### Quakers Hill East Public School Strategic Plan 2012-2014

**Literacy**

<table>
<thead>
<tr>
<th>Increased levels of high quality literacy outcomes for all students</th>
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<th>Strengthened and increased leadership capacity</th>
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</table>

**Numeracy**

<table>
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<tr>
<th>Increased levels of high quality numeracy outcomes for all students</th>
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**Curriculum and Assessment**

<table>
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<tr>
<th>Increased levels of high quality outcomes for all students in all KLAs</th>
<th>Implement new syllabus incorporating the Australian curriculum</th>
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**Leadership and management**

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<th>Strengthened and increased leadership capacity</th>
<th>Enhanced management practices</th>
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**Student engagement and attainment**

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<th>Positive student welfare practices support improvements in student learning outcomes</th>
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### Strategic Priorities

1. Implement the “Literacy policy and literacy teaching K-12” document
2. Support the effective use of all assessment data to inform teaching and learning programs.
3. Ensure organisation effectiveness for the teaching of literacy

### Strategies

1. Implement the K-12 numeracy policy as a foundation for professional learning
2. Support the effective use of all assessment data to inform teaching and learning programs
3. Ensure organisational effectiveness for the teaching of numeracy

### Actions

- Provide relevant targeted professional learning
- TARS meetings include a strong focus aligned with the annual target
- Data analysis including SMART (NAPLAN) items conducted and strategies developed to cater for identified needs
- K-6 teachers regularly record student progress on K-6 literacy continuum
- Stage teams develop plan to evaluate best practice in their classrooms
- Examination of class and support timetables K-6

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- Stage teams develop plan to evaluate best practice in their classrooms
- Evaluation of timetables for numeracy K-6

- Participate in targeted relevant professional learning activities
- Develop and participate in networks
- Provide professional learning and curriculum support for leaders and staff to integrate technology in teaching and learning
- Increase access to leadership tools and resources
- Expand opportunities for all staff to participate in leadership and management processes

### Indicators

- Teaching and learning programs are modified to incorporate best practice, demonstrating an explicit, systematic, balanced and integrated approach
- Increased teacher confidence in the teaching of writing
- Professional learning K-6 focuses on areas for improvement identified by data
- Timetables developed to best support the teaching of a systematic, balanced, explicit and integrated literacy program
- Teaching and learning programs reflect changes in the curriculum documents
- Teachers confident in implement new syllabus documents
- School syllabus complies/aligns with national curriculum
- Improved effectiveness and leadership capability of executive team
- Projects are developed and led by staff other than executive team
- Leadership capabilities are developed through structured professional learning activities
- Early career teachers indicate that they have been adequately supported in the accreditation process

- School welfare plans cater for learner diversity
- Positive feedback from students and parents regarding school welfare practices