

WONDAI P10 STATE SCHOOL

Annual Operational Plan - 2008

STRATEGIC DIRECTIONS (2008-2010):	2008 PRIORITIES:
1. Literacy & Numeracy improvement, through benchmarking of standards, consistency of explicit practice and whole school assessment (for learning) schedules	1. Literacy and Numeracy Plan implementation , with key focus areas being: <ul style="list-style-type: none"> Numeracy Leader project in the middle years (see Learning to Learn) Literacy benchmarking, Individual Learning Plans and scaffolded teaching in key areas eg. reading, writing (including spelling and editing), number New Literacy and Numeracy Scope & Sequences expectations divided into terms eg. by end of term 1, year 1's will know and do, year 2's will ...
2. Curriculum (QCAR) - Sequential planning, supporting engagement, rigour and developmental learning	2. QCAR <ul style="list-style-type: none"> QCATs in Year 4 (Science), Year 9 (Maths), Eco-unit trials in Years 3, 6, 9 Audit units of work (and assessment tasks) against Essential Learnings and Standards (see Team Action Plans for audit schedule)
3. Social skilling - including social and emotional learning and career education	3. Behaviour <ul style="list-style-type: none"> Review existing "Responsible Behaviour Plan". Implement KIDSMATTER findings (eg. Program Achieve in P-6) and Earth Charter (7-10) Sustainable Futures student-lead environmental groups as a RBP strategy
4. ICTs - supporting engagement and higher order/thinking)skills	4. ICTs <ul style="list-style-type: none"> Audit work units for level of ICT integration (and challenge) PD plan for teachers to support L4T's, Pedagogical License targets met
5. Leadership - development of individuals and teams	5. Leadership <ul style="list-style-type: none"> Develop Middle Years (7/8) leader, team leaders and students Apply Leadership Matters and Professional Standards for Teachers
6. Learning to learn – understanding the learner, scaffolding for diversity	6. Learning to learn <ul style="list-style-type: none"> Numeracy Leader Project to identify and support specific teaching strategies to address major numeracy learning gaps in the middle years Dreamtime Personalities as Step 1 in understanding the learner (leading to more detailed analysis of learning styles in 2009)

APPROVAL - This Annual Operational Plan was developed in consultation with the school community. It includes the ICT Index, Annual Financial Report, School Budget, Asset Replacement Summary and Financial Commentary.

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Ruth Miller (/ /2008)

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Linda Routledge (/ /2008)

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Cecily Andersen (/ /2008)

Annual Operational Plan 2008

<p>LEARNING <i>Implement a learning framework to prepare students for a multicultural world</i></p>	<p>SCHOOLS <i>Create learning communities that meet the diverse student, parent and community needs</i></p>	<p>WORKFORCE <i>Ensure the workforce has the capability and flexibility to deliver the objectives of QSE- 2010</i></p>
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Key Focus Areas	LEARNING Key Actions for 2008	SCHOOLS Key Actions for 2008	WORKFORCE Key Actions for 2008	Cost Codes
<p>Literacy & Numeracy improvement (whole school) – including benchmarking of standards, consistency in practice and whole school assessment schedule (including full implementation of Literacy and Numeracy Plans)</p> <p>Learning to learn – understanding the learner, scaffolding for diversity</p>	<p>LITERACY – improvement through:</p> <ul style="list-style-type: none"> ▪ Back-to-basics, explicit literacy teaching ▪ Writing, reading, oral language goals for at-risk students supported through scaffolded teaching for all students in key areas eg. reading, writing (including spelling and editing), partnering with Kingaroy SS to develop scaffolded frameworks for teachers (whole school) to use in key literacy areas (to support first 2 points above eg. graphic organisers) ▪ Reading is seen as every teacher's business ▪ Key "literacy leader" teachers and team responsible for PD and monitoring of effectiveness of new/re-focussed strategies in classroom ▪ Implement 2008 Interim Literacy Scope and Sequence and benchmark testing ▪ Break down Literacy Scope and Sequence (Plan) into term by term expectations that link to benchmark testing and Essential Learnings <ul style="list-style-type: none"> ○ Eg. by the end of year 1, students will know.... and be able to do ▪ "Primary Connections" implemented across P-7, with extension into Year 8 (increasing the rigour and standards of assessment) ▪ Curriculum literacy's are explicitly taught (and labelled when being assessed) ▪ All genres and associated literacy skills: <ul style="list-style-type: none"> ▪ are mapped across Year 1 to 10, aligning with Literacy Plan ▪ aligned to meet Yr 3, 5, 7 & 9 testing ▪ support common curriculum elements CCE's required in Years 11 & 12 (ie. Hypothesise, extrapolate, synthesise...) ▪ "A" standard student work samples are shared through classrooms, newsletters and website ▪ Efforts to work towards A standard are also celebrated through the newsletter, with distance travelled a key focus ▪ Class visits focus on RAPP values in action, with follow-up conversations with teachers around ILPs & their distance travelled 	<p>Schools and Community – key actions reflect community consultation from 2007 TSR and include implementation of:</p> <ul style="list-style-type: none"> ▪ Implement our e-learning for at-risk literacy and numeracy students (Paddock to Plate - PP), (once available through the Learning Place) ▪ Electives that reflect standards and our values eg. Sustainable Science ▪ Year 7/8 "Middle Schooling" (supporting diversity of learners) ▪ A re-focus on public speaking (oral language) ▪ Digital communication strategies to enable the sharing of best practice in curriculum (use of website, discussion lists, email) ▪ P&C and Student Council and other groups approached for collaboration around minor projects (eg. shade and seating) and potential future Capital works projects eg. SSSS – covering of basketball courts ▪ Indigenous community involved in landscaping of new Centre <p>Schools and Clusters</p> <ul style="list-style-type: none"> ▪ Share our leadership of <i>Sustainable Futures</i> curriculum projects ▪ Participate in Barambah cluster to enhance our strategic priorities eg. Cluster Curriculum ▪ Trial a term meeting of phase team leaders to enable conversations around transitions to occur, and sharing of team Action Plans ▪ Promote all activities at Kingaroy and Murgon SHS that promote transition into Year 11 eg. try-a-trade, careers markets and invitations for students from local schools to come into our school for sporting carnivals ▪ Engagement of our Indigenous Liaison Officer to support home-school partnerships, and formation of an Indigenous parent group ▪ Continued implementation of Kidsmatter whereby the creation of a positive school culture and parent education are an integral part 	<p>Teacher Professionalism</p> <ul style="list-style-type: none"> ▪ Focus on the key school priorities in the annual Professional Development (PD) Agenda, with a major whole school focus on effective Literacy & Numeracy <i>teaching</i>, supported through the use of professional frameworks eg. Professional Standards for Teachers (main framework) and A Journey to Excellence ▪ Provide opportunities for staff to gain their ICT Pedagogical Licence through our Smart Classrooms PD framework. ▪ Support the supervision and development of pre-service and beginning teachers in practicum's, internships and teacher induction ▪ Celebrate staff achievement through reward and recognition - nominate staff for any recognition awards eg. EQ, NIETA, plus students' celebration projects, achievements on parade/newsletters, highlighting the work from teachers in delivering these outputs! ▪ Ensure all staff have completed "It's Everybody's Business" ▪ Phased implementation of the Developing Performance Framework <p>Continuous Professional Development</p> <ul style="list-style-type: none"> ▪ Implement PD focussed on key learning priorities – cluster/school projects for Maths/Science, First Steps – Numeracy (HOD trained as regional facilitator), Literacy (across KLA's), English, Thinking Skills and Program Achieve (or similar) skilling ▪ Enable localised learning programs and networks to share effective professional practice eg. Barambah Cluster, P10 group, Project groups (SOS, Maths/Numeracy, Kingaroy SS literacy partnership) ▪ Ensure on-going training and re-training in required areas - deliver Code of Conduct, Student Protection on-site for new staff & provide for beginning and returning teacher induction programs 	<p>LP-3/DN L4-6/DB L710/JS LLOT LETR LGUI LHPE LTEC LIES LITA LIND LINV LKEY LNSL LLST LMUS LOOM LPHO LRCA/JS LREC LREQ LSCI/SG LSPO LTEX LNSM LICT/JS</p>

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<p>Leadership - development of individuals and teams</p> <p>Social skilling - including social and emotional learning and career education</p>	<p>NUMERACY</p> <ul style="list-style-type: none"> ▪ Numeracy Leader project to drive change in teaching practices in the middle years eg. teach for understanding, get the basics established firmly ▪ “1st Steps Mathematics” - Year 4 to 8 staff ▪ Support A Number and “language of numeracy” for teacher aides and parents ▪ Audit numeracy practices against Essential Learnings as part of NUMERACY PROJECT ▪ “Paddock to Plate” online learning program ▪ Implement 2008 Numeracy Scope and Sequence and benchmark testing ▪ Number goals developed and documented for at-risk students (in Individual Learning Plans) <p>INCLUSIVE PRACTICES – improve learning outcomes for target groups of students:</p> <p>ABORIGINAL STUDENTS - implementing</p> <ul style="list-style-type: none"> ▪ Regional Indigenous Action Plan ▪ ITAS and What Works/similar programs ▪ Indigenous Liaison Officer activities ▪ EATSIPS embedded across curriculum <p>SPECIAL NEEDS (EAP) & KIDS IN CARE: Special Needs Support Group responsible for:</p> <ul style="list-style-type: none"> ▪ Monitoring IEP & ESP goals with teachers ▪ Co-ordinating intervention & ILP’s ▪ Liaising with specialist staff ▪ Overseeing whole school bench mark testing, including PAT tests <p>RURAL and REMOTE FRAMEWORK:</p> <ul style="list-style-type: none"> ▪ Positive Choices, Positive Futures in place ▪ On-line learning eg. Paddocks to Plate ▪ Whole school camping policy developed <p>FRAMEWORK FOR GIFTED EDUCATION:</p> <ul style="list-style-type: none"> ▪ Offer competitions for high flyers eg. Maths Team Challenge, Eng-quest, TOM or involvement in local high school activities ▪ Offering of extension core subjects in semester 2, Year 10 ▪ Partnering with Kingaroy SHS in developing assessment tasks, and then moderating a selection of years 8, 9 and 10 assessment tasks to ensure comparability of standards with Kingaroy State High School 	<p>Parents and Community Engagement by:</p> <ul style="list-style-type: none"> ▪ Implementing a structured Career Education program from Years 7 to 10, with CTC ▪ Accessing new Learning Centre (ready mid-2008) for “The Arts” eg. Plays, art, expos ▪ Promoting student leaders in community ▪ Involving parents in school initiatives <p>Environmental Sustainability Continued implementation of P-10 School Sustainability Action Plan through:</p> <ul style="list-style-type: none"> ▪ Water self-sufficiency projects assisted by Wondai Shire Council, Burnett-Mary Regional Group and BIEDO (Burnett Inland Economic Development Organisation) ▪ Development of the BIEDO sponsored “Community Permaculture Garden” in the school grounds ▪ Partnership with the Burnett-Mary QESSI Hub, centred at the Barambah EEC ▪ Formation of Grounds Committee to ensure improvements are efficient and sustainable <p>Industry and other Agencies – partner with:</p> <ul style="list-style-type: none"> ▪ Kingaroy SS for teacher support with scaffolded literacy teaching ▪ Kingaroy SHS for moderation in English, Maths and SOSE – term 2, 3 and 4. ▪ Community/career representatives to talk with students about future pathways ▪ New rural businesses locally and wider ▪ CTC/SBHN/Guidance for programs targeting middle school boys & girls (preferably integrated into Earth Charter & Program Achieve) <p>Supportive Learning Environments</p> <ul style="list-style-type: none"> ▪ Review the Responsible Behaviour Plan (RBP) ▪ Focus on positive and responsible behaviours eg Kidsmatter and Earth Charter ▪ Respond to recommendations of the Safe and Healthy Schools Program: <ul style="list-style-type: none"> ▪ Smart Choices & Smart Moves (including Activie After School Care program) ▪ Sunsmart Policy (P-10 – ready for 2009) ▪ Implement strategies to address the needs of students with challenging behaviours and their teachers eg. alternative programs through CTC and KSHS, Behaviour Support teacher, temporary managed attendance ▪ Utilise the resources of the NSSF to support behaviour management ▪ Continued development of Student Leadership activities eg. Camps 	<p>Leadership</p> <ul style="list-style-type: none"> ▪ Develop staff leaders to support a constructive organisational climate, and provide clear and realistic expectations of these leaders, with the expectation that their leadership supports innovation <i>and</i> productive relationships ▪ Apply learnings from Leadership Matters to support the development of existing and aspiring leaders, including leaders of each of the key Teams, ICT, Grounds, Workplace Health and Safety and Ancillary staff ▪ Focus on leaders of major reform areas eg. Middle, Numeracy, Literacy, ICTs. <p>Employee Health and Wellbeing</p> <ul style="list-style-type: none"> ▪ Promote safe and healthy learning environments by proactively managing and regularly monitoring workplace health and safety at the school in consultation with staff and wider community – implement the key actions of the Health, Safety and Wellbeing Action Plan 2007-2008. ▪ Wherever possible resolve grievances and industrial disputes at the school level <p>Workforce Diversity and Equity</p> <ul style="list-style-type: none"> ▪ Ensure the school is an inclusive environment that is free from all forms of unlawful discrimination and harassment and where people are valued for their diverse experiences, knowledge and abilities. ▪ Implement: Workforce Diversity and Equity Framework For Action 2006-2007 and Aboriginal and Torres Strait Islander Framework For Action 	<p>SAAA SCLE SECW SELE SENV SEQM SEQR SMIN SPOS SRAT SSAN SSEC STEL SASC SRIO SPRO SWHS</p> <p>WPDS WPDT WPDL</p>

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<p>Curriculum (LE2) Sequential planning – supporting engagement, rigour and developmental learning</p>	<p>Curriculum, Teaching, Assessment and Reporting</p> <ul style="list-style-type: none"> ▪ Alignment of CTAR is achieved, and classroom practices are based on research, and responsive to data (literacy & numeracy results) – curriculum becomes “uncluttered” ▪ QCAR is implemented and alignment reflects: <ul style="list-style-type: none"> ▪ a scope & sequence for all KLA’s ▪ Prescriptive unit plans (& use of student friendly criteria sheets) ▪ Assessment items – audited against Essential Learnings/Standards ▪ Assessment items – with exemplar “A responses” available for modelling ▪ Assessment items – A to E standard descriptors available for all items ▪ Assessment FOR learning is understood ▪ Pedagogy (teaching) reflects knowledge of “learning to learn”, inquiry learning and a belief that all kids <i>can learn and can improve</i> ▪ Alignment - Barambah Cluster Curriculum Plan <p>Early Phase of Learning <i>Implement responsive curriculum to ensure::</i></p> <ul style="list-style-type: none"> ▪ Prep-3 practices reflect Early Years Action Plan (EYAP) eg. all year 1 students continue to develop as independent learners, negotiating & owning their learning/curriculum ▪ Share EYAP with Kindy and Child Care Centre <p><i>PM Bench Marking</i></p> <ul style="list-style-type: none"> ▪ Reading - level 9-10 end of year 1, ▪ Reading – level 18-20 end of year 2 ▪ Reading – level 28-30 end year 3 <p>Implement all benchmarking requirements from Literacy and Numeracy Plan, and use all Numeracy - First Steps Diagnostic Tasks</p> <p>Middle Phase of Learning</p> <ul style="list-style-type: none"> ▪ Continued implementation Sustainable Futures ▪ Yr 7/8 Reform – smaller sized classes, one teacher for all core subject areas, moderation, increased aide resourcing for Yr 7 and Yr 8 ▪ Technology implemented through electives: <ul style="list-style-type: none"> ▪ Industrial Technology and Design, ▪ Home Economics ▪ Sustainable Science (Permaculture Garden) ▪ Numeracy Leader Project – action learning to improve pedagogy and learning outcomes, with focus on thinking and reasoning skills 	<p>School Planning and Reporting</p> <ul style="list-style-type: none"> ▪ Implement the School Improvement & Accountability Framework (SIAF) and Destination 2010, resulting in teachers having proud ownership of school data (and therefore outcomes for their students learning) ▪ Stakeholder groups have the capacity to lead change collaboratively eg. Staff (including Union representation), students and parents ▪ Improve school accountability practices to ensure resource efficiencies, and meets Sustainable Action Plan targets ▪ Implement Student Reporting and School Annual Report (SAR) requirements ▪ Align school planning for ATSI students with the Regional Indigenous Education Plan ▪ Continued implementation of strategies for risk assessment and WPH&S management - continue monthly WPH&S meetings, implement actions as a result of findings tabled in Annual Audit, and ensure WPH&S register is used by staff to record repairs required ▪ Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2005), where applicable, are met 		

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	<p>Senior Phase of Learning</p> <ul style="list-style-type: none"> ▪ SET planning processes reflect effective career planning, local high school needs and Queensland Skills Plan directions ▪ Initial SET planning process and parent interviews conducted by June 2008 (after careers camp) ▪ Wondai SS reviews the place of Year 10 in the senior phase of learning, and consults widely with the community, staff and local high schools on future directions ▪ Continued introduction to senior subjects through extension core subjects (Maths, English, Science) in semester 2 (as resourcing allows) ▪ Continued implementation of school-based traineeships/apprenticeships and TAFE courses for students in the senior phase (as resourcing allows) ▪ Implement and maximise opportunities to achieve the QCE/QCIA ▪ Facilitate access to flexible options in the delivery of educational services by the use of ICT 			
<p>ICTs - supporting engagement and higher order/thinking)</p>	<ul style="list-style-type: none"> ▪ See online ICT Plan online 			

Performance Indicator		School Target	EQ Target	Data Source	
Learning	Percentages of students not requiring additional support for each area of the Yr 2 Diagnostic Net: Reading, Writing, Number		Reading: 100%	Reading: 80%	Yr 2 Data
			Writing: 100%	Writing: 87%	
			Number: 100%	Number: 82%	
	Percentage of students achieving national Yrs 3, 5 and 7 Reading, Writing and Numeracy benchmarks	Year 3	Reading: 100% Writing: 100% Num.: 100%	Reading: 95% Writing: 90% Numeracy: 92%	Years 3, 5, 7 & 9 National Testing
		Year 5	Reading: 100% Writing: 100% Num.: 100%	Reading: 83% Writing: 93% Numeracy: 87%	
		Year 7	Reading: 100% Writing: 100% Num.: 100%	Reading: 88% Writing: 95% Numeracy: 83%	
		Year 9	Reading: 100% Writing: 100% Num.: 100%		
	Number of students with a disability who have achieved a certificate of Post-compulsory School Education				
	Benchmarks are established using all Assessment Tools in our new Literacy and Numeracy Scope & Sequence (P-3, 4-6, 7-10) – and targets set in 2009				
	Percentage of students receiving a Stanine of 5 or higher in PAT Maths testing increases by 5% from 2007 (with best improvement sought in Years 5, 7 and 9)				
Percentage of students receiving a Stanine of 5 or higher in PAT Comprehension testing increases by 5% from 2007 (with best improvement sought in Years 7 and 8)					
Percentage of students receiving a Stanine of 5 or higher in PAT Vocabulary testing increases by 5% from 2007 (with best improvement sought in Years 5 and 6)					
Percentage of OP-eligible students with OP 1-15					
Percentage of students awarded a Senior Certificate and awarded a VET qualification					
Percentage of students awarded a Senior Certificate with OP eligibility or awarded a VET qualification					
Percentage of QTAC applicants receiving an offer					
ICT Index: Enabling Teaching and Learning (ICTs for Learning: Learning, Teaching and the Curriculum)					
A Rating	Percentage of teachers satisfied with their own knowledge and skills using ICT		50%	ICT Index Report	
OR					
AA Rating	Percentage of teachers satisfied with their own knowledge and skills using ICT	75%	60%	ICT Index Report	
	Percentage of students are satisfied with the way they use ICT for learning at school	62%	60%		
OR					
AAA Rating	Percentage of teachers satisfied with their own knowledge and skills in using ICT		75%	ICT Index Report	
	Percentage of students are satisfied with the way they use ICT for learning at school		75%		
	Percentage of parents and caregivers satisfied with online access to school and student information		50%		

Performance Indicator		School Target	EQ Target	Data Source
	Percentage of students and parents/caregivers satisfied that they are getting a good education at school	Students: 80%	Students: 80%	School Opinion Survey
		Parents: 80%	Parents: 80%	
	Percentage of parents/caregivers satisfied that the school is a good school	88%	88%	School Opinion Survey
	Apparent retention of students from Yrs 8-12		72%	Enrolment data
ICT Index: Supporting Learners (ICTs for Learning: ICT Support)				
A Rating	Percentage of teachers agree they can access appropriate ICT to do their job well		50%	ICT Index Report
	Percentage of teachers can access appropriate ICT support/resources to do their job		50%	
	Percentage of teachers are satisfied that ICT devices are well maintained		50%	
OR				
AA Rating	Percentage of teachers agree they can access appropriate ICT to do their job well	80%	60%	ICT Index Report
	Percentage of teachers can access appropriate ICT support/resources to do their job	100%	60%	
	Percentage of teachers are satisfied that ICT devices are well maintained	79%	60%	
OR				
AAA Rating	Percentage of teachers agree they can access appropriate ICT to do their job well		75	ICT Index Report
	Percentage of teachers can access appropriate ICT support/resources to do their job		75	
	Percentage of teachers are satisfied that ICT devices are well maintained		75	
	Percentage of parents and caregivers are satisfied they can access school online resources, when required.		50	
ICT Index: Building Infrastructure (ICTs for Learning: ICT Infrastructure and Connectivity)				
A Rating	Number of IEDs for every 5 students at the school		1 IED	ICT Index Report
	Percentage of curriculum IEDs are connected to the school LAN and the internet		70%	
OR				
AA Rating	The school has an operational MOE	Operational MOE	Operational MOE	ICT Index Report
	Percentage of curriculum IEDs are connected to the school LAN and the internet	100%	80%	
OR				
AAA Rating	An operational extranet is maintained by the school		operational extranet	ICT Index Report

Performance Indicator		School Target	EQ Target	Data Source	
Workforce	Percentage of workforce engaged in professional development opportunities	90%	83%	School Opinion Survey	
	Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	88%	75%	School Opinion Survey	
	Percentage of staff members satisfied with morale in the school	92%	80%	School Opinion Survey	
	Percentage of general component of school grants budget or equivalent expended on professional development for school staff	20%	10%	School/HR Information	
	ICT Index: Developing Professionals (ICTs for Learning: Learning and Development)				
	A Rating	Percentage of teachers satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning		50%	ICT Index Report
		Percentage of teachers have the ICT Certificate (Level 1 of the Smart Classrooms Professional Development Framework)		50%	
	OR				
	AA Rating	Percentage of teachers satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning	80%	60%	ICT Index Report
		Percentage of teachers have the ICT Pedagogical Licence (Level 2 of the Smart Classrooms Professional Development Framework)	0%	20%	
	OR				
	AAA Rating	Percentage of teachers satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning		75%	ICT Index Report
		Percentage of teachers satisfied with the ICT Pedagogical Licence (Level 2 of the Smart Classrooms Professional Development Framework)		60%	
		Percentage of teachers have the ICT Pedagogical Licence Advanced (Level 3 Smart Classrooms Professional Development Framework)		10%	
Percentage of parents and caregivers satisfied with the support provided by the school to help them interact electronically with the school			50%		