



# Kingsthorpe State School

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## ANNUAL OPERATIONAL PLAN

### - 2007 -

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## **STATEMENT OF PURPOSE**

Kingsthorpe State School exists to develop, support and nurture the developmental needs and aspirations of primary school aged children within and beyond the local community. We aim to provide a learning climate that is responsive and forward looking through the development of learning programs that well equip our children for the demands and rigours of a changing world.

With a student population of approximately 180 in number, Kingsthorpe SS is '*Creating Opportunity*,' affording its students all of the special features & resources of larger centres, whilst retaining the values & traditions of a smaller family-oriented rural school.

Interschool and team sports, a productive alliance with neighbouring schools, a strong instrumental & arts program, specialist teaching in technology, language, health & physical education, teamed with an emphasis upon the basics and essential foundations for life-long learning, combine at Kingsthorpe SS to create an atmosphere of mutual trust and support for all children. Leadership development, educational excursions & enrichment programs feature, whereby children are nurtured through their formative years by a dedicated staff, keen to support all children in developing as capable and socially responsible citizens for the future.

2007 sees the continuation of Performance Targets linked to each of the objective areas and developed by the school in areas mandated by Education Queensland. It is believed that the establishment of realistic quantitative and qualitative targets will provide a necessary focus for ongoing improvement in our school. Strategies for the achievement of the objectives are detailed within and are indicative of this community's commitment to ensuring that the best possible conditions for learning may be provided as equitably as possible for all Kingsthorpe children.

## **KEY SCHOOL PLANNING PRIORITIES FOR 2007:**

- ✓ Continued development of Responsible Student Behaviour
- ✓ Renewal of school Homework policy & practices
- ✓ Identification process & support for Gifted & Talented students
- ✓ Continued Professional Development for all Staff
- ✓ Successful Implementation of the Early Years Curriculum & development of the PREP Year through 2007 & beyond
- ✓ Investigation of the use of Primary Connections as an enhancement to the teaching & learning of Science
- ✓ Continue review of teaching/developing Spelling Skills across Years 3-7
- ✓ ICT Skills development for students & all staff
- ✓ Continued development of Early & Middle Phases of Learning Planning
- ✓ Initiation of an Academic Achievement Strategy for all students
- ✓ A Triennial School Review

## **CERTIFICATION**

This Annual Operational Plan, along with Budget and Annual Financial Return was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

.....  
Mr Craig Barron  
Principal

/ / 2007

.....  
Mr Colin Polzin  
P&C President / School Council Chair

/ / 2007

.....  
Mr Phillip Cook  
Executive Director Schools

/ / 2007

## SCHOOL PLANNING FOR STUDENT FREE DAYS – 2007

PFD	Planned Focus / Foci	Format (eg School or Cluster)
25 January	<ul style="list-style-type: none"> <li>• Goals, Organisational priorities for 2007</li> <li>• Crossing Cultures 'Everybody's Business' Workshop</li> <li>• Curriculum Development &amp; Academic Achievement (Phase 1)</li> <li>• Co-operative &amp; Individual Teacher Planning for Term 1</li> </ul>	Whole School
23 March Ministerial PFD	<ul style="list-style-type: none"> <li>• Academic Improvement/Achievement Planning (Phase 2)</li> <li>• TSR - Direction Setting &amp; development of focus areas</li> <li>• Gifted &amp; Talented Education - Module 6 completion &amp; establishing school based identification &amp; support processes</li> </ul>	Whole School
16 April	<ul style="list-style-type: none"> <li>• Middle Phase of Learning:               <ul style="list-style-type: none"> <li>↳ QCAR Presentation</li> <li>↳ Success for Boys</li> <li>↳ Curriculum Sharing - Maths /Science initiatives</li> </ul> </li> <li>• Reflection day for Prep teachers</li> </ul>	Toowoomba North Cluster  District Prep Teacher Network
9 July	<ul style="list-style-type: none"> <li>• TSR - Framework for development &amp; completion</li> <li>• Reflection on progress of Academic Achievement / Improvement</li> <li>• QCAR Unit Planning</li> </ul>	Whole School
22 October	<ul style="list-style-type: none"> <li>• QCAR Unit Planning</li> <li>• Reflection on progress of Academic Achievement / Improvement</li> <li>• TSR - Presentation of outcomes &amp; initial planning for 2008</li> </ul>	Whole School

**LEARNING OBJECTIVE:** Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

**Outcome LE 1:** Improved learning outcomes for the diverse range of students in Education Queensland schools

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<p><b>Literacy &amp; Numeracy:</b></p> <ul style="list-style-type: none"> <li>Support professional development designed to improve literacy outcomes for all students in all learning areas Review whole school literacy planning processes with a renewed focus on literacy in the curriculum</li> </ul> <p><b>Inclusive Practices:</b></p> <ul style="list-style-type: none"> <li>Improve identification of learning adjustment needs for students with disabilities through implementation of the Education Adjustment Program</li> <li>Improve learning outcomes for gifted students by implementing the Framework for Gifted Education - teachers to apply school developed identification processes and develop support programs.</li> </ul> <p><b>Educational Adjustments:</b></p> <ul style="list-style-type: none"> <li>Improve learning outcomes for children in care through the development &amp; implementation of Educational Support Plans - class teachers, Guidance Officer &amp; carers to liaise in development of effective support measures</li> </ul>	Percentages of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing and Number	Reading 82 % Writing 86 % Number 82 %	Reading 80% Writing 87% Number 85%	Reading 80% Writing 87% Number 82%	CDW Yr 2 Net Data	LILS LIEP LCCR LLAN WPDR
	Percentage of students achieving national Year 3, 5 & 7 reading, writing and numeracy benchmarks	<p><b>Year 3:</b> Reading 96% Writing 96% Numeracy 96%</p> <p><b>Year 5:</b> Reading 83% Writing 96% Numeracy 91%</p> <p><b>Year 7:</b> Reading 79% Writing 93% Numeracy 75%</p>	<p><b>Year 3:</b> Reading 95% Writing 90% Numeracy 92%</p> <p><b>Year 5:</b> Reading 83% Writing 93% Numeracy 87%</p> <p><b>Year 7:</b> Reading 88% Writing 95% Numeracy 83%</p>	<p><b>Year 3:</b> Reading 95% Writing 90% Numeracy 92%</p> <p><b>Year 5:</b> Reading 83% Writing 93% Numeracy 87%</p> <p><b>Year 7:</b> Reading 88% Writing 95% Numeracy 83%</p>	Year 3,5,7 test data from QSA	LILS LIEP LCCR LLAN LESP WPDR
	Literacy & Numeracy	Not required	Not required	<b>Embedded</b>	School Information	
	Inclusive Practices	Not required	Not required	<b>Embedded</b>	School Information	

## LITERACY OUTCOMES & WHOLE SCHOOL LITERACY PLANNING

### Maintain and/or Initiate:

- Focus staff attention upon improving student Literacy and Numeracy outcomes through co-operative planning and moderation practices which align with the QCAR Framework and Essential Learnings & Standards.
- Actively pursue opportunities & support all staff through PD focussed particularly on effective pedagogical practice in both literacy & numeracy
- Map all Years 1-3 on Diagnostic Net continua with Individual Student Profiles to be completed twice a year in Term 2 & 4.
- Provide intervention and support for students identified through the Year 2 Net
- Provide resourcing for Year 2 Key Teacher.
- Continue to review & improve assessment and reporting practices relating to student performance.
- Coordinate external support staff - Special Ed & STLD to work with teachers to develop action plans
- Employ personnel (eg teacher aides) to work with at risk students identified for support through Support-a Reader / Writer, Maths-Learner programs.
- Engage teacher-aides & teachers in the new statewide Literacy: Key to Learning PD Program

## INCLUSIVE PRACTICES & STUDENTS IN CARE

### Maintain and/or Initiate:

- Improve identification of learning adjustment needs for students with disabilities through implementation of the Education Adjustment Program
- Inform parents of Educational Adjustment Programs and IEP processes & develop I.E.P.'s for all students who have required an E.A.P. or who have been diagnosed/assessed as having a learning disability
- Employ personnel (eg teacher aides) to work with students identified for support & co-ordinate the deployment of external support staff
- Improve learning outcomes for gifted students by implementing the Framework for Gifted Education - teachers to apply school developed identification processes and develop support programs.
- Improve learning outcomes for children in care through the development & implementation of Educational Support Plans - class teachers, Guidance Officer & carers to liaise in development of effective support measures
- Continue to implement the appraisal process for students with learning difficulties., via the Cluster referral process
- Continue to implement a range of intervention strategies eg. S.A.R., S.A.W, SAN, School-based intervention for students identified through the Yr3/5/7 Testing process
- Build Success Together – monitor the performance of students at risk and their educational programs
- Undertake Yr 3, 5 & 7 tests - provide intervention for students identified as requiring additional support and modify programs as necessary.
- Continue Intervention / support programs for identified students in Years 3/4/6
- Support school based Special Ed teacher with resources, programs and professional development.

**LEARNING OBJECTIVE:** Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

**Outcome LE 2:** Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<p><b>QCAR - Curriculum, Teaching, Assessment and Reporting:</b></p> <ul style="list-style-type: none"> <li>Engage with the recommendations and requirements of the Queensland Curriculum, Assessment and Reporting (QCAR) framework that will define the essential learnings and set standards of achievement for students in Years 1 to 10.</li> </ul> <p><b>Key Learning Areas:</b></p> <ul style="list-style-type: none"> <li>Implement the key learning area syllabuses with a focus on English &amp; Mathematics</li> </ul> <p><b>ICT's:</b></p> <ul style="list-style-type: none"> <li>Embed the use of Information and Communication Technologies (ICTs) as an integral component of curriculum and teaching and learning.</li> </ul> <p><b>Phases of Learning: Early &amp; Middle Years:</b></p> <ul style="list-style-type: none"> <li>Implement responsive curriculum programs in the early years to promote continuity of teaching and learning.</li> <li>Implementation of the Prep Year 2007-2008</li> </ul> <p><b>ATSI Perspectives:</b></p> <ul style="list-style-type: none"> <li>Implement Implement the strategies in <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i> within the school curriculum.</li> </ul>	Curriculum, Teaching, Assessment and Reporting	Not required	Not required	<b>Embedded</b>	School Information	LCCR LLAN LMAR LREC LSCI LSOS WPDR
	Phases of Learning: Early & Middle Years	Not required	Not required	<b>Embedded</b>	School Information	LCCR LHPE LICT LIEP LIET LLAN LMAR LREC LSCI LSOS SEQM SEQR LCCP

## QCAR - CURRICULUM, TEACHING, ASSESSMENT AND REPORTING:

### Maintain and/or Initiate:

- Continue to develop effective units of study which utilise the school's significant resource acquisitions in Literacy materials, eg. Rigby Literacy Collections series
- Engage with the recommendations and requirements of the Queensland Curriculum, Assessment and Reporting (QCAR) framework that will define the essential learnings and set standards of achievement for students in Years 1 to 7.
- Undertake further implementation to the new Qld Mathematics Syllabus & develop planning support materials for use by each teacher
- Review both the resource base and current whole of school approach / program to the teaching of Mathematics, particularly in light of the release of the new Qld Maths Syllabus.
- Examine current & possible/preferred mathematical pedagogies within small focus groups
- Join with cluster school peers to collaboratively develop a shared Mathematics Program

## KEY LEARNING AREAS:

### Maintain and/or Initiate:

- Develop a broader understanding amongst teaching staff of the place & value of both an integrated & skills focussed approach to teaching across the KLA's
- Review current methodologies & develop more effective assessment & reporting practices in literacy & numeracy, where outcomes are understood to be used primarily as planning devices and from which more meaningful reporting can develop.
- Continue to develop the teaching of reading across the curriculum
- Continue to develop the teaching of reading across the curriculum
- Monitor and support the implementation of teaching practices and skills that enhance student learning. Re-acquaint teaching staff with the Productive Pedagogies framework and utilise the PP Strategies Kit as a focus for reviewing & affirming effective practice.
- Continue school-based moderation for assessment and reporting through collegial sharing.
- Continue the development & refinement of the School Curriculum Plan initiated in 2005-6 with an Integrated approach undertaken predominantly across Science/SOSE/HPE/Technology. Support this program through appropriate timetabling, staffing and resource development.

## ICT's:

### Maintain and/or Initiate:

- Embed the use of Information and Communication Technologies (ICTs) as an integral component of curriculum and teaching and learning.
- Implement varied strategies described within the KSS 2007 ICT Plan
- Support the professional development of all staff through their enrolment in either the ICT Certificate or the ICT Pedagogical License

## PHASES OF LEARNING: EARLY & MIDDLE YEARS

### Maintain and/or Initiate:

- Continue to implement the Kingsthorpe SS Early Years of Learning Implementation Plan and prepare for the implementation of the Preparatory Year — half cohort in 2007, full cohort in 2008.
- Continue to implement the Kingsthorpe SS Middle Phase of Learning State School Action Plan to provide learning programs that maximise student engagement and achievement, and support the transition from primary to secondary education.
- Share baseline & intervention/support data for all students with Year 8 teachers as they transition from Primary to Secondary school
- Develop closer alignment & enhance processes with Toowoomba SHS & Wilsonton Campus to improve outcomes for all students in the transition from Primary school to Secondary school. (ETRF – Middle Phase of Schooling )
- Support High School Transition Program
- Develop cluster based activity days

## ATSI PERSPECTIVES

### Maintain and/or Initiate:

- Implement the strategies in *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* within the school curriculum.
- Collect baseline data around Indigenous Students performance in Literacy & Numeracy
- Refer to the *Partners for Success* Action Plan to identify strategies for the support of enrolled indigenous students appropriate to this school's context, including the development of individual profiles for each enrolled indigenous student.
- Enhance school awareness of Aboriginal and Torres Strait Islander cultures, histories and protocols.
- Encourage staff professional development in the area of cultural awareness through participation in locally organised events.
- Subscribe to the '*Dare to Lead Coalition of Schools*' and actively pursue opportunities for enrolled indigenous students to participate in locally co-ordinated cultural events
- Utilise IESIP funds to support the learning needs of the 7% of the school population which identifies as being of indigenous heritage, through purposeful acquisition of resources & services.
- Promote and facilitate regular school attendance of indigenous students through liaison with parents/carers of indigenous students.
- Continue to implement relevant curriculum programs, through an integrated approach, relating to ATSI perspectives and culture.
- Align as necessary with local cluster of schools to access services in Health, Counselling, Family Support / Educational Liaison as deemed necessary
- Investigate the potential for visiting & student participation in Indigenous Education programs through the Gumminguru Aboriginal Centre (Gowrie)

**SCHOOLS OBJECTIVE:** Create learning communities that meet diverse student and community needs

Outcome SC 1: Schools have innovative and distinctive strategies responsive to community and student needs.

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<p><b>Schools and Community:</b></p> <ul style="list-style-type: none"> <li>Innovative approaches to schooling, responsive to distinctive needs of students in each phase of learning</li> <li>Implementation of communication strategies that enable sharing of best practice in curriculum &amp; teaching across the phases of learning</li> <li>Engage &amp; work with indigenous families in the school community to support the educational and social achievement of children</li> </ul> <p><b>Schools and Clusters:</b></p> <ul style="list-style-type: none"> <li>Develop &amp; build co-operative alliances within the local cluster of schools</li> <li>Contribute to and support the Toowoomba North Cluster Action plan</li> </ul>	Schools & Community	Not required	Not required	<b>Embedded</b>	School Information	LCCR LICT LLAN LREC LIET LILS LCCP SCDF SNCA SPRE
	Schools and Clusters	Not required	Not required	<b>Embedded</b>	School Information	LCCR LHPE LICT LIEP LICT LLAN LMAR LSCI WPDR

**INNOVATIVE PRACTICES & COMMUNICATION**

**Maintain and/or Initiate:**

- Provide opportunities for public acknowledgement and celebration of student achievement & successes through regular whole school & community assemblies and inform parents through newsletters and local media.
- Continue reform in areas highlighted through the previous TSR process: Communication – Leadership – Sport – Budget development
- Strengthen varied means of both internal (staff) & external (parent community) communication across school

- Maintain active interest & involvement of all staff in the activities & initiatives of students across all classes – cross-curricular & cross-cohort co-operative planning and knowledge/skill sharing
- Develop open & consultative mechanisms with the school's representative parent body – P&C Association
- Continue development of public confidence/trust in the school as a centre for purposeful learning & focal point for community activity
- Continue Student Council and provide upper school students with opportunities to develop leadership & responsible roles across the school.
- Foster & promote peer tutoring/student mentoring opportunities initiated between upper & lower school
- Enhance School Reporting processes – introduce new Report Card format. Continue and encourage participation in the face-to-face reporting process as a more effective means of parent/teacher reporting.
- Provide four opportunities throughout the year for periodic reporting to parents of student progress: - Parent-Teacher interviews at the ends of Terms 1 & 3
- Formal written progress Report Cards at the ends of Terms 2 & 4. (Yr 2 Report & July Interview will supplement the end of Term 3 interview for parents of children in the Yr 2 classes)
- Continue to implement and monitor the Whole School Curriculum Plan
- Implement an Integrated Studies approach where relevant/purposeful with a strong outcomes focus
- Manage staff availability to ensure appropriate lines of communication with parents.
- Raise parent awareness about the implications of the new QCAR Framework in an opportune & timely manner
- Continue work towards full implementation of new syllabi in English and Maths following appropriate Professional development of staff consistent with EQ timelines
- Continue implementation and resourcing of all curriculum areas
- Coordinate purchase of items for the Technology & Resource Centre
- Resource Itinerant Teacher programs: Music, Physical Education, Languages Other Than English (LOTE), Instrumental Music
- Continue to support the transition of Primary students to High School through the continued alliance with Wilsonton Campus & strategies of the MPL Action Plan

## SCHOOL & CLUSTER

### Maintain and/or Initiate:

- Revisit with mid-upper primary teaching staff the identified areas for school action within the EQ MPL Action Plan.
- Teachers use the *Productive Pedagogies Strategies Kit* to undertake individual critical assessments of current pedagogy, initially specific to the students within their class groups, to self identify aspects of classroom practice that would gain from further enhancement. Share with critical friend/colleague.
- Share examples of effective pedagogy within small working groups of peers and trial new strategies.
- Develop close working relationships with Primary & High Schools within the local Toowoomba North Cluster to explore opportunities for teacher & student shared learning. Both the teaching staff and students of Years 5-7 to attend specially convened forums for the exchange of practical learning.
- Negotiate with the Wilsonton Campus of Toowoomba SHS to undertake a number of student visitations to the High School throughout the year to use campus facilities & access staff expertise. Such experiences will form the basis of a purposeful Yr 7-8 transition process
- Facilitate co-operative interactions between staff of both schools to enable them to be familiar with the curriculum offerings and expectations/understandings of both settings.
- Examine alternative options for the delivery of curriculum and / or the structure of the timetable within the upper years of our school.
- Liaise with specialist personnel of T'ba SHS & Wilsonton Campus in file/program sharing for students known to be transitioning from Kingsthorpe SS. Facilitate the exchange of information between both schools.
- Develop an alignment with schools of the Kingsthorpe cluster – Meringandan / Goombungee / Geham - to further the MPL agenda through varied interschool sporting, cultural & enrichment exchanges.

Outcome SC 2: Schools have innovative and distinctive strategies responsive to community and student needs.

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<b>Community Engagement</b> <ul style="list-style-type: none"> <li>Develop the school as a community asset that is the centre for learning &amp; community engagement</li> <li>Development of sustainable collaborative relationships with parents, school and community members, providers of early education and care groups</li> </ul>	Community Engagement	Not required	Not required	<b>Embedded</b>	School Information	SADM LICT LREC SEQM SGFM SMWR SNCA

## COMMUNITY ENGAGEMENT

### Maintain and/or Initiate:

- Celebrate and promote the value of public schooling
- Invite parents to celebrate special occasions on school campus
- Invite parents to be volunteer aides
- Actively engage parent/community members in the Triennial School Review process in 2007
- Develop planning/budgeting documents for 2007 and beyond
- Keep parents informed through regular Newsletter and P. & C. meetings
- Report student outcomes – Individual Student Progress, Yr 2 Net Report, Yr 3/5/7 Test Reports, Parent/Teacher Interviews
- Provide community access to school resources, including: grounds, tennis court and computers
- Develop joint initiative with Kingsthorpe/Toowoomba Landcare Action Group to examine means by which water conservation strategies can be effected locally, with a specific emphasis upon improving school/student use of water for both irrigation & sanitary service purposes
- School continues to participate in the following strong, community activities:
  - Interschool Sport.
  - Local Shows
  - Under 8s Day
  - ANZAC Day School Observance Ceremony
  - Upper Primary Leadership & Personal Development Camp
  - LOTE Activities
  - Eistedfodd
  - Arts Council

### Outcome SC 3: Schools provide safe, supportive and disciplined learning environments

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<b>Supportive Learning Environments:</b> <ul style="list-style-type: none"> <li>• Respond to the recommendations of the Safe &amp; Healthy Schools Program and other health related priorities</li> <li>• Develop a Responsible Behaviour Plan for Students that responds to the expectations of the Code of School Behaviour</li> <li>• Use the resources of the National Safe Schools Framework to support planning processes to address bullying, harassment, child abuse or neglect</li> </ul>	Percentage of students and parents/caregivers satisfied that they are getting a good education at school	74% (S) 83% (P)	80% (S) 80% (P)	<b>80% (S)</b> <b>80% (P)</b>	SOS	LCCR LHPE LREC SEQM SEQR SMWR SNCA SUTI
	Percentage of parents/caregivers satisfied that the school is a good school	87%	88%	<b>88%</b>	SOS	
	Supportive Learning Environments	Not required	Not required	N/A	N/A	

## SUPPORTIVE LEARNING ENVIRONMENT

### Maintain and/or Initiate:

- Through the P&C Association engender mutually advantageous working relationships with local community groups – sporting, cultural, artistic, service oriented.
- Promote the school as a focal point for shared community development & explore potential for sharing of resources & facilities.
- Facilitate the use of the school by the P & C as a venue for fund-raising activities.
- Allow space/opportunity within home-school communication media for the promotion of community group activities & local projects.
- Continue to participate in local community events that provide an opportunity to showcase examples of student progress & achievements, eg Goombungee & Oakey Shows, CWA International Day programs, Choir performance for Senior Citizens groups ...
- Actively promote the strengths of Kingsthorpe SS as a focussed & purposeful centre for learning through advertisements in local media & potentially via a community letter box drop.
- Advocate for, and publicly acknowledge the successes and achievements of students & groups attending the school.
- Renew the school's Internet Website & use as a vehicle to promote the school's programs, curriculum offerings, opportunities and to publicly celebrate its successes.
- Provide a framework within which social responsibility and mature student leadership can be fostered and recognised. Senior school teachers to assist and support students in learning more about their capabilities and personal strengths and to design opportunities where developing skills can be exercised for the benefit of both the individual and school.

- Reinststate the Student Council, offering students an opportunity to appropriately raise/address issues of both interest and concern.
- Re-establish a consistent set of whole student behavioural expectations and logical consequences. Share widely within student & parent population.
- Teachers to Initiate in-class incentive & recognition programs consistent with agreed school Responsible Behaviour Plan.
- Continue to integrate the HRE & Drug Education Programs across the school, with the assistance of the Family Planning Association for focussed learning opportunities in the upper school.
- Review and monitor newly developed whole school Responsible Behaviour Plan consistent with EQ's Code of Behaviour
- Provision of alternate education programs for students with behavioural difficulties, where appropriate
- Following engagement with Ed Qld Gifted & Talented Education Framework & appropriate in-service, develop school based processes for identification & support of Gifted and/or Talented students
- Maintain appropriate Risk Management Processes
- Embrace the recommendations of the *Safe and Healthy Schools Program* by enlisting the support of the P&C Association in renewing the school's Tuckshop offerings, providing school based support/education about nutritional eating habits for children and through class activities focussed upon balanced food intake/exercise programs.
- Enlist the advice/expertise of the newly formed district Behaviour Support Team in developing strategies for addressing the needs of students with challenging behaviours, as & when deemed necessary.
- Refer to the *National Safe Schools Framework* when deemed necessary to support planning processes to address bullying, harassment, potential child abuse and neglect when framing the school's renewed Responsible Behaviour Plan.

## Outcome SC 4: Schools have effective school planning & reporting processes

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<p><b>School Planning and Reporting:</b></p> <ul style="list-style-type: none"> <li>• Implement the School Improvement &amp; Accountability Framework &amp; Destination 2010</li> <li>• Implement the Student Reporting and School Annual Report requirements</li> <li>• Improve school accountability practices to ensure that human, physical and financial resources are effectively used.</li> </ul>	School Planning and Reporting	Not required	Not required	<b>N/A</b>	N/A	LICT LREC SADM SEQM SEQR SMWR SUTI

### SCHOOL PLANNING AND REPORTING

#### Maintain and/or Initiate:

- Implement revised **SIAF** and **Destination 2010** requirements
- Implement changes to **School's Reporting** for Queensland Schools consistent with statewide/systemic expectations directed by Ed Qld.
- Improve school accountability practices to ensure that physical and human resources, finances and facilities are effectively used to respond to student and community needs
- Implement operational implications of a revised **Education [General Provisions] Act**
- Publicise school initiatives, progress and achievements through a renewed, publicly accessible Internet Website
- Publish the **School Annual Report** and make available for public consumption through the school website
- Develop and implement strategies for risk assessment and WH&S management
- Improve school resource management and accountability practices to ensure that resources are effectively used to respond to student and community needs.
- Engage teaching staff with the 'Professional Standards for Teachers' as a platform for stimulating professional dialogue and to assist in developing personal learning goals
- Refer to the *Partners for Success* Action Plan to identify strategies for the support of enrolled indigenous students appropriate to this school's context.
- Conduct safety audit of school grounds on a timely & periodic basis
- Continue development of Grounds/Buildings Maintenance (including Equipment Maintenance/Electrical Check)
- Ensure essential equipment replacement as required
- Conduct Systems Appraisals each year
- Enhance Administrative support and office equipment acquisition through the maximisation of administrative funding to the school

- Maintain effective & responsible management over expenditure on essential resources & services involving:
  - ↳ Photocopying
  - ↳ Electricity
  - ↳ Rates
  - ↳ WIAS
  - ↳ Telecommunications
  - ↳ School Improvement Assistance Scheme
  - ↳ Sanitary services
  - ↳ Grounds Maintenance Equipment replacement
  - ↳ School Based Minor Works

**WORKFORCE OBJECTIVE:** Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE 2010

Outcome WO 1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing learning and development opportunities

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
<p><b>Teacher Professionalism:</b> Undertake professional development focused on the key priorities of the annual Professional Development Agenda. Use the Professional Standards for Teachers as a framework for reflection and planning, learning and development to revitalise &amp; extend skills of teachers to improve student learning</p> <p><b>Continuous Professional Development:</b> Celebrate the achievements of school staff through reward &amp; recognition Provide increased opportunities for staff to gain tertiary credit in post-graduate programs for professional development undertaken in priority areas through the Professional Development Pathways program.</p>	Percentage of workforce engaged in professional development opportunities	90%	90%	83%	SOS CDW	LICT LILS LLAN LREC LCCR WIPD WPDR
	Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	95%	90%	75%	SOS S025 (staff)	
	Percentage of general component of school grants budget or equivalent expended on professional development for school staff	17%	15%	10%	School / HR Information	
	Teacher Professionalism	Not required	Not required	N/A	School Information	
	Continuous Professional Development	Not required	Not required	N/A	School Information	

## TEACHER PROFESSIONALISM

### Maintain and/or Initiate:

- Audit staff PD needs & align P.D. to staff/school & systemic requirements.
- Encourage active participation in P.D. opportunities
- Develop programs of learning to build organisational capability
- Develop ICT learning framework that builds on existing skills – refer also ICTs Learning Agreement
- Identify participation in PD as essential to progressing both individual and school growth & development
- Provide and coordinate professional development opportunities for relevant staff inclusive of the following initiatives:
  - Early Years with emphasis on PREP
  - QCAR
  - Smart Classrooms
  - Graduated implementation of the new English Syllabus – training in 2007 through the 'Literacy: Key to Action' program
  - Graduated implementation of the new Maths Syllabus
- Develop Principal's leadership skills through participation in the QASSP Learning Network & ACE / ACEL Leadership meetings & programs
- Enable localised and sustainable professional development programs and networks to provide opportunities for the workforce to share effective professional practices, eg. Science Ed, E-Portfolio Network, Early Years Educators Network, Mathematics Program development and more
- Sustain and support cluster initiatives
- Compare trends from School Opinion Survey Data
- Conduct staff induction, where appropriate
- Continue to support the development of undergraduate teachers through KSS mentoring of USQ Teaching students in their 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> years of study/practice
- Commit all staff to the agenda developed in the school's Academic Achievement Strategy for 2007
- Celebrate staff achievement through public recognition opportunities - newsletters, staff meetings, community assemblies, local media, etc as deemed appropriate

## CONTINUOUS PROFESSIONAL DEVELOPMENT

### Maintain and/or Initiate:

- Consult with staff, refer to the EQ Professional Development agenda and align P.D. to staff/school & systemic requirements.
- Offer a range of P.D. opportunities, consistent with (i) initiatives identified within the school Academic Achievement Strategy and (ii) identified indiv. staff PD needs
- Ensure equitable distribution of quality professional experiences
- Conduct staff induction, where appropriate
- Budget sufficient funds in WPDR Cost Centre to meet the cost of release & registrations for PD within / beyond the school. Review expenditure throughout the year.
- Ensure that all staff have had opportunity to engage in the Crossing Cultures - Hidden Histories & Everybody's Business workshops
- Ensure that the release time afforded to teachers to access PD is purposeful and complementary to the school's agenda, consistent with the scope of Curriculum Framework and supportive of systemic imperatives.
- Actively encourage maximum staff participation in gaining ICT Accreditation through EQ's Smart Classroom initiatives:
  - (i) ICT Certificate (70% staff)      (ii) ICT Pedagogical Licence (20% staff)

Outcome WO2: Leadership that drives educational reform, supports productive relationships and promotes innovation

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
Strengthen leadership Develop organisational climate Resolving grievances	Percentage of staff members satisfied with morale in the school	95%	90%	<b>80%</b>	SOS	SCDF SGFM SMWR SNCA SPRE WIPD WPDR
	Leadership	Not required	Not required			

**LEADERSHIP & ORGNISATIONAL CLIMATE**

**Maintain and/or Initiate:**

- Implement programs and networks that strengthen the quality of leadership and develop a constructive organisational climate - QASSP & Cluster Network initiatives, ACE & ACEL Network workshops
- Provide opportunities for educational reform through innovative practices - curriculum framework development, agreed whole school responsible conduct planning,
- Implement strategies to resolve grievances and industrial disputes at the school level - maintain open lines of communication across setting & seek external input as deemed necessary

Outcome WO3: A healthy workforce engaged in a safe and supportive work environment

Key Strategies	Performance Indicator/ Strategic Focus Areas	2006 school performance	2007 school targets	2008 EQ targets	Evidence Source	Cost Code
Promote safe and healthy learning environments	Staff Attendance – average attendance rate based on unplanned absences of sick and emergent leave for periods of up to 5 days	93%	<b>N/A</b>	N/A	School / HR Information provided	LHPE SCDF SNCA SUTI WIPD WPDR
	Staff Retention – Proportion of teaching staff (as a percentage) retained in a program year from the previous year	98%	<b>N/A</b>	N/A	School / HR Information provided	
	Employee Health and Well being	N/A	<b>N/A</b>	N/A	N/A	

## SAFE & HEALTHY LEARNING ENVIRONMENTS

### Maintain and/or Initiate:

- Maintain appropriate Risk Management Processes
- Offer all staff the opportunity to participate in the school-subsidised Influenza Vaccination program
- Promote safe & healthy learning environments by proactively managing and regularly monitoring workplace health & safety at the school in consultation with staff and the wider community as necessary
- Provide a framework within which social responsibility and mature student leadership can be fostered and recognised. Senior school teachers to assist and support students in learning more about their capabilities and personal strengths and to design opportunities where developing skills can be exercised for the benefit of both the individual and school.
- Teachers to Initiate in-class incentive & recognition programs consistent with agreed school Responsible Behaviour Plan.
- Continue to integrate the HRE & Drug Education Programs across the school, with the assistance of the Family Planning Association for focussed learning opportunities in the upper school.