injure himself or herself.
APPENDIX ONE

Privacy Information Sheet for Parents/Carers
Enrolment Form for Queensland State Schools - 2006

The school is part of Education Queensland in the Department of Education and the Arts. It is subject to Information Standard 42 – Information Privacy (IS42) which controls how it must collect, store, use and disclose personal information.

Why does Education Queensland collect personal information at enrolment?
Education Queensland collects personal information on the attached enrolment form so it can:
- meet its legal obligations under the Education (General Provisions) Act 1989;
- meet its duty of care to all students and staff members; and
- administer and plan for providing appropriate education and support services to students.

Also, the State of Queensland has agreed to collect information about students’ gender, indigenous status, socio-economic background and language background and provide it to the Commonwealth. Commonwealth law requires Education Queensland to collect and provide the information to the Commonwealth Department of Education, Science and Training (DEST) in order for the Commonwealth to provide funding for education to the State.

Do you have to provide all of the information requested on the enrolment form?
NO, you do NOT have to provide ALL of the information requested on the enrolment form. However, Education Queensland requires certain information by law to ensure that those seeking enrolment are eligible. Education Queensland also requires personal information to ensure that the school can meet its legal ‘duty of care’ obligations and to provide appropriate education and support services to students. If you choose not to provide the information requested on the enrolment form, the school may be unable to enrol the person as a student, or properly care for the student or provide appropriate education and support services to the student.

Do you have to provide the information requested by the Commonwealth?
NO, it is voluntary. You do NOT have to provide the information requested by the Commonwealth. The State of Queensland is required by law to collect and pass on the information, that you choose to give, to the Commonwealth BUT you decide whether to give that information to Education Queensland.

What will happen to the information collected by Education Queensland and provided to the Commonwealth?
Queensland State schools normally collect information on students’ sex, indigenous status and language background and use it to provide appropriate education and support services to students. The school will continue to collect and hold this information. The two questions on the enrolment form about the student’s socio-economic background are about you, the student’s parent/caregiver. Education Queensland will not retain this information. The questions are:

- What is the highest year of primary or secondary school the parents/caregivers have completed?
- What is the level of the highest qualification the parents/caregivers have completed?

The information regarding gender, indigenous status, socio-economic background and language background is given to:
- the Queensland Studies Authority so that it can be linked with students’ numeracy and literacy test results; and
- the Commonwealth Department of Education, Science and Training.

Information provided to the Commonwealth government is aggregated and does not identify individuals. Your socio-economic background information is entered into a database using only the student’s numerical identifier. The name of the student and your name(s) are not part of the States’ reporting requirements. The school will destroy the forms used to collect your socio-economic background information and will have no future access to the data.

Are a student’s records transferred when the student moves from a Queensland State school to another school within Queensland?
YES, a student’s records are transferred when the student moves from a Queensland State school to another school within Queensland. Education Queensland is permitted by law to transfer information about a student from a State school to another State school or from a State school to a non-State school within Queensland. This helps the new school to understand the student’s needs and assists with continuing appropriate educational support programs. It also provides an opportunity for parents/carers to review and discuss the information being transferred to make sure that it is up to date, accurate and complete.

In what other circumstances can the school or Education Queensland disclose personal information?
Education Queensland can only use and/or disclose your personal information in accordance with IS42. Further, under IS42, Education Queensland can disclose your personal information that is relevant to other organisations if:

• you consent;
• you are likely to be aware that the disclosure is usual practice;
• it is required or authorised by law;
• it is necessary for law enforcement; or
• it is believed to be necessary to prevent or lessen an imminent threat to a person’s health or life.

Listed below are Queensland government agencies to which Education Queensland regularly discloses relevant personal information under IS42.

• Queensland Transport;
• Queensland Studies Authority;
• Queensland Police Service;
• Department of Employment and Training;
• Department of Child Safety;
• Department of Communities;
• Disability Services Queensland.

Education Queensland is also regularly required by Commonwealth law to give personal information to the following Commonwealth government agencies for data matching for the payment of welfare benefits:

• Centrelink; and
• Australian Taxation Office.

How can you access the information about your child enrolled at a Queensland State school?
You may request access to personal information about you or your child held by Education Queensland or a school by making a request in writing to the principal of the school. The principal will assess your request in accordance with Education Queensland policy. You may also apply in writing to Education Queensland for access under the Freedom of Information Act 1992.

What are your responsibilities as a parent/carer regarding personal information?
It is the responsibility of parents/carers to continue to provide to the school up-to-date and accurate information when circumstances change so that the school can meet its obligations to the student. This will include, for example, maintaining current contact information and advising the school of any relevant changes to custody or care arrangements.

Further information
If you have any questions about information privacy practices of Education Queensland, please first contact the school principal or consult the Department of Education, Training and the Arts website. See Information Standard 42 for further information.
# Glenore Grove State School Action Plan

## ACTION PLAN DETAILS

<table>
<thead>
<tr>
<th>Principal</th>
<th>Renee Heathwood</th>
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<tbody>
<tr>
<td>ARD</td>
<td>Peter Baker</td>
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</tbody>
</table>

- **Review Plan Delivered**: 23rd June, 2015
- **Action Plan Commenced**: 13th July, 2015
- **Follow Up Meeting – 3 Months**: 13th October, 2015
- **Follow Up Meeting – 6 Months**: 13th February, 2015
- **Follow Up Meeting – 9 Months**: 13th May, 2015
- **Follow Up Meeting – 12 Months**: 13th August, 2015

## ACTION PLAN OBJECTIVES

The Principal is the responsible officer for:

1. Preparing a full and comprehensive planning response for each of the improvement strategies outlined in the report.
2. Ensuring the planning process reflects the views, ideas, skills, knowledge and understanding of key stakeholders and takes into account the school’s vision, strategic and operational priorities.
3. Ensuring a seamless and sequenced implementation of the school’s response to the improvement strategy.
4. Ensuring the Action Plan is delivered on time and fully costed in terms of financial and human resource implications.
5. Ensuring the Action Plan is clearly linked to the wider school planning accountability processes.

## PLAN APPROVAL AND ENDORSEMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Renee Heathwood</td>
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<tr>
<td>Assistant Regional Director (endorse)</td>
<td>Peter Baker</td>
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<tr>
<td>Regional Director (endorse)</td>
<td>Greg Dickman</td>
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<tr>
<td>Executive Director SIU (approval)</td>
<td>Liam Smith</td>
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<tr>
<td>Improvement Strategy</td>
<td>School actions to address the improvement strategies identified</td>
<td>Resources (Financial, human and physical)</td>
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<tr>
<td>Ensure that future documented curriculum is standards based and that there is a clear alignment with year level, unit and weekly plans. Ensure planning includes clearly identified strategies with an emphasis on identifying engaging and rigorous learning tasks that challenge all learners.</td>
<td>★ Review, update and develop the school’s curriculum plan to create a plan for 2016 and ongoing years clearly aligned to year levels. ★ Develop an agreed planning format that includes clearly identified strategies and rigorous learning tasks that challenge learners. ★ Collaboratively develop teacher subject and weekly plans to upskill in the planning and preparation of challenging learning experiences. ★ Build staff capacity using OneSchool planning formats for both C2C units and school based planned units ★ Develop an overview of ACARA content descriptors specific to Learning Areas ★ Collaboratively develop Assessment Tasks in a consistent format</td>
<td>★ CPL team to support ★ $6000 to release classroom teacher to work on English plans in Term 3 ★ OneSchool Professional Development ★ GGSS Curriculum Plan 2015</td>
</tr>
</tbody>
</table>

**Timeline:** 3 months
- Complete English units for use in Term 4
- Complete overview of all English units for both an A & B year
- Complete AC content descriptor balance overviews for each year level
- Complete agreed format for weekly plans
- Term 4 English unit planned and completed Using OneSchool platform

**Timeline:** 6 months
- Updated GGSS curriculum Plan 2016
- Science units based on Primary Connections developed using OneSchool
- English and Science Assessment tasks created and scheduled on OS
- Ongoing PD around OneSchool planning

**Timeline:** 9 months
- Professional Development in Back to Front Maths
- Develop Maths overview for each year level and balance AC content descriptors.
- Ongoing PD around OS
- Maths Assessment Tasks created and planned on OS
- C2C units for other KLAs scheduled on OS

**Timeline:** 12 months
- Review GGSS curriculum overview
- Attach school based document to Pedagogy Framework online
- Document curriculum on school's website
## Improvement Strategy
(Agreed improvement strategies from review report)

<table>
<thead>
<tr>
<th>School actions to address the improvement strategies identified</th>
<th>Resources (Financial, human and physical)</th>
<th>Responsible Officers (Who will lead the strategy)</th>
<th>Timelines, milestones and targets (Completion data, artefacts, evidence of targets achieved)</th>
</tr>
</thead>
</table>
| ★ Engage staff in PD for use of class dashboard and curriculum planning on OneSchool to build teachers’ data literacy skills  
★ Schedule termly ‘data conversations’ between classroom teachers and principal  
★ Develop teachers ownership of data through modelling with teachers how to analyse data to identify gaps in student learning  
★ Use of class dashboard to create flexible class groupings and adding of student notes for differentiated instructions  
★ Use of OS unit planning to make adjustments to teaching and learning episodes. | ★ TRS to relief teachers for data conversations $4000  
★ OS PD  
★ GGSS Curriculum Plan | Principal and classroom teachers | ✓ Completed data analysis each term for data conversations  
✓ GGSS curriculum plan updated to include collection dates for 2016 publishing |

### Timeline: 3 months
- Completed data conversation format  
- Termly Data Conversations scheduled  
- OS Class Dashboard PD – all teaching staff

### Timeline: 6 months
- Termly Data Conversations scheduled  
- OS Unit planning PD – all teaching staff  
- Completed GGSS curriculum plan with scheduled diagnostics/assessment tasks (English & Science) for collection on OS

### Timeline: 9 months
- Termly Data Conversations scheduled  
- Assessment tasks (All Learning Areas) scheduled and data collected on OS

### Timeline: 12 months
- Termly Data Conversations scheduled  
- Review GGSS curriculum plan
<table>
<thead>
<tr>
<th>Improvement Strategy</th>
<th>School actions to address the improvement strategies identified</th>
<th>Resources</th>
<th>Responsible Officers</th>
<th>Timelines, milestones and targets</th>
</tr>
</thead>
</table>
| (Agreed improvement strategies from review report) | Regularly revisit the school improvement agenda. Ensure it is sharp and narrow and is accompanied by achievable, measurable targets and timelines and that it is embedded across the school and is achieving improved student outcomes. | Resources (Financial, human and physical) | Resources: TRS to release teachers for data conversations $4000, School improvement agenda | ✓ Narrow and sharp improvement agenda
✓ Data conversation format and evidence of improved student outcomes |

| | • Schedule Review dates on a termly basis to revisit the school improvement agenda to determine progress and status of the individual improvement agendas and to ensure it is embedded across the school
• Ensure that data conversations are aligned with improvement agenda and collate them for termly review of the agenda and to support the School improvement Review process
• Adjust improvement agenda after review to ensure that it remains narrow and has targets and timelines that are achievable | Resources: TRS to release teachers for data conversations $4000, School improvement agenda | Responsible Officers: Principal and classroom teachers | | 

<table>
<thead>
<tr>
<th>Timeline: 3 months</th>
<th>Timeline: 6 months</th>
<th>Timeline: 9 months</th>
<th>Timeline: 12 months</th>
</tr>
</thead>
</table>
| • Data Conversations once a term
• Collate data that aligns
• Review improvement agenda in staff meeting
• Complete any adjustments and inform ARD | • Data Conversations once a term
• Collate data that aligns
• Review improvement agenda in staff meeting
• Complete any adjustments and inform ARD | • Data Conversations once a term
• Collate data that aligns
• Review improvement agenda in staff meeting
• Complete any adjustments and inform ARD | • Data Conversations once a term
• Collate data that aligns
• Review improvement agenda in staff meeting
• Complete any adjustments and inform ARD |
<table>
<thead>
<tr>
<th>Improvement Strategy</th>
<th>School actions to address the improvement strategies identified</th>
<th>Resources (Financial, human and physical)</th>
<th>Responsible Officers (Who will lead the strategy)</th>
<th>Timelines, milestones and targets (Completion data, artefacts, evidence of targets achieved)</th>
</tr>
</thead>
</table>
| Seek regional assistance to develop a strategic technology plan that supports teachers’ ability to deliver differentiated teaching and learning practices that challenge and engage all students | ★ Engage regional support to develop an ICT 5 year plan. Plan to include:  
⇒ Increasing broadband  
⇒ Improving Wi-Fi capabilities  
⇒ Engaging Tech support  
⇒ Upgrading student computers  
⇒ Upgrading interactive whiteboards  
★ Include ICT as part of Professional Development Learning Plan  
★ Teachers to identify and attach ICT to unit plans and to assist in differentiation | ★ Regional Technology support  
★ $15 000 to upgrade Wi-Fi  
★ $6 000 to engage fortnightly school based Tech support  
★ $8 000 replacement laptops | Principal | ✓ ICT plan developed and reviewed  
✓ GGSS budget  
✓ Asset report |

**Timeline: 3 months**
- Engage a school based technician for 1 day a fortnight
- Complete ICT plan

**Timeline: 6 months**
- Upgrade school Wi-Fi
- Purchase new laptops
- Establish budget to align with ICT plan

**Timeline: 9 months**
- Ensure internet bandwidth upgraded
- Review ICT plan

**Timeline: 12 months**
- Installation of new server
- Purchase new laptops
Darling Downs South West Region
Charter of Expectations 2016

Every Student Succeeding
Our vision

Our purpose
Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

DETET Strategic Plan 2015-2019

<table>
<thead>
<tr>
<th>Successful Learners</th>
<th>Great People</th>
<th>High Standards</th>
<th>Engaged Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>High-quality, evidence-based teaching practices</td>
<td>Intentional approaches</td>
<td>Regions supporting performance</td>
</tr>
<tr>
<td>Achievement</td>
<td>High-quality leadership</td>
<td>Improved progress for every student</td>
<td>Schools engaging communities</td>
</tr>
<tr>
<td>Transition</td>
<td>Sustained improvement and achievement</td>
<td></td>
<td>Autonomy, accountability</td>
</tr>
</tbody>
</table>

State Schools Strategy 2015-2019

Our strategies
- Work together to address the unique needs of students to ensure successful transitions through each phase of learning.
- Communicate clear expectations for our students, teachers, principals, and regional and central office staff.
- Recognise and cultivate innovation to improve outcomes.
- Develop the capabilities of our people to support every student.
- Review and monitor performance. Provide support where performance needs to improve.

Our performance indicators
- Improve student academic achievement.
- Improve Queensland Certificate of Education attainment.
- Improve outcomes for Indigenous students by closing the gap in attendance, retention and attainment.
In 2016, the “Three Pillars” continue to form a central focus of our work:

Strong Curriculum and Pedagogy,
Coaching and Feedback, and
Purposeful use of data.

To complement the three pillars, three improvement drivers from Michael Fullan have been adopted. These are:

**Capacity building**
Leaders should focus on the development of individual and collective competencies essential for school improvement. Remember that Social Capital (team competencies) trumps Human Capital (individual competencies).

**Collaborative work**
Peer interaction is the social glue of focus and cohesion (Fullan 2008). In terms of the link between a principal’s work and student achievement, the most powerful factor is the degree to which a principal participates as a learner in helping teachers to figure out how to get classroom and school-wide improvement. (Robinson, Lloyd and Rowe 2008)

**Consistency**
The challenge is scaling up the pockets of high-quality practice which exist in some classrooms, schools and clusters to a point where high-quality practice is evident in every classroom, school and cluster. Verifying the quality and consistency of (teaching) practice is a key to effecting improvement.

The grid below provides a planning tool for principals:

**DDSW Improvement Grid**

<table>
<thead>
<tr>
<th>DDSW’s 3 Pillars</th>
<th>Fullan’s Drivers</th>
<th>Capacity Building</th>
<th>Collaborative Work</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Curriculum and Pedagogy</td>
<td>(Develop individual and collective competencies essential for improvement)</td>
<td>(Connect peers with purpose)</td>
<td>(Authenticate quality practice across the organisation)</td>
<td></td>
</tr>
</tbody>
</table>
Foundations for School Improvement

Push-Pull Leadership
Michael Fullan reminds us of the importance of achieving the right balance between forceful and enabling leadership styles.

<table>
<thead>
<tr>
<th>Forceful Leadership</th>
<th>Enabling Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vices</td>
<td>Virtues</td>
</tr>
<tr>
<td>Over-Controlling</td>
<td>Takes Charge</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dominates Meetings</td>
<td>Declares</td>
</tr>
<tr>
<td>Too Demanding</td>
<td>Pushes</td>
</tr>
</tbody>
</table>

Zone of Productive Leadership

Line of Sight

- Is there line of sight with your school improvement strategy?
- Are all domains heading the same direction?
- How have you addressed each domain in your school improvement strategy?

Sharp and Narrow

<table>
<thead>
<tr>
<th>School Improvement Strategy</th>
<th>Maintenance Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
</tr>
<tr>
<td>Whole School Curriculum Plan</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
</tr>
</tbody>
</table>

Is there line of sight with your school improvement strategy?
Are all domains heading the same direction?
How have you addressed each domain in your school improvement strategy?
1. Student Expectations (Self-Reported Grades) [Effect Size 1.44]

Student Expectations comes out at the top of all influences. This strategy involves the teacher finding out what are the student's expectations and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability.

Example for Self-reported grades: Before an exam, ask your class to write down what mark the student expects to achieve. Use this information to engage the student to try to perform even better.

2. Piagetian programs [ES 1.28]

Piagetian programs are teaching methods based on Jean Piaget's theory of cognitive development and his concept of children's stages of learning. The Piagetian stages include:

- **Sensorimotor stage** (new born – 2 years old): Infants learn by the basic senses including seeing, hearing and touching and construct an understanding of the world by coordinating those experiences with physical, motonic actions.
- **Pre-operational stage** (2 – 7 years old): Children are able to understand basic concepts and symbols, but do not yet understand concrete logic and cannot mentally manipulate information.
- **Concrete operational stage** (7-12 years old): Children in these ages start solving problems in a more logical fashion but abstract, hypothetical thinking has not yet developed.
- **Formal operational stage** (12 years old onwards): Children and adolescents develop abstract thinking and are able to perform hypothetical and deductive reasoning.

Watch this video to find out and see how children in different ages think differently.

Example for Piagetian programs: Focus on the thinking processes rather than the outcomes and do not impose the adult thinking process on to children.

3. Response to intervention [ES 1.28]

Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement. Watch this video to learn more about Response to intervention.

Examples and more information for Response to intervention: www.interventioncentral.org

4. Teacher credibility [ES 0.9]

According to Hattie teacher credibility is vital to learning, and students are very perceptive about knowing which teachers can make a difference. There are four key factors of credibility: trust, competence, dynamism and immediacy. In an interview Hattie puts it like that: "If a teacher is not perceived as credible, the students just turn off."

Examples for teacher credibility: Earn trust by showing trust towards pupils. Appear highly organised in the presentation of the subject matter. Develop a powerful style of speaking that uses few verbal hesitancies such as “OK” or “you know”. Reduce distance between teachers and students by moving or moving away from barriers (e.g., desk, podiums).

5. Providing formative evaluation [ES 0.9]

According to Hattie (2012) and Black & William (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. Watch this video to learn more about the difference between formative and summative assessment methods. In another video you can learn from teachers who describe their experience with formative evaluation.

Example for formative evaluation: Spend the same amount of time or even more on formative assessment as you spend on summative assessment. Give descriptive feedback to students: What is the goal? Where are you in relation to it? What can you do to close the gap?
6. Micro-teaching [ES 0.88]

Micro-teaching is a video recording of a lesson with a debriefing. The lesson is reviewed in order to improve the teaching and learning experience. Technical aspects are less important than the later analysis which allows teachers to get a microscope-view on your own teaching. Under the guidance of a supervisor, the teacher is first asked to present a self-feedback of the lesson, then the supervisor, colleague or team gives feedback to provide positive reinforcement and constructive criticism. Examples for micro-teaching: Since its invention in the 1960s at Stanford University by Dr. Dwight Allen, microteaching has become an established teacher-training procedure in many universities and school districts. You can find more information on micro-teaching here or here.

7. Classroom discussion

Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. In this video by Heather Joseph-Wham you can see how to lead a classroom discussion effectively. Examples for an effective classroom discussion: Create a series of questions for the students to think about. Allocate enough time for explicit feedback. This short video provides a great example for a lesson intended to let students write a good “How to book”. The teacher explains how to develop and set clear learning goals and success criteria before the students actually start the writing activity.

8. Comprehensive interventions for learning disabled students [ES 0.77]

The presence of learning disability can make learning especially challenging. To improve achievement teachers must provide students with tools and strategies to organize themselves as well as new material – techniques to use while reading, writing, and doing maths; and systematic steps to follow when working through a learning task or reflecting upon their own learning. Hattie found that “all children benefited from strategy training – both those with and those without intellectual disabilities.” Examples for effective interventions for students with learning disabilities: One strategy discussed in a paper by Neil Studomski: “Teaching Students With Learning Disabilities To Use Learning Strategies” is called “DEFENDS”. This strategic approach helps secondary students write a composition in which they must take a position and defend it (Ellis, 1994). You can find further information in a paper by H. Lee Swanson and Donald Deshler (2003): Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice (PDF).

9. Teacher clarity [ES 0.73]

One of the main points of Hattie’s books about Visible Learning is the importance to clearly communicate the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go next. Examples for teacher clarity, learning goals and success criteria: This short video provides a great example for a lesson intended to let students write a good “How-to book”. The teacher explains how to develop and set clear learning goals and success criteria before the students actually start the writing activity.

10. Feedback [ES 0.75]

According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. Feedback on task, process and self regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment (see above). In an interview Hattie emphasized that the most powerful feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning visible and facilitates the planning of next steps. The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals. Examples: Related to the notion of “feed up, feed back and feed forward” teachers must answer three feedback questions: “Where am I going? How am I going? Where to next?” Constantly ask the students in order to maximize the feedback from the learner back to the teacher. Create a classroom climate where error is welcomed. In this short video John Hattie talks about what feedback means and how to make feedback work effectively for learning in the classroom.
What are the Performance and Accountability Measures for Schools and Principals?

**Annual Performance Review**

The School Improvement Unit will conduct an annual desktop audit of school performance data, using the agreed headline indicators. Read more in the [School performance assessment framework](#).

**School Review and Plans**

Linked to the annual performance assessment, the QSR will feature one of 3 review types…

- self-determined reviews for high-performing schools
- priority support reviews for schools identified as needing further support
- full school reviews for all other schools

Read more about QSRs in the [School Planning, Reviewing and Reporting Framework](#).

**School Performance Data Sets/Headline Indicators**

ARDs and Principal Supervisors will…

- hold Principals accountable to the school’s 8-page data set and headline indicators;
- support principals to identify improvement strategies and capability development mechanisms.

**Accountability to the School Community**

Accountability to the school community goes hand-in-hand with increased school autonomy. In addition to the generalised accountability around ‘every student succeeding’, formal mechanisms include…

- Principal Reports and Budget Reports to each P&C Meeting,
- I4S Snapshot reports on school websites, and
- Audit reports on school websites.

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**Our performance Indicators:**

- Improve student academic achievement.
- Improve Queensland Certificate of Education attainment.
- Improve outcomes for Indigenous students by closing the gap in attendance, retention and attainment.
What progress milestones are the ARDs expecting by December 2016?

School Curriculum (“the what”)

Schools can demonstrate how they have given high priority to teaching literacy and numeracy.

The school curriculum is fully documented and is compliant with the contents of the P-12 CARF and its associated policy statements, including policies covering:

- Curriculum provision to students with diverse learning needs,
- Curriculum provision to students with disability, and
- Curriculum provision to more able students.

Teaching Practice (“the how”)

The school leadership team will have implemented and reviewed their school-wide pedagogical framework with a specific emphasis on quality pedagogy. This means:

- The school leadership team will have kept abreast of research that informs teaching practice;
- The school leadership team will have established clear expectations concerning the use of consistent, school-wide, effective teaching strategies;
- All teachers will be implementing teaching methods that have shown to be effective in promoting successful learning for all students and are consistent with the school-wide pedagogical framework;
- Student achievement data will be collected regularly and used to inform teaching.
- There will be a school-wide emphasis on ALL students working to the full level of their abilities.
- Each school will be implementing and reviewing their pedagogical framework in a manner which supports quality induction and leadership transition processes.

Principal Leadership and School Capability (“the capacity”)

Each principal will be positioned as the prime instructional leader in their school.

Principals evaluate the balance between resources applied to remediation on the one hand, and resources applied to teacher capability development on the other.

Each school has embedded a systematic approach to processes such as coaching and feedback focused on the quality of teaching. Teachers are receiving regular feedback on their teaching practice.

School and Community Partnerships

The school leadership team will have used AEDC data to identify priorities, linked to the PACE Framework and reflected in the AIP.

The school leadership team will have addressed components of the PACE Framework with staff and community as identified in the AIP.

The school leadership team will have consulted with staff and community in addressing key areas for improvement, using Investing 4 Success resourcing.
What are the ARD expectations regarding EATSIPS?

What are the ARD expectations of Indigenous Student outcomes?

The National Aboriginal and Torres Strait Islander Education Strategy 2015 identifies four key priority areas to improve outcomes for Aboriginal and Torres Strait Islander students:

1. School and child readiness
2. Attendance
3. Literacy and Numeracy
4. Transition points including pathways to post-school options (including QCE attainment)

These priority areas are underpinned by:

- Leadership, quality teaching and workforce development
- Culture and identity
- Partnerships


DETE’s action plan in response to this document is under development.

Principal responsibilities to support the priority areas would include:

- Developing a culture of school connectedness with students and their families through an inclusive environment
- Establishing and maintaining a culture of teaching and learning that is inclusive of indigenous students and facilitates attendance, engagement and successful participation at school
- Developing supportive processes to ensure successful student transition at key educational junctures to maximise retention of students
- Forging partnerships and consultation processes with indigenous parents and communities
- Ensuring staff have the appropriate cross-cultural skills, knowledge and understanding to meet the educational needs of Indigenous students.

Regional support for these priority areas are Indigenous Education Services. Contact details can be found at: [https://team.oneportal.deta.qld.gov.au/sites/ddswregion/RegionalServices/RegionalImprovement/default.aspx](https://team.oneportal.deta.qld.gov.au/sites/ddswregion/RegionalServices/RegionalImprovement/default.aspx)
What do ARDs expect will underpin this work?

- Principals personally and actively lead the improvement of instruction
- Principals work collaboratively with their peers
- Each school has a culture of high expectations, inside and outside classrooms, based on beliefs that:
  - Every student can succeed
  - Every day counts
  - The quality and consistency of practices within the school can make the difference
- There is a collaborative approach to lifting the effectiveness of teaching across the school
- Principals and teachers use short and long cycle data to inform decision making and classroom practice
- All curriculum plans are consistent with the Australian Curriculum.
- There is an emphasis on achieving consistently high student attendance
- There are high standards of student behaviour as a condition for learning
- Curriculum delivery is underpinned by highly effective pedagogy
- School leaders actively provide feedback and support teachers in their development of explicit instruction
- Feedback is valued and practised at all levels. Coaching is provided to teachers
- Regardless of year level or subject area, all teachers share collective accountability for student outcomes
- There are strong relationships between parents and their children’s teachers in relation to learning success
- School-community partnerships, are in place, focused on the 0-5 age group.
- High quality SET planning forms the basis for improved secondary attainment and transitions.
What are the expectations of teachers?

Each teacher:

- Reviews and adapts curriculum plans to meet individual student needs.
- Teaches in ways that are consistent with school-wide pedagogy and assessment, including checking for understanding in each lesson taught.
- Engages with professional learning, including collaborative work with peers and leaders.
- Uses the school’s explicit instruction model.
- Uses short-cycle data to inform teaching and monitor student learning.
- Builds effective relationships with each student and their family.
- Engages with educational and community partners in a team approach to educating individual students.
- Accepts joint accountability for the progress of each student in the school.
What should ARDs and principals expect to see in classrooms?

- Consistent evidence of quality pedagogy in every classroom
- Learning Intentions and Success Criteria in use for all lessons
- Consistent use and adaptation of the Australian Curriculum by every teacher
- High standards of student written work, including handwriting and student notes, and evidence that students are receiving helpful written feedback on their book work, and that the school administration is contributing to and supporting this.
- Quality, current classroom displays in every room
- A systematic coaching and feedback process operating in every school
- Clear evidence that short-cycle data is being systematically used to guide teaching and show improvement
- Positive interactions and evidence of strong relationships with every student
- A belief and commitment that all students will achieve the Regional Benchmarks, including tracking of progress
- School leaders working with teachers implementing the school’s pedagogical framework and adapting the curriculum
How will the region support principals in this work?

The Region has aligned a range of resources behind this work including:

- The Curriculum Learning and Pedagogy Portfolio
- The Student Services Portfolio—Inclusive practices in all schools for all students.
- The Regional Technology Portfolio—resource support
- The Regional Capability Portfolio—Leadership Capability development
- The Regional Improvement Team—support for schools with data skills
- The Regional Indigenous Education Team—support for schools in closing the gap
- The Regional ECEC Team—support for schools in the 0-5 age group and in transitions to school
- The Regional Training Team—support for schools in post-secondary transitions
- The Middle Management Development Program
- The Regional Leadership Capability Coaches and Mentors

This instructional leadership support is presented through the alignment of all teams and is articulated through the Regional Improvement and Cluster Development Strategies.
Where can I read more?

The Ed Queensland Pedagogical Approaches site, found here.


The Archer and Hughes website here (includes vignettes)

Any of the Michael Fullan books such as:

- “Motion Leadership”
- “All Systems Go”
- “Breakthrough” (with Hill and Crevola)
- “The Principal – Three Keys to Maximising Impact”

Lyn Sharratt and Gale Harild
“Recalculating the Route to Career Readiness, K-12+”

Dr. Adam Fraser
“Using life’s little transitions to find balance and happiness”

McCarney and Cummins Wunderlich
“Pre-Referral Intervention Manual”

Jennifer Goke
“Explicit Instruction: Strategies for Meaningful Direct Teaching”

Archer and Hughes
“Explicit Instruction: Effective and Efficient Teaching”

Doug Lemov
“Teach like a Champion”
The Teach Like a Champion Website here
What is Explicit Instruction?

- Explicit instruction involves directing student attention toward specific learning in a highly structured environment.
- It is teaching that is focused on producing specific learning outcomes.
Implicit Instruction

Improved outcomes for students result from improved teaching.

The Sixteen Elements of Explicit Instruction come from *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes, 2011.

- **Focus instruction on critical content** - Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.

- **Sequence skills logically** - Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

- **Break down complex skills and strategies into smaller instructional units** - Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (i.e. practiced as a whole).

- **Design organized and focused lessons** - Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

- **Begin lessons with a clear statement of the lesson’s goals and your expectations** - Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

- **Review prior skills and knowledge before beginning instruction** - Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

- **Provide step-by-step demonstrations** - Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

- **Use clear and concise language** - Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.
Explicit Instruction Cont.

- **Provide an adequate range of examples and non-examples** - In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

- **Provide guided and supported practice** - In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

- **Require frequent responses** - Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.

- **Monitor student performance closely** - Carefully watch and listen to students’ responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

- **Provide immediate affirmative and corrective feedback** - Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

- **Deliver the lesson at a brisk pace** - Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.

- **Help students organize knowledge** - Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

- **Provide distributed and cumulative practice** - Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.
Principals in DDSW are instructional leaders. The focus of our work is the improvement of teaching and learning, the core business of the school. After the classroom teacher, the principal is the greatest influence in the school on the achievement of students.

Principal and school leaders support improvement across the whole school environment by focusing on building teaching excellence through learning conversations, deep thinking, and moral and ethical purpose.

DDSW has developed a model of instructional coaching which is used to support teachers to improve their teaching. Students are the focus and improved teaching is the goal. The ARD supervision model, the regional coaching model, MAP and the cluster pedagogy coach model are all designed to build expertise in order that all students are in the daily company of leaders and teachers who are committed to their own life-long learning.

Teachers need regular, affirming and informative feedback to improve their teaching. Coaching provides teachers with insightful and intensive opportunities to reflect and construct their understanding about teaching to improve student performance. Schedules whereby teachers are being observed just once a term are not sufficient.

The values of this leadership are aligned with the principles of the Developing Performance Framework (DPF), Principal Capability and Leadership Framework (PCLF), and Principal Performance and Development Plan (PPDP), and incorporate the following components and qualities:

- Acknowledging that student learning is the heart of our work
- Aligning teacher development priorities with school and region priorities
- Including the process of prompt feedback, inquiry, and reflection in order to meet individual needs of adult learning
- Reflecting and respecting alternative ways individuals learn, in order to aid instruction to students using the best research and practices
- Emphasising improved teacher expertise as the means to achieve improved student learning
- Achieving school-wide and region-wide improvement through clarity of vision, unity of purpose, consistency of effort and sharing of practice.

A recommended article, defining instructional leadership and mapping it across the Teaching and Learning Audit domains, is available [here](#).
Instructional Leadership: World Class Enablers – What’s next?

**Context**

In his presentations to Principals and other departmental leaders upon taking up his role, Dr Jim Watterston DG reminded us that Education Queensland has world-class “enablers”, but that notwithstanding their quality, these enablers were insufficient to give us the improvement required to reach equivalence with the higher performing states of Australia.

The term “enablers” refers to the systemic apparatus that frames our work. Enablers include OneSchool, C2Cs, strategic plans, school budgets, the CTL Audit Tool, Responsible Behaviour Plans and many more. We all recognise the importance of these. As the DG points out, many other jurisdictions are envious of our enablers in Queensland.

However, an enabler doesn’t teach a child to read!! If we set out to improve Year 3 reading in Queensland (by way of example), we won’t achieve our goal by producing an enhancement in OneSchool or by publishing a glossy new document. In order to improve the learning (of reading) we must improve the quality of teaching (of reading).

We know that the best way to improve the quality of teaching is through quality human interaction – ie professional exchanges which occur within a culture of trust, respect and a commitment to improve. This is not new for us in DDSW! Within this region we have had a focus on such interactions for more than two years now. Over that time, significant progress has been made and a shift in culture is evident. Increasingly, principals are adopting and utilising coaching, feedback, modelling, mentoring, data conversations, collaborative planning, walk-throughs, DPF conversations and many more such processes.

Let’s call these human interactions the “improvers”.

**Definitions**

- **Enablers** are the things that set the frame within which we work.
- **Improvers** are the human interactions that change and enhance practice.

**Example 1**

A data wall is an “enabler”. Of itself, it does nothing to improve reading. However, a focussed conversation at the data wall with a teacher or group of teachers, leading on to a conversation about differentiation and a commitment to action, may well be an “improver”, particularly if followed up with other interactions around pedagogy.

**Example 2**

The Professional Standards for Teachers (PST) is an enabler. Of itself, it does nothing to improve teaching. However, a DPF conversation with a teacher, focused on the PST and resulting in a supported plan involving coaching, mentoring or targeted PD, is an “improver” – a set of human interactions that changes practice.
The following table captures just a sample of enablers and associated improvers.

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A positive school ethos and rich learning environment that is open, respectful, engaging, caring and safe optimises learning through a commitment to wellbeing.

Glenore Grove State School does this by:

- promoting the school vision to empower our students to become resilient life-long learners as active participants in a changing world and authors of a sustainable future
- promoting the school aim to create a safe, caring, tolerant and disciplined environment where children, staff and parents communicate effectively to provide purposeful learning through excellent teaching adding value to all students everyday
- promoting the school’s values through respect, responsibility, friendship, fairness and a safe environment.
- respecting the importance of the individual's intellectual, social, emotional and physical growth, whilst maintaining that individual rights and responsibilities must contribute to a positive community spirit
- development of a Responsible Behaviour Plan for Students, in collaboration with the school community and designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community ensuring parents are consulted, supported and involved to facilitate the supportive school environment
- implementing KidsMatter, a national mental health promotion, prevention and early intervention initiative aimed at primary school-aged students linked with PBL
- employing a School Chaplain who provides pastoral care and values-based support to our school community
- creating an attractive physical environment e.g. well established grounds and oval, range of art work beautifying school buildings, effective and attractive learning environments that are well resourced.

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances wellbeing builds positive relationships.

Glenore Grove State School does this by:

- developing and implementing a challenging curriculum which aligns with a school pedagogical framework
- developing a structure for educational delivery which enables students to gain behaviours necessary for lifelong learning
- ensuring there is a clear understanding of the links between responsibility for one’s learning and one’s behaviour and this is reinforced daily
- having a clearly defined Behaviour Matrix which outlines consistency of behaviour for all students in situations inside and outside the classroom
- communicating and implementing this framework through modelled behaviour, use of a common language and reinforcing positive behaviour
- providing resources for staff to teach, reinforcing our valued behaviours
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.
Policy intentions are transformed into action by school staff, students and the wider community.

Glenore Grove State School does this by:

- having a cohesive approach to learning and wellbeing by linking procedures and processes through:
  - ensuring that decision-making happens as close as possible to those upon whom it impacts and that all relevant groups are represented
  - ensuring that policies and procedures explicitly address the links between social and emotional competency and productive learning
- explicit teaching of skills associated with social and emotional learning: self-awareness, self-management, social awareness, relationship skills and responsible decision-making
- providing professional support for staff in the implementation of school policies and procedures
- acknowledging that ownership for learning and behaviour and the consequences of remaining the same, including determining the positives or negatives, rests with the individual
- having students progressively become more responsible for their personal goal setting, the monitoring and review in collaboration with teachers and parents
- using timely and explicit feedback as a critical element in guiding actions
- evaluating and assessing whole school, year level, class and individual performance against benchmarks and indicators, via interrogation of trend data.
- encouraging the development of positive behaviours and self-discipline through the implementation of a range of programs

Productive partnerships expand the knowledge, skills and resources available in the school.

Glenore Grove State School does this by:

- creating a significant sense of recognition and belonging among all groups within the school
- establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students
- working with relevant support and community groups to meet the needs of particular students and, if relevant, their families
- ensuring that teaching is connecting and respecting the life experiences and cultures of our students
- ensuring that school is a happy place and that students have a sense of belonging to the school, staff have adopted the “Fish Philosophy” to improve the tone of the school.
- acknowledging and valuing parents as an integral part of their child/children’s education and of the school community
- ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers
- maintaining strong relationships with family groups in recognition of diverse cultures through special events such as Harmony Day, NAIDOC, welcoming ceremonies, parades
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school
- Promoting and celebrating individual and school achievements through both the school newsletter, school website and social media
- Promoting staff wellness and emotional development through appropriate development and a variety of resources, e.g. Fitbit challenges and regular social and wellbeing interactions