

Learning Beyond Boundaries

“Excellence in Public Education”

Moura State High School

Annual Operational Plan

2009

Approval

A collaborative and consultative process was utilised that sought the input and opinions of staff, students and parent/community members to assist in the Annual Operational Planning process for 2009.

The key strategic directions for 2009 those outlined in the current School Strategic Plan and respond to student and school performance and local factors and will contribute to the achievement of Destination 2010 outcomes, performance indicators and targets.

Signatures

Principal

P&C President

EDS/RED

Date

Rationale for the 2009 School Improvement Strategies

Challenges, Opportunities, Concerns and Recurring Issues for 2009

The opportunities identified were since we had joined the PSWBSP there was a greater level of agreement amongst staff as to rules, consequences and procedures. There was also a dramatic reduction in extreme poor behaviours shown by students so there is a definite opportunity to progress this process.

The introduction of QCAR, NAPLAN testing and QCATs had forced us to look at our curriculum and assessment. There is now a greater level of guidance than ever before which presents an opportunity to produce engaging and challenging units of study with a hopefully flow on effect to achievement of students as well as their behaviour. From the destination survey we can identify that approximately equal numbers of students leave for university, further training and to the workforce hence the need for an extensive pathways program in senior to cater for the needs of all students.

NAPLAN testing has highlighted the deficiencies in students abilities within literacy and numeracy. There is also a focused skill set associated with year 9 literacy and numeracy defined by the national testing authority. This has enabled us to identify literacy and numeracy skills that need to be taught so we have made the decision to have stand alone teaching of literacy and numeracy in year 8 and 9 as well as an overall focus in all year levels and all classes.

With so much changing so quickly there are huge demands on teachers. The training of staff will be a critical feature if all of the above issues are to be addressed successfully.

Data to support the rationale for your school improvement strategies in 2009

| Data | Implications for School Improvement |
|---|--|
| <p><i>1. SDAs for 2007 were 67, to date in 2008 they are 17. The majority of SDAs were boys in the middle phase</i></p> | <p><i>1. Behaviour management is still an issue particularly in the middle phase classrooms. Behaviour should become a whole school community issue. The indications are that the PSWBSP may have brought improvements o it needs to be continued. The curriculum and teaching needs to be re-examined to be more engaging so that</i></p> |

Persistent disruption, physical and verbal misconduct form the majority of SDAs

2.

Percentage of Ds and Es are significant to high in some subjects and some year levels. Inconsistencies of results occur across the core subject.

Disengagement with often poor results occurs with many in the senior school.

Percentage of year 12 with a senior certificate with OP eligibility or a VET qualification appears to be dropping over time.

3.

Literacy levels were at about state average.

Numeracy levels were below state averages.

Boys literacy levels were lower than the girls.

Boys and girls literacy

disruption may be lessened and achievement data may improve.

2.

Achievement of students still appears to be an issue but there are inconsistencies that make the defining of the issue difficult. It appears that consistencies may occur where there has been numerous teacher changes.

A focus on redesigning units in a consistent way to address QCAR essentials, standards and assessment may assist over time as it will present units in a consistent way that are engaging and challenging.

There is the obvious link between behaviour and achievement so addressing both may have a mutually beneficial effect.

The development of pathways in senior, particularly VET and SATs may help disengagement issues identified in the senior school.

3.

Boys literacy will need to be addressed, the obvious place to start would be in English with more boy friendly novel etc to engage them with reading and writing.

This will probably relate back to behaviour and achievement as well.

Our literacy and numeracy plans will need to be addressed to have a more concentrated and focused effort in the middle phase with a co-ordinated effort across all year level and subjects.

The details of the testing produced by the NAPLAN testing authority will enable the detailed production of a literacy and numeracy program through year 8 and 9

levels were about equal.

4.
From the school opinion survey teachers identify relatively high levels of satisfaction with training in curriculum design, teaching and assessment. Overall staff show relatively low levels of satisfaction regarding access to all forms of learning, networking and support.

leading up to the testing.

4.
Teachers are satisfied with learning about systemic issues but it appears they aren't satisfied with the follow up support, networking, coaching, mentoring and online learning. Collegiate support seems to be missing so this needs to be addressed in relation to the school improvement strategies and systemic priorities.

Link to the School Strategic Plan

Progress toward the implementation of the strategic direction and achievement of performance targets identified in the School Strategic Plan

1. Behaviour of students was not identified as a priority in the SSP.
2. A challenging and Engaging schooling Curriculum is a priority. All targets which are largely descriptive have substantially been met, that is engagement with the MPOL framework, QCAR and increasing pathways for seniors.
3. Improved literacy and numeracy was a priority. Generally targets have been met. Targets are directed mainly towards literacy by the introduction of a literacy program including testing with data tracked.
4. The SSP has Learning, Development and Leadership as a priority for action by making this accessible to all.. It appears that staff have access to the PD they want. The target improve SOS SO 25 – the school gives me the opportunities to improve my skills, from 2006 levels has occurred in 2007

Strategic directions from the School Strategic Plan to be of key focus for 2009

1. Behaviour and strategic priorities around the teaching and curriculum need to be linked.
2. The full implementation of QCAR and the provision of greater access to pathways are the key directions still relevant in 2009.
3. The training of staff into the teaching of literacy and numeracy, literacy and numeracy planning in all subjects as well as tracking data will continue as a priority.
4. Teacher learning continues to be a focus generally although as the systemic and school focus becomes more defined so does the learning.

Emerging considerations (new systemic directions and changes to school context) that have influenced changes in the school's strategic foci and direction for 2009.

1. Engagement of students with relevant and challenging curriculum and teaching are strategic foci for 2009. Tracking behaviour data and interrelating that to achievement and literacy and numeracy data will need to occur.
2. We have substantially implement the QCAR framework with an agreed and stable curriculum, common unit planning and assessment models. This needs to just be refined by teachers with moderation becoming an important tool. Achievement data can now be tracked in a meaningful way. A greater emphasis now needs to be placed on pathways for seniors to focus on relevance for all. This data, eg SAT data can be tracked against achievement data.
3. The implementation of NAPLAN testing redefines the priority. There is now a common direction and method of tracking data. Literacy and numeracy plans will need updating with more focused planning, teaching and teaching of teachers necessary. We now have benchmark data from year 7 to track through.
- 4.

The focus of the learning may have changed into more focused learning about QCAR implementation, literacy and numeracy teaching and behaviour management techniques. The teaching of numeracy in particular needs to be a key focus.

School Improvement Priorities and Indicators of Success for each priority area for 2009

(Note – Monitoring and Review section to be completed throughout the year)

| | Priority and Descriptor | The behaviour of students | |
|------------------------------------|--------------------------------|--|--|
| | | Key Activities | Supporting Action/s & Responsibility |
| | | | Indicators of Success |
| Planning and Implementation | | Effective, consistent and ongoing application of PSWBSP. Use of a data tracking system such as One School, SDA data, our BM spreadsheet Implementation of a reward system especially on a short term basis | Application of staff resources – Principal, MPOL and SPOL HOD and MPOL and SPOL co-ordinators Renew staff leadership team for PSWBSP Development of an engaging and challenging curriculum |
| | | | Reduction of SDA data. Reduction of SDA data directed towards constant disruption, verbal and physical misconduct Reduction of referrals to co-ordinators, HODs and Principal |
| Monitoring and Review | | Evidence of Progress Towards Indicator | Rationale For Further Actions |
| | | | |

| Priority and Descriptor | The achievement of students | | |
|------------------------------------|---|--|---|
| Planning and Implementation | Key Activities | Supporting Action/s & Responsibility | Indicators of Success |
| | Ongoing review of the curriculum, teaching and assessment for all year levels. Ongoing engagement with QCAR – essentials, standards and assessment Increase engagement in the SPOL by increased pathways opportunities Track achievement data All teachers to relate tracked data to their performance plan | See behaviour of students Training of teachers Teacher performance planning and reflection | Decrease the percentage of Ds and Es Increase consistency across core subjects Quality and engaging tasks Teachers reflecting, collaborating to improve on units of work. Teachers confident in QCAR, syllabus requirements Positive feedback from QCAT moderation and verification Increase the percentage of Y12s exiting with an OP or a VET qualification Increase in the percentage of students gaining a QCE |
| Monitoring and Review | Evidence of Progress Towards Indicator | | Rationale For Further Actions |
| | | | |

| <i>Priority and Descriptor</i> | <i>The teaching of literacy and numeracy</i> | | |
|------------------------------------|--|---|--|
| Planning and Implementation | <i>Key Activities</i> | <i>Supporting Action/s & Responsibility</i> | <i>Indicators of Success</i> |
| | Maintain the current literacy and numeracy program in year 8 and 9 Use a cluster PCAP project for training of cluster teachers as well as establishing a cluster network to improve the teaching of literacy and numeracy Explore options to improve literacy for boys, eg single sex classes, choices with reading materials Use data to structure the tiered support plan NAPLAN practice test program | Learning support and gifted plan MPOL HOD focus Year 8 to 12 curriculum plan with embedded literacy and numeracy plan | NAPLAN data – reduce the gap between boys and girls literacy results. Improve overall numeracy data to reach state average Reduction of the percentage of students in bottom 20% by 2010 when Y7 tracked through to year 9 |
| Monitoring and Review | <i>Evidence of Progress Towards Indicator</i> | | <i>Rationale For Further Actions</i> |
| | | | |

| Priority and Descriptor | Training of staff | | |
|------------------------------------|--|--|---|
| Planning and Implementation | Key Activities | Supporting Action/s & Responsibility | Indicators of Success |
| | Conduct an audit of staff training needs Use a cluster PCAP project for the training of teachers in literacy and numeracy teaching Maintain present access to mainstream systemic and school strategic directions, eg BM, QCAR, literacy and numeracy Develop opportunities for networking, mentoring and online learning | Development of electronic means of sharing planning, assessment and resources Collaborative meetings at HOD level | SOS data – increased satisfaction of learning climate, pedagogy and curriculum for students and parents Increased satisfaction for specific data for teachers, eg the learning opportunities and maintain satisfaction with systemic issues Improved behaviour, NAPLAN and achievement data |
| Monitoring and Review | Evidence of Progress Towards Indicator | | Rationale For Further Actions |
| | | | |

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|------------------------------------|---|---|--------------------------------------|
| Priority and Descriptor | | | |
| Planning and Implementation | Key Activities | Supporting Action/s & Responsibility | Indicators of Success |
| | | | |
| Monitoring and Review | Evidence of Progress Towards Indicator | | Rationale For Further Actions |
| | | | |

| | | | |
|------------------------------------|---|---|--------------------------------------|
| Priority and Descriptor | | | |
| Planning and Implementation | Key Activities | Supporting Action/s & Responsibility | Indicators of Success |
| | | | |
| Monitoring and Review | Evidence of Progress Towards Indicator | | Rationale For Further Actions |
| | | | |

Destination 2010 Performance Indicators

| PERFORMANCE INDICATORS | TARGETS | | SCHOOL ACHIEVEMENTS | | | |
|---|-----------------------------|-------------|---------------------|------|------|-------|
| | EQ 2010 | SCHOOL 2009 | 2006 | 2006 | 2008 | |
| LEARNING: STUDENT ACHIEVEMENT | | | | | | |
| Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, Number | Reading | 76% | | | | |
| | Writing | 86% | | | | |
| | Number | 82% | | | | |
| SCHOOLS: SATISFACTION | | | | | | |
| Percentage of students and parents/caregivers satisfied that they are getting a good education at school | Students | 80% | 75% | 76% | 53% | 63% |
| | Parents | 80% | 70% | 67% | 43% | 42% |
| Percentage of parents/caregivers satisfied that the school is a good school | 88% | | 80% | 61% | 50% | 67% |
| WORKFORCE: CAPABILITY | | | | | | |
| Percentage of workforce engaged in professional development opportunities | 83% | | 75% | 70% | 70% | 61% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 75% | | 75% | 54% | 67% | 71% |
| Percentage of staff members satisfied with morale in the school | 80% | | 80% | 41% | 85% | 71% |
| Percentage of general component of school grants budget or equivalent expended on professional development for school staff | 10% of budget or equivalent | | 15% | 9.6% | 27% | 11.4% |

| LEARNING: STUDENT ACHIEVEMENT | Strand | Target | Achievement | |
|--|-------------------------|-------------|----------------|-------------|
| | | School 2009 | Australia 2008 | School 2008 |
| Percentage of students at or above the National Minimum Standard on the Year 9 National Assessment Program – Literacy and Numeracy | Reading | 95 | 93 | 94 |
| | Writing | 87 | 87 | 84 |
| | Spelling | 90 | 90 | 84 |
| | Grammar and Punctuation | 93 | 90 | 91 |
| | Numeracy | 100 | 94 | 97 |

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

Outcome LE1: Improved Learning Outcomes for a diverse ranges of students in Education Queensland schools

LITERACY AND NUMERACY

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
|--|--------|---|---|----------------|--|
| | B | I | R | | Action Strategies [if required] |
| Engage in a process of whole school literacy planning using student achievement data and focusing on the literacy requirements in each subject area. (M) | | ✓ | | ✓ | <ul style="list-style-type: none"> • Collate and review data from Y7 and Y9 NAPLAN test • Discuss and analyse data as a staff and plan targeted teaching response • Develop into a whole school literacy plan that is well resourced • Links to curriculum planning • Purchase Literacy text books that have a strong link to the basics • Try different class structures where appropriate, eg streaming or single sex classes • Identify staff leaders who conduct training and planning sessions |
| Support professional development designed to improve literacy outcomes for all students in all learning areas. (C) | ✓ | | | | <ul style="list-style-type: none"> • Make PD in the teaching of literacy a priority • Access a cluster PCAP grant to support, promote the teaching of literacy |
| Engage in a process of whole school numeracy planning using student achievement data and focusing on mathematics as it contributes to numeracy and numeracy across the curriculum. (M) | ✓ | | | ✓ | <ul style="list-style-type: none"> • Collate and review data from Y7 and Y9 NAPLAN test • Discuss and analyse data as a staff and plan targeted teaching response • Develop into a whole school numeracy plan that is well resourced • Links to curriculum planning with a focus on numeracy across the curriculum • Identify staff leaders who conduct training and planning sessions |
| Support professional development designed to improve numeracy outcomes for all students in all learning areas. (C) | ✓ | | | | <ul style="list-style-type: none"> • Make PD in the teaching of numeracy a priority • Access a cluster PCAP grant to support, promote the teaching of numeracy |

INCLUSIVE PRACTICES

| | | | | | |
|---|---|---|---|---|--|
| Address the guiding principles of the Inclusive Education Statement (C) | | ✓ | | | <ul style="list-style-type: none"> • Make this document available in each staff room • Conduct regular short briefing sessions at staff meetings |
| Implement the Education Adjustment Program by identifying and applying the learning adjustment needs for students with disabilities (M) | | | ✓ | ✓ | <ul style="list-style-type: none"> • SEP case manager given release time to support and guide teachers of students with EAPs • Overviews of EAPs can be conducted at staff meetings |
| Continue to implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (C) | ✓ | | | ✓ | <ul style="list-style-type: none"> • Continue to search for an indigenous worker • Train a staff leader to assist teachers in curriculum planning, consider indigenous perspectives • Planning documents to reflect planning to embed indigenous perspectives in the curriculum |
| Implement the Rural and Remote Education Framework for Action to maintain and improve the attendance, retention and achievement of students in rural and remote communities (C) | ✓ | | | | <ul style="list-style-type: none"> • Use school and cluster PCAP funds to enable student to access a greater curriculum choice, address individual needs and pathways, support enrichment activities like The Arts and exposure to the sciences and to provide PD assistance to teachers for the teaching of Literacy and Numeracy. |
| Implement the Framework for Gifted Education | | ✓ | | ✓ | <ul style="list-style-type: none"> • Identify staff leader to lead the Gifted Framework processes • Support this person with network contacts and PD |

| | | | | | |
|--|---|--|--|--|---|
| Support children and young people in the care of the state through the development and implementation of Education Support Plans (C) | ✓ | | | | <ul style="list-style-type: none"> • Conduct staff PD at staff meetings • None identified- will contact District Office POEES and GO for assistance if student enrolled |
| OTHER SCHOOL PRIORITIES <i>[if identified]</i> | | | | | |
| | | | | | |

Outcome LE2: Improved alignment of curriculum planning, teaching, assessment and that engages our diverse range of students in learning

CURRICULUM PLANNING, TEACHING, ASSESSMENT AND REPORTING

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
|--|--------|---|---|-------------------|--|
| | B | I | R | | Action Strategies [if required] |
| Implement the P-12 Curriculum Framework- Policy, Principles and Guidelines for Queensland State Schools(N) | | ✓ | | ✓ | <ul style="list-style-type: none"> Staff briefing and meeting sessions for awareness of policy Prepare school wide policy statements to address key components of policy, eg QCAR, Intervention strategies Prepare into a schoolwide Years 8-12 curriculum plan as a guide to all curriculum, teaching, assessment and reporting in the school |
| Continue whole school planning to implement Early Years Curriculum Guidelines in the Preparatory Year (M) | | | | | |
| Continue whole-school planning to implement the Queensland Curriculum Assessment and Reporting (QCAR) framework in Years 1 to 9. (C) | | | ✓ | ✓ | <ul style="list-style-type: none"> Continue to support PD for all teachers implementing QCAR units Continue to promote the collaborative relationship with cluster schools regarding QCAR implementation Review unit plans using APEAL program Integrate Les into task sheets Reflect and update assessment tasks Plan intervention strategies for assessment tasks After completion reflect on and modify unit plans Modify sequence of units to prepare for and accommodate QCATS |
| Continue to embed the use of Information and Communication Technologies (ICT) as an integral component of curriculum planning, teaching and learning.(C) | | ✓ | | ✓ | <ul style="list-style-type: none"> Expand the network of fixed data projectors to possibly one per classroom Data projectors to accommodate C4T Provide PD for staff from the district Learning Place mentor Use the learning Place to engage students with learning opportunities Finalise the establishment of video conference facility and support use for PD and learning |
| Implement a system for the internal monitoring of student progress that identifies individual and group needs and informs planning and pedagogy.(Regional Priority)(N) | | ✓ | | | <ul style="list-style-type: none"> Develop a schoolwide monitoring policy, cross marking Track students so that a range of students are cross marked Establish timelines that align with EQ policies, eg student feedback within two weeks Cross marking and monitoring meeting one week after due date so timely feedback can be given Establish a system of cluster monitoring meeting to overcome issue of small numbers of students and teachers Formal QCAT monitoring to be done at cluster level. |

LEARNING ACROSS THE PHASES

| | | | | | |
|--|--|---|--|--|---|
| Consolidate the implementation of the Preparatory Year (C) | | | | | |
| Implement a curriculum that promotes continuity of learning and that maximises student engagement and ongoing achievement throughout the early, middle and | | ✓ | | | <ul style="list-style-type: none"> Continue with combined middle phase meetings across the cluster (especially Moura, Banana, Bauhinia SSs) to establish a sequenced and seamless continuum Continue with extended Y7 to Y8 transition plan Maintain our Y10 plan as a semester based program where like subjects to |

senior [phases of learning](#) .(N)

senior are included with a choice for each semester
• Establish a co-ordinated transition plan for the Theodore SS Y10

OTHER SCHOOL PRIORITIES [if identified]

Outcome LE3: An increased number of students completing the Senior Phase of Learning

LEARNING ACROSS THE PHASES

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP Action Strategies [if required] |
|--|--------|---|---|----------------|---|
| | B | I | R | | |
| Work with all Year 10 students to Senior Education and Training (SET) plans (C) | | | ✓ | ✓ | <ul style="list-style-type: none"> • Co-ordinate the preparation of the SET Plan with the career education plan as well as work experience • HOD senior schooling and the Senior Co-ordinator to prepare a career Ed program with the SET Plan embedded in it • Completion of SET Plan and subject selection to be aligned and signed of at one meeting |
| Work with other local schools, tertiary and training providers including TAFE institutes ,industry and employers, government agencies, and community organisations to ensure students: <ul style="list-style-type: none"> • have access to a range of meaningful and sustainable learning pathways • maximise participation in School-based Apprenticeships/Traineeships (C) | | ✓ | | ✓ | <ul style="list-style-type: none"> • Employ a staff member (Access to Pathways Officer) to co-ordinate relationships with other schools and providers • Join and participate in the Central Highlands VET network • Establish and or maintain partnerships with VSS, SDE, TAFE, other RTOs as well as agencies like anglicare, GAGAL, Busy at Work to establish a range of meaningful and sustainable pathways • The school Access to Pathways Officer is to be active in establishing SATs rather than waiting for outside agencies and businesses to come to us • Co-ordinate funding sources from DYAP and PCAP to continue to employ this person |
| Facilitate access to flexible options in the delivery of educational services by the use of ICT(C) | | ✓ | | ✓ | <ul style="list-style-type: none"> • Work through Access Ed to set up the Video Conferencing facility • Continue to look for interactive electronic means of learning as a way of delivering a greater range of educational services • Establish regular contact with the district Learning place mentor to increase flexible electronic learning |
| Implement and maximise opportunities to achieve the Queensland Certificate of Education and Queensland Certificate of Individual Achievement (C) | | ✓ | | | <ul style="list-style-type: none"> • Through information sessions with staff, students and parents develop a greater understanding of the QCE and QCIA • Provide regular updates for staff • Update subject change procedure to include QCE implication • Senior Phase HOD and Co-ordinator to attend QSA PD sessions • Senior phase HOD monitor class results with teacher and individual results with students, produce plan for improvement, to maximise the achievement at SA or above level • Individual student progress towards a QCE monitored at the end of each semester and verification with parental involvement particularly for those not on track to reach a QCE • Ensure the Special Education teacher along with HOSSES attend necessary QCIA PD |
| Offer a flexible range of senior phase learning options to <ul style="list-style-type: none"> • engage all students, particularly those at risk of leaving school early • assist disengaged students to reconnect with | | ✓ | | | <ul style="list-style-type: none"> • Principal, HOD and Co-ordinator Senior phase co-ordinate pathways with Access to Pathways Officer in regular senior phase student welfare meetings • Access to Pathways Officer to work with staff and students in the preparation of specialise pathways for approval of the Principal and parents for individual students • School to engage an expanding range of organisations , Youth Support Co- |

| | | | | | |
|---|--|--|--|--|---|
| learning (C) | | | | | ordinator, Pathways Officer, GAGAL and Busy at Work to assist disengaged <ul style="list-style-type: none"> • Investigate the allocation of teacher time to individualised pathways such as Access 10 |
| OTHER SCHOOL PRIORITIES <i>[if identified]</i> | | | | | |
| | | | | | |

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

Outcome SC1: Schools have innovative and distinctive strategies responsive to student, parent and community needs

SCHOOLS AND COMMUNITY

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
|--|--------|---|---|----------------|---|
| | B | I | R | | Action Strategies [if required] |
| Participate in communication strategies, including digital, to enable the sharing of best practice in curriculum and teaching across the phases of learning. (C) | | ✓ | | | <ul style="list-style-type: none"> • Continue regular curriculum leader level and teacher level cluster meetings for collegiate sharing and planning • Provide PD for teachers to access best practice from the Learning Place Use newsletter, website , information evenings and the local paper to share our practices with the community • Update the website annually from staff and community feedback • Establish through the use of the videoconferencing facility the ability for staff to share best practices with other learning communities |
| Implement strategies for proactively engaging and working with all Indigenous families in the school community to support the educational and social achievement of their children.(C) | ✓ | | | | <ul style="list-style-type: none"> • Continue to advertise for an indigenous worker with a specific role in engaging families • Continue to employ a teacher aide to conduct the ITAS tutoring • Organise a NAIDOC week celebration that involves the indigenous community • Invite an elder to all school major ceremonies |

SCHOOLS AND CLUSTERS

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|---|--|---|---|--|---|
| Support successful student transition by developing schooling as a seamless learning continuum from Prep to Year 12 (C) | | ✓ | | | <ul style="list-style-type: none"> • Continue to maintain cluster transition plans for Y7 to Y8 which includes visits to primary schools and primary students attending a transition program at the high school • Continue to support cluster planning to establish a seamless program • Change the timetable structure to reflect single year level classes in Years 8-10 • Develop Y10 program with similar choice to senior with rechoosing subjects each semester • Establish a co-ordinated Y10 to Y11 transition program with Theodore which would include staff travelling to Theodore to brief students and parents on senior schooling and subject selection, as well as visits to Moura for Theodore student to learn about the school and participate in classes as preparation for subject choices |
| Develop cooperative alliances and planning processes between primary, secondary, special schools, and TAFE institutes (C) | | | ✓ | | <ul style="list-style-type: none"> • Maintain the Principal and curriculum leader cluster meetings • Cluster curriculum leaders work with cluster teachers to promote common planning processes, unit design and sharing of units of work • Investigate the possibility of an Access 10 class across Year 10/11/12 to reach a class size supported by TAFE |
| Develop processes to enable children to make the transition into school from home, and young people to | | ✓ | | | <ul style="list-style-type: none"> • Employ an access to pathways officer whose role it is be the school link between students, parents , training providers and business and industry • Use the Work experience program in assisting students make career choices and |

| | | | | | |
|---|--|---|--|--|--|
| <i>make the transition through the phases of learning and beyond. (C)</i> | | | | | a successful transition into the workforce |
| <i>Continue to implement action plan to address declines in enrolment share(Regional Priority)(N)</i> | | ✓ | | | <ul style="list-style-type: none"> • Provide a full range of educational opportunities locally by using novel methods if necessary so that parents can make a safe choice to keep their children at home • Promote this as a philosophy • Encourage an active and early transition plan for Y7s and Y10s |
| OTHER SCHOOL PRIORITIES <i>[if identified]</i> | | | | | |
| | | | | | |

Outcome SC2: Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies

PARENT AND COMMUNITY ENGAGEMENT

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
|--|--------|---|---|-------------------|---|
| | B | I | R | | • Action Strategies [if required] |
| Develop the school as a public asset, a centre for learning, and community engagement (C) | | | | | <ul style="list-style-type: none"> • Support community requests for use of facilities or resources where appropriate • Promote facilities to TAFE and RTOs for delivery of courses to students and community members • Host community forums to promote school and educational priorities |
| Continue to involve parents in the implementation of school-wide policies and initiatives(C) | | | | | <ul style="list-style-type: none"> • Principal to host a morning tea with a randomly invited group of parents at least once a term as a feedback session for policies and procedures • All policies and procedures to be presented at P and C meetings for discussion and feedback • Policy of encouraging parents to contact the principal with ideas, feedback and opinions to continue • Future of School Council to be discussed • All plan to be placed on the website for public viewing and comment |

ENVIRONMENTAL SUSTAINABILITY

| | | | | | |
|--|--|--|--|---|--|
| Implement strategies and actions, in partnership with the community and within the school, to reduce the school's ecological footprint (C) | | | | ✓ | <ul style="list-style-type: none"> • Work co-operatively with the P and C to develop plans for water tanks or solar panels • Produce plant matter in the Agriculture plot to be incorporated into the soil plot as a practical example of carbon storage for student's learning • Have a tree planting day • Employ energy saving programs in classrooms such as curtains, lights and AC control |
|--|--|--|--|---|--|

INDUSTRY AND OTHER AGENCIES

| | | | | | |
|--|---|---|--|---|--|
| Strengthen partnerships to increase student involvement in the workplace and community organisation sites (C) | | ✓ | | ✓ | <ul style="list-style-type: none"> • Request through the Chamber of Commerce and other major employers expectation of students for employment • Use business and industry representatives to explain expectations for employment • Continue to host business lunches to promote the Work Experience and SAT program • Hold a DYAP community engagement meeting in Moura • Employ a Access to Pathways person to establish personal links with the community |
| Strengthen partnerships to ensure school programs are connected to the demands of a knowledge-based economy. (C) | ✓ | | | | <ul style="list-style-type: none"> • Integrate the use of ICTs into learning in classrooms • Begin to use the video conferencing facility for accessing additional forms of learning |

| | | | | | |
|--|--|---|---|--|---|
| Expand links between schools and industry/ employers to enhance employment and learning outcomes for students(C) | | ✓ | | | <ul style="list-style-type: none"> • Maintain school membership in Chamber of Commerce as well as hosting a chamber lunch function . • Year 10 students to continue to study a Certificate in Work Education as preparation for Work Experience • All Y 10 students complete a week of work experience • Y10,11 and 12 students supported in extra work experience to enhance career and employment opportunities • Maintain links with the QMEA • Employ and train an access to pathways officer to establish a personal link between the school and community |
| Continue to work with other government agencies (C) | | | ✓ | | <ul style="list-style-type: none"> • Continue local partnerships with the DPI, Police and Health departments • Maintain the school as a point of contact for visiting government workers and students and families (CYMHS, DOCs. Communities) |

OTHER SCHOOL PRIORITIES [if identified]

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Outcome SC3: Schools provide safe, supportive and disciplined learning environments

SUPPORTIVE LEARNING ENVIRONMENTS

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP Action Strategies [if required] |
|---|--------|---|---|----------------|---|
| | B | I | R | | |
| Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by <ul style="list-style-type: none"> implementing the school Responsible Behaviour Plan for Students that responds to the expectations outlined in the Code of School Behaviour utilising the resources of National Safe Schools Framework (NSSF) (C) | | | ✓ | | <ul style="list-style-type: none"> Identify new members for and arrange training for a school leadership team to continue to develop the philosophy and actions of the School Wide Positive Behaviour Support Program Develop and implement a range of positive reinforcement techniques Celebrate with parents positive behaviours in students at least once per semester Support BM PD for teachers Implement a School based Bullying prevention policy as part of SWPBSP Raise the profile of co-ordinators within the Student Support Services role Promote mental health awareness in the school Promote awareness and training regarding management of ASD students Establish a case management model for students Provide all staff with the guiding principles for the provision of a safe and supportive environment Ensure all members of the Student Support Services committee are familiar with and use the key elements that inform good practice in developing a supportive school environment Establish a Student Welfare Services Committee of school based personnel and outside support persons to meet twice per term to identify needs and match programs and personnel to students with needs |
| Continue to embed Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools (M) | | | ✓ | ✓ | <ul style="list-style-type: none"> Continue to work with the P and C and staff to ensure the Smart Choices policy is adhered to within the Canteen and school activities |
| Continue to embed the key components of Smart Moves - Physical Activity Programs in Queensland State Schools (M) | | | ✓ | | <ul style="list-style-type: none"> HPE is compulsory for y8 and 9 with one lesson per week being devoted to physical activity An activities afternoon is available to the whole school Y 8 and 9 students must choose a sport with Y 10, 11 and 12 encouraged to do during the activities afternoon Sport is promoted and supported as a school priority Interschool volleyball and rugby league teams are maintained Students are supported to try for higher honours – regional, state, national |
| Continue to implement a stand alone School Based Bullying Prevention Strategy(Regional Priority)(C) | ✓ | | | ✓ | <ul style="list-style-type: none"> Establish a leadership team, probably the PSWBSP team, to develop and promote bullying prevention programs Provide training for whole of staff bullying prevention strategies Survey students to ascertain changes of attitude and incidence of bullying Use guidance officer support to develop strategies for the main bullies as well as the victims |
| Other School Priorities [if identified] | | | | | |

Outcome SC4: Schools have effective school planning and reporting processes

SCHOOL PLANNING AND REPORTING

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I-Implementation R – Review ** ✓ to indicate link to SSP Action Strategies [if required] |
|--|--------|---|---|-------------------|---|
| | B | I | R | | |
| Continue to implement the School Improvement and Accountability Framework and the revised Destination 2010 (C) | | | ✓ | | <ul style="list-style-type: none"> • School Improvement and Accountability Framework a major part of AOP and line meetings between Principal and EDS but also HOD and teachers with supervisors • Philosophy and detail of SIAF used as the basis for performance plans • School targets monitored by Principal and staff against Destination 2010 targets |
| Ensure the effective and accountable use of Human, Physical and Financial Resources .(C) | | | ✓ | | <ul style="list-style-type: none"> • School accountability and reporting procedures to include: • Production of an approved AOP and Budget with required financial commentary and justification • Production of a School Annual Report • Reporting results of student achievement and school opinion survey to the P and C • Provision of hard copies of the School Strategic Plan , AOP and School Annual Report in parent waiting area • Maintenance of a website |
| Align school planning, reporting and accountability processes with the Regional Indigenous Education Plan. (C) Education Queensland Indigenous Education Strategic Plan 2008-2011 | | ✓ | | | <ul style="list-style-type: none"> • Individual folios maintained for individual students by worker providing ITAS assistance • Principal briefed and an individual support plan prepared in conjunction with Student Welfare Services committee • Individual achievement to be tracked • Senior students supported to complete y12 or gain an apprenticeship • Enlist assistance of CEC and Community Participation Officer to source mentors from the elder community • Complete Module 2 and 3 for staff from “Crossing Cultures” • Be aware of barriers to learning and prepare inclusive and culturally sensitive units of work |
| Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2005) , where applicable, are met. (C) | | | ✓ | | <ul style="list-style-type: none"> • Maintain compliance with Commonwealth Schools Assistance Act (2005) to ensure certification |
| Other School Priorities [if identified] | | | | | |
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WORKFORCE OBJECTIVE: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE – 2010

Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing professional development opportunities

TEACHER PROFESSIONALISM

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
|--|--------|---|---|----------------|--|
| | B | I | R | | Action Strategies [if required] |
| Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the Professional Development Agenda (C) | | ✓ | | ✓ | <ul style="list-style-type: none"> Engage the District Learning Place mentor to assist staff identify suitable on line learning Investigate the use of the Video-conferencing facility for providing ongoing PD for the school or cluster Identify individually and as a staff priorities for PD Use cluster PCAP funds to provide PD for staff in cluster identified priorities such as the teaching of Literacy and Numeracy |
| Use the Professional Standards for Teachers as a framework for reflection, planning, and professional development to strengthen and extend the professional practice of teachers to maximise student-learning outcomes.(C) | ✓ | | | | <ul style="list-style-type: none"> Engage all staff in a process of goal setting, reflection and feedback with identification of PD needs being one of the outcomes Familiarise teachers with the PST Assist teachers to use the PST as the basis of reflection and PD requirements Engage teachers in discussions about how their PD is to be incorporated into improving practice |
| Support supervision and development of pre-service and beginning teachers in practicum, internships and teacher induction programs.(C) | | ✓ | | | <ul style="list-style-type: none"> Use HODs to work closely with beginning and practicum teachers to develop and strengthen their practice Maintain and conduct a supported induction program for all probation teachers Establish a PD priority for beginning teachers, especially if teaching outside teaching area Appoint subject co-ordinators to assist and mentor beginning teachers in the teaching of that subject |
| Ensure all teachers in the school complete the introductory session of the Crossing Cultures It's Everyone's Business package.(C) | ✓ | | | | <ul style="list-style-type: none"> Investigate the conduct of crossing cultures Module 2 and 3for school and possible cluster staff |
| Provide opportunities for staff to gain their ICT Pedagogical Licence through the Smart Classrooms Professional Development Framework (C) | ✓ | | | | <ul style="list-style-type: none"> Continue to advertise and promote opportunities training for the ICT pedagogical licence Continue to support teachers develop leadership roles in areas such as smart classrooms and ICT pedagogical licence |
| Continuous Professional Development | | | | | |
| Celebrate the achievements of school staff through reward and recognition, including those offered through the New Professionalism Program .(C) | | ✓ | | ✓ | <ul style="list-style-type: none"> Use staff forums to celebrate achievements of staff Make staff aware of and promote the New Professionalism program |
| Provide opportunities for staff to gain tertiary credit in post-graduate programs for professional development undertaken in priority areas through the Professional Development Pathways program. (C) | | | | ✓ | <ul style="list-style-type: none"> Make staff aware and promote the Professional Development Pathways program Support staff professionally if they wish to join this program. |
| Use the Developing Performance Framework to | ✓ | | | | Continue with staff awareness of this Framework |

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| continue to develop performance and determine professional development for all staff. (M) | | | | | <ul style="list-style-type: none"> • During Term 1 coach and assist to ensure HODs and BSM complete a performance plan • Develop skills in HODs and BSM to guide rest of staff through performance planning process • During Term 2 coach and assist teachers, office and teacher aides to prepare a performance plan • During Semester 2 have rest of staff supported through a process to produce a performance plan • After performance plan is prepared conduct reflection and feedback meetings at least each term |
| Provide an induction program for all new employees.(Regional Priority)(N) | | | ✓ | | <ul style="list-style-type: none"> • Prepare an school induction program for all employees with specialised components for teaching and non-teaching staff • Use the Flying Start Induction Toolkit as a source of induction material and topics • Conduct regular induction program meetings in conjunction with teacher probation program |

Other School Priorities [if identified]

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

LEADERSHIP

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
|---|--------|---|---|-------------|---|
| | B | I | R | | Action Strategies [if required] |
| Ensure Leadership Matters : Leadership capabilities for Education Queensland Principals is used to strengthen the performance and guide professional development of school leaders and aspirants. (C) | | ✓ | | | <ul style="list-style-type: none"> • Identify potential leadership aspirants and facilitate introduction to and training in Leadership Matters |
| Implement programs and maintain networks that strengthen the quality of leadership in the school and develop a collaborative organisational climate.(C) | | | ✓ | | <ul style="list-style-type: none"> • Create the Learning Phase co-ordinator position within the school so that leadership aspirants gain practical leadership experience • Use BSM, HoDs and Co-ordinators as a high quality leadership and management team • Create leadership teams, Management, PSWBSP, Student Welfare Services and others as necessary to create collaborative leadership teams • Provide staff with EOI opportunities and encourage them to apply • Support staff in developing leadership opportunities to enable them to demonstrate leadership capabilities |

Other School Priorities [if identified]

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

HEALTH, SAFETY AND WELLBEING

| Strategies (N)-New (M)-Modified (C)-Continuing | Phase* | | | Link to SSP ** | *Phase -B- Beginning I- Implementation R – Review ** ✓ to indicate link to SSP |
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| | B | I | R | | Action Strategies [if required] |
| Promote safe and healthy learning environments by managing proactively and regularly monitoring workplace health and safety at the school, in consultation with staff and the wider community(C) | ✓ | | | ✓ | <ul style="list-style-type: none"> Identify and train a WHS Officer Re-nominate a workplace Health, safety and wellbeing committee Ensure the WHS committee meets at least once per term Ensure the WHS committee investigates all safety complaints and incidents |
| Implement the key actions of the Health, Safety and Wellbeing Action Plan (C) | ✓ | | | | <ul style="list-style-type: none"> Conduct an annual audit to identify risks and review practices on site Conduct a risk assessment before any activity on or off site Provide a safety induction for all staff on the SFD and for other new staff on arrival Provide refresher training for current WHS Officers Record all health and safety incidents on SMS and follow up as prompted WHS Officer or committee to review all incidents to ensure causes are identified and controlled Maintain the visitor registration system through the front office Ensure all contractors have entry approved by BSM or office staff. Contractors are to read the BMP or BEMIR before commencing work |
| Wherever possible resolve grievances and industrial disputes at the school level.(C) | ✓ | | | | <ul style="list-style-type: none"> Ensure all grievances and industrial disputes are documented, reported if necessary and investigated, heard and resolved as soon as possible in a procedurally correct and professional manner |

WORKFORCE DIVERSITY AND EQUITY

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| Create and maintain school environments that provide equal employment opportunity, free from all forms of unlawful discrimination where people are valued for their diverse cultural experiences, knowledge and abilities. (M) | | ✓ | | | <ul style="list-style-type: none"> Provide refresher training to all staff on the SFD as to their responsibilities in regards discrimination and valuing diversity Support key action in SC3 regarding a school wide positive behaviours with an aim to promote inclusive, respectful and equitable interactions, opportunities and participation in the workforce Advertise and enlist support from the CEC and Community Participation Officer to identify local elders and potential indigenous workers |
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Other School Priorities [if identified]

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