



Department of
Education and the **Arts**

WONDAI State School P-10



SCHOOL STRATEGIC PLAN

2008-2010

PURPOSE AND VISION - “GROW TOGETHER – PRODUCE THE BEST”

We want parents, carers and students to feel proud for choosing Wondai P10 State School for the education of their children. We are happy to have their child/ren at our school, where we want to work together to develop:

- partnerships (with the child, the family and the wider community)
- the strengths of each individual child, and
- a love of learning!

Our values are reinforced through our curriculum, all of our daily interactions, as well as through our school's Social Skilling program. That is, we collectively have a commitment to maintaining a shared understanding of our values - what these look like, feel like and sound like in every interaction with students, as well as with parents. We would like to think that parents would also reflect these values in their interactions with staff and other students.

Our beliefs, expectations and rules, for our whole school community are as follows:

We believe that:

- All kids can learn
- Success breeds success
- Learning must be local, global and futures oriented

We expect everyone to be:

- Safe
- Happy
- Learning

We promote 3 basic rules:

- Respect for self
- Respect for others
- Respect for property

These beliefs, expectations and rules support our school's values, principles, and vision (as illustrated on the front cover of our Prospectus and this Plan). We will be striving to reach our vision, and our Strategic Priorities reflect our journey to “producing the best”. In summary, these include:

Literacy & Numeracy improvement (whole school) – including benchmarking of standards, consistency in practice and whole school assessment schedule	Explicit curriculum planning – supporting engagement, rigour and developmental learning	Leadership development of staff
Social skilling (+ career education and induction to real world expectations)	Learning to learn – understanding the learner,	ICTs + engagement strategies + high order (thinking) skills

Our collective actions will ensure we do *Grow together – produce the best*.

The School Strategic Plan is a product of self-reflection by our school community and is a strategic planning and accountability document that spans a period of three years and informs the development of the Annual Operational Plan. It details the way in which the school will improve student learning and how it will monitor performance as it works towards the achievement of:

- Systemic planning priorities outlined in the Education Queensland Strategic Plan and Destination 2010
- School-based developmental priorities
- School purpose and vision statement

Annual adjustments can be made to reflect changes in systemic direction and challenges in the school community. Such adjustments will be made after consultation with the Executive Director, Schools and the school community

SIGNATURES:

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Ruth Miller
Principal

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Linda Routledge
P & C President

.....
Cecily Andersen
Executive Director, Schools

Date: / / 2007

Date: / / 2007

Date: / / 2007

WONDAI STATE SCHOOL P10 - SCHOOL CONTEXT

LEARNING

Improved learning outcomes:

Overall student performance trends and outcomes [especially in literacy and numeracy]

- Year 2 results have been below target since 2004 (but within similar or slightly lower than state results), with positive improvements in 2007 results.
- Year 3 results have been below targets (but within similar or slightly lower than state results), with READING being the area closest to targets/or equal to target.
- Year 5 results were all ABOVE targets in 2006 (for reading, writing and number) with the overall literacy and numeracy results moving into the "higher than state" level
- Year 7 results were below targets in reading & number (with reading results moved into the similar and slightly higher than state results), but equal to targets in writing for 2005 & 2006.
- Year 10 students with A's in English are not achieving comparable results at local high schools in Year 11
- PAT literacy & numeracy testing indicates that increasing numbers require intervention, from year 4 to year 9

Distinctive learning needs of students

- Our data reflects a need for all staff (teachers, aides, administration) to become more skilled in "learning to learn", engaging curriculum & managing challenging behaviours
- Explicit teaching of all skill bases is required from Prep through to Year 9 together with teaching strategies which foster independence and motivation to succeed
- An increasing number of students have anger management issues and display high levels of non-compliance

Effectiveness of inclusive practices for all students

- Teacher aides work with teachers to support high needs students, whilst the school accesses a Behaviour Management leader twice per week to support staff, as well as various therapists/experts eg. Mental Health
- G&T programs support high-end and at-risk students eg. Maryborough Technology Challenge, Earth Dialogues
- Eng-quest, Wakakirri, instrumental music and academic competitions support higher end primary students mainly

Engagement of students in curriculum [particularly those at risk of early school leaving]

- An alternative, engaging literacy and numeracy curriculum has been developed by Proston and Wondai staff, based on the Feedlot Industry and will be fully available on-line in 2008 for at-risk students in years 9 and 10
- Majority of disengagement occurs with students who have learning difficulties, or see no purpose in learning.

Achievement of the priorities of the DYAP and success of school pathway initiatives

- Significant funding obtained to support those students most at risk, and involves School Based Apprenticeships and Traineeships (SAT's) and work placements, with limited expansion due to staffing challenge
- Preparing for senior in maths and English was introduced in semester 2, 2007.

Integration of curriculum, teaching, assessment and reporting:

School Curriculum Plan

Wondai's current Curriculum Plan is under review, in order to be aligned to the intent of the Queensland Curriculum, Assessment and Reporting Framework, incorporating:

- Essential Learnings – what students are expected to know and to do at key points
- Teaching strategies (pedagogies) - promoting active learning, participation of all students and social skilling;
- Standards to measure student achievement at key points along the P-10 continuum;
- High quality assessment practices – linked to the essential learnings and standards;
- Meaningful reports of student achievement, and an
- Overall well planned (user friendly) and thorough (explicit) for both staff and to cater for learning styles of students.

Additional documents to strengthen the Curriculum Plan are as follows:

Document + key changes required	Leader:	Status: (see Code notes below)
Curriculum Plan – to provide ALIGNMENT with QCAR & all areas listed below.	Ruth + Joan + Leon (QCAR leaders)	B – new draft for end term 4, 2007
Assessment standards (lit & numeracy)	Ruth + Special Needs team	C – due mid term 4, 2007. Drafts out now.
Assessment practices – to provide for: ▪ Rigour/scaffolding/standards	Ashley + Sue + Lisa (+ team leaders)	C – trials of QCAR units term 3 C – front end assessment trials in term 3
Reporting	Joan + Ruth	A – new reports issued term 2, 2007
Literacy Plan – articulation of specifics eg. Spelling, reading, word structure, genres	Joan + Ruth (plus team leaders, SNSG team)	B – "core literacy learnings" document ensuring CCE's (senior school) are being
Numeracy Plan – articulation of specifics	Leon + Deanna + Elizabeth	C – similar to Lit Plan (specifics per yr level)
ICT plan	Joan + Ruth + Lisa	A
Teaching strategies (Ruth – general + Learning to Learn) (Leon – numeracy/maths) (Anne C – teaching of reading/writing)	Ruth Learning to learn Leon Numeracy Anne Teaching of reading/ writing	C – on going support materials & PD to teams and individuals, with specific documentation to be drawn together eg. How to teach reading (currently happening – documentation req'd)
Teacher planning	Leon (Middle teams) Ruth = (Junior team)	A (minor modifications to come)
Inclusion & Intervention Plan	Ruth + SNSG	B – further work required to support teacher understanding of accountabilities
Phases of Learning – monitoring to be improved (linked to new Curriculum Plan)	Ruth + team leaders	A - Early (Donna) A - Middle (Deanna) A- Senior (Joan)
Drug Education	Danny + Stacey (school nurse)	C
Sport	Danny + Ashley	C

STATUS – A = Completed, B = completed, but Review/modification req'd, C = Planning stages.

SCHOOLS

School and Community:

Trends in enrolment, mobility, transitioning and attendance data

- Primary numbers, and slightly decreased secondary enrolments
- The majority of new students tend to be transient, and require significant interventions in literacy and numeracy.

The diversity of resources students bring to learning

- 20% students at Wondai are Indigenous and the majority are *not* transient. Other backgrounds include:
 - Malaysia (1), Uganda (2), Phillipines (2), Solomon Islands (1).
- Farming families and workers who live in town make up the majority of the family backgrounds. There is an increase in the numbers of fathers who work interstate or in major centres in fly in/fly out arrangements.

Social, economic and cultural opportunities for the schools

- Additional funding is sought to support P10 cluster sport, science (and sustainable futures activities), excursions for careers and trades, local high school information sessions, Wakakirri and Muso Magic. Students benefit socially and academically from the “assisted” access to these opportunities.
- The school Choir is a local “icon” performing at a multitude of community events, and is lead by our Music teacher.
- Research into the employment/unemployment status of our families would be helpful.

Geographical spread and special features/resources of the community

- Wondai Shire has a diversity of industries including beef (and feedlots), pig, goats, wholesale grain, crops, timber, dubosia plant, together with a growing “light” industry and a new hospital which is the catering hub for the district
- Negative impact of the drought and Murgon meatworks closure, together with future amalgamation of shires are creating level of uncertainty and challenges in predicting future growth for the area

Local community priorities and expectations for the school

- School Opinion Survey data reflects an overall positive response from parents to all aspects of schooling.
- Parents would like to see an increase in *parental involvement* in the school at all levels eg. Classroom, fundraising, committees (School Council and P&C)
- Parents particularly want *consistency* with behaviour management. (Newsletter survey)
- Equitable and comparable *standards* (student results), best futures for their children (best education, comparable to other state local high schools). A clearly articulated Curriculum Plan is expected. (Newsletter survey)
- Community expectations are around employability and “raising the bar” re performance of students. (Shire Mayor.)
- Kidsmatter survey data reflects parents’ and staff preference for *social competencies* to be high on the agenda.
- Student opinion surveys reflect a strong need to focus on student leadership and involvement in governance

Partnerships with community organisations, business and industry, cluster schools and other government agencies and other educational providers

- WSS has enjoyed a strong partnership with Wondai Shire Council, CTC Youth Services, Kingaroy and Toowoomba TAFE , BMRG, DPI, Barambah EEC, Emerald Agricultural College, Gayndah SHS, Brian Pastures research station, Agforce, local employers (host employers for traineeships and work placements) RITE and Wide Bay Group Training providers. Wondai is a part of the Barambah Education cluster and has been both a lead agent and participant in various curriculum cluster projects. We are currently re-connecting with Kingaroy SHS.

Learning environment:

Parent and student opinion survey data on learning and school climate

- Parent satisfaction with “involvement in school decision making” and “communication” were above state mean. Areas which were above Like schools included “how well their child was progressing”, “staff are approachable when you want to talk about your child”, “the school being well equipped”, “the variety of activities available to your child” and “the discipline of the school”. (Note – the last item was flagged as below state in 2004 and 2005.)
- Whilst Parent satisfaction was slightly down in six of the “learning” areas surveyed (but similar to state & like), ALL areas of “school climate” went up and our “school community relations” results were above state & like schools.

Needs of students with challenging behaviours (& requiring risk management due to disabilities)

- Four students have risk management plans for a combination of disabilities and behavioural needs. Two of the three “Kids in Care” require intensive behavioural support, and are supported across agencies.
- Managed attendance is being used (on a closely monitored basis) for the most at-risk students, so that disruption to learning is minimised. Physical Response training for staff is emerging as a high priority.

Assess provision including ICTs that supports the learning environment

- ICTs supporting learning is a strength. The positive responses can be attributed to leadership within school from key staff (Teacher Librarian, class teacher leading INTEL for all teachers), additional funding through ACICC (Rio Tinto), and access to innovative pedagogy through Learning Place mentors visiting the school.

Sources of funds and resources:

Government <i>core</i> funds	\$125 316
Government <i>targeted</i> funds	\$220 205
Funds from other sources	\$106 169

WORKFORCE – CAPABILITY and FLEXIBILITY

Staff professionalism and development and continuous learning:

Workforce planning [potential areas of need to meet ETRF & QCAR requirements]

- Training of current staff to support both systemic and local priorities is critical. Staff and parents support “leadership density” improving, where key leaders take responsibility in key areas eg. QCAR, induction.
- Challenges exist with finding specialist and primary temporary teachers for backfilling positions.
- Transition plans are being developed so that key leaders (eg. Science/Sustainable futures) have a replacement.
- Planning to resource either a “curriculum co-ordinator” or a “head of curriculum” is occurring to assist in leading staff through the QCAR reforms.
- Role defining (with responsibilities and outcomes expected by individual leaders and teams) has been identified by staff and parents as an emerging priority, for the achievement of goals.

Access of teaching & non-teaching personnel to professional development opportunities

- Replacement (teacher relief) a major consideration before release is offered for professional development.
- Localised, and train the trainer model utilised. Teachers and non teachers need time to consolidate on new learnings, and to share learnings with others.
- Recognising leaders eg. Prestigious Awards to one teacher and one teacher aide needs to continue.
- Staff leadership of key areas requires provision of time and skilling critical to deliver on this.

Engagement in collaborative knowledge sharing networks

- Ten staff (including our visiting Guidance Officer) are involved with Cluster and within school projects – both as participants and leaders. Our key Science leader is involved at a state level in new curriculum development for Sustainable Futures. Staff and parents indicate a preference to reduce outside involvement and focus on improving our students’ learning outcomes.
- Student involvement in “blogs” and new “sharing” technologies has evolved through a cluster Robotics/Science project. Leadership of this project has been largely with one teacher and has been very time consuming.
- The Principal has role at state level as vice president of the P10/12 Schools’ Association, and OneSchool leader.

Capacity to respond to emerging technologies and societal and organisational change

- Our future focus must be achievable through a clearly articulated Curriculum Plan (see page). Parents want their children to have the best education possible. Our Plan must therefore meet core systemic requirements, and ensure teachers understand the inquiry learning model, and equip kids with ability to think, reflect and apply. Teachers need to be skilled in this area, and be competent in teaching all levels of students in the key learning areas, and monitor individual and class progress, and plan responsively to keep moving students forward. Teachers need strategies and support to proactively manage an increasing number of behavioural issues.

Leadership and leadership development:

- The Principal, HOD, Registrar, team and project leaders, teacher librarian are all critical to increase the capacity for leadership density across the school. The Principal has an accountability to ensure sufficient skilling and support is provided to key people, and efficient structures and processes are in place to support leaders actively contributing to the improved learning outcomes of students across the school. All leaders need to believe in the need to have accurate data around which reflective and professional dialogue can be focussed.

Employment and diversity:

Workforce Plans [reflect the diversity of local community demographics]

- The challenges of staffing a P10 school, particularly in secondary need to be met, and be achieved within EQ’s Human Resource policies eg. leave & transfer policies. The Plan needs to be directly linked to the new Curriculum Plan and be able to support the consistent and quality delivery of outcomes documented in the Curriculum Plan.
- Parents believe that Wondai State School should be marketable to potential staff.

Employee health and wellbeing:

Understanding of role, responsibilities and rights

- 82% of teachers and 92% of non teachers believe they have competence to engage in educational reform. 82% of all staff are satisfied with their access to professional development. The Registrar leads a teacher aide team and an ancillary staff team, who meet regularly to resolve issues and plan for future priorities.

Workplace health and safety processes [these minimise workplace risk and reduce accident and incident rates]

- The challenge of WH&S in a P10 school with limited middle management eg. One HOD, one registrar is significant. The Registrar has utilised innovative strategies to ensure accuracy of audits. External reviews of our practices were very positive. 90% of staff are happy with the morale in the school, which indicates a positive aspect to the emotional well being of staff at Wondai.

Findings:

	Key strategic issues	Target set	Achieved	Comments relating to strategies and achievements
1.	Enhanced outcomes in literacy, particularly in the middle years <ul style="list-style-type: none"> targets have not been met in a number of areas for literacy & numeracy some negative progression from Yr 3 to Yr 5 to Yr 7 a concern 			<ul style="list-style-type: none"> Targeted intervention currently to support Year 6/7. Moderation of writing with all P10 schools in district. Teacher attachment to class over 2 years (yr 5 into 6) Introduction of "core literacy learnings". Team leader's role developing from "data analysis" to "pedagogical reform" (early stages)
2.	Enhanced engagement, with development of enterprise education			Evidence in Rural Studies and a number of joint primary-secondary projects eg. Healthy living – Yr 2/3 & Yr 9 Science, '06.
3.	Delivery of outcomes for ETRF – prep (EPOL), middle phase (MPOL) and senior phase (SPOL)			EPOL – action plan implemented. Goals achieved. MPOL – Alliance with Barambah MPOL cluster. SPOL – significant progress currently with at-risk project.
4.	Improved outcomes for Indigenous students			DEST funds (\$45 000) to support Indigenous students over 3 yrs Yr 3, 5, 7 literacy & numeracy – lower than non-Indigenous
5.	Improved school climate - reduced bullying, proactive approach to managing behaviours	(a) Above like schools (b) Equal to state (c) Above like & state		Responsible Behaviour Plan completed in 2006 following consultation with parents in late 2005. 70% parents S or VS = with student discipline in the school (a) 75% parents S or VS = that your child is safe at this school (b) 91% parents S or VS = the school communicates well with you (c)

LEARNING

LE1	IMPROVED LEARNING OUTCOMES: <i>Increased numbers of Yr 2 students NOT requiring additional support for:</i>			
	Reading	83%	68%	Changed w/force since '04. One exp'd teacher only in team. - majority of new students arriving with limited lit & num skills - teacher PD in behavioural issues as well as curric, ped, assess.
	Writing	87%	84%	
	Number	82%	62%	
LE2	IMPROVED CURRICULUM: <i>Increased satisfaction of:</i>			
	Parents and students that they are getting a good education at this school	77%	79%	No areas in Student Achievement were flagged as above, whilst there were numerous items "above" in all other areas of the SOS.
	Students with the way computers are used for learning.	85%		Not reported on now.
	Curriculum planning evidences integration of C, P, A & R			Collection of work units in central location for sharing. Distribution of best-practice units from around the state. Sample QCAR audited units (yr 3, 5, 7) given to all staff, yr 5 trial
	Enterprising skills are evidenced in teacher's work units			See No. 2 above in "key strategic issues".
LE3	INCREASED NO. OF STUDENTS COMPLETING YEAR 12	80%		Not reported on. However, the majority of Year 10's continue on to Kingaroy SHS, or those that don't, find work locally.
	Maintain percentage of students progressing to Year 11.			ETRF submission to support at-risk students. KSHS working with WSS to complete SET plans.

SCHOOLS

SC1:	No targets. Strategies achieved – MPOL Plan, yr 7 into 8 project, yr 7 leaders, "success for boys".			
SC2:	No targets.			
SC3:	Satisfaction that "this is a good school" Others - Safe School and treated fairly (% = EITHER V/SAT or SATISFIED)	82% None	79%	PARENTS: 79%. STUDENTS:PRI: 67%, SEC: 38% PARENTS: Safe = 75% . Treated fairly = 71% STUDENTS: Safe = P: 76%, S:75%. Treated fairly= P:54%, S:54%
SC4:	Increased no. of yr 7 into yr 8 at WSS. Increased no. of Yr 10's going into Yr 11	85% 80%		2 students exited at end of 2006. 3 more students exited to KSHS throughout 2007, and 3 at year 9 and 10 level.

WORKFORCE

WO1:	Workforce has the capability.. to deliver	7% 85% 85%	10% 87% 82%	% of school grant on PD % of workforce engaged in PD Increased % of w/force satisfied with access to PD
WO2:	Leadership drives educational reform	80%	80% (T) 92% (N)	Increased % satisfaction with competence to engage in ed. Reform. Non teachers had a higher % than teachers.
WO3:	Workforce diversity and equity	None		2 strategies out of 3 achieved – Inc. males, inc. Indigenous e'ees. Workforce plan not achieved.

Recommendations

- Improving curriculum planning, assessment, pedagogy and reporting, in preparation for QCAR, and to enable consistent standards to be met (including moderation of work right through until end yr 10, particularly in English & Maths) – to be documented in revised **Curriculum Plan** and all supporting documentation eg. Literacy Plan, Numeracy Plan, Assessment
- Significant focus on literacies across the curriculum, and explicit teaching of all aspects, as well as teacher knowledge of "inquiry based" learning, and "learning to learn" – ie. Understanding learning styles, responsive teaching strategies
- Being further prepared for QCAR with our Assessment and Reporting framework (broken down into shorter term "benchmarking" for literacy and numeracy) – admin to administer selected benchmark tasks
- Use of Professional Standards/similar framework as a tool for monitoring selected improvement areas within negotiated timeframes eg. By end of term "x", we will have focused on improvement in Eg. "meeting the needs of the learner"

WONDAI P10 STATE SCHOOL STRATEGIC PLAN

Vision: *Grow together – produce the best*

Destination 2010 Outcomes	Key Strategies [What does the school want to achieve?]	Key Actions [What will the school need to do?]	D2010/School Performance Indicators [What will be the indicators of success?]	2010 Targets [if applicable]
<p>LEARNING Improved learning outcomes for students (1)</p> <p>Curriculum, pedagogy, assessment and reporting (2)</p> <p>Completion of Year 12 or equivalent and transition to employment, education or training (3)</p>	<p>1. Improved performance in all areas of literacy & numeracy from PREP to year 10</p> <ul style="list-style-type: none"> ▪ Results on Year 2, 3, 5, 7 and 9 testing is similar to STATE and equal to or better than LIKE schools ▪ Progression data (eg. Yr 3 to yr 5 to yr 7) reflects a positive progression ▪ Refine the whole school literacy planning process with emphasis on literacies across the curriculum <p>2. C, P, A & R</p> <ul style="list-style-type: none"> ▪ Alignment is achieved, and classroom practices are based on research, and responsive to data (literacy & numeracy results) ▪ Alignment reflects: <ol style="list-style-type: none"> 1. a scope & sequence for all KLA's 2. Prescriptive Unit Plans (& use of student friendly criteria sheets) 3. Assessment items – audited against Essential Learnings/Standards 4. Assessment items – with exemplar “A responses” available for modelling to students. 5. Assessment items – A to E standard descriptors available for all items 6. assessment FOR learning ▪ Pedagogy (teaching) reflects teacher knowledge of “learning to learn” and belief by all that all kids can learn and can improve <p>3. Year 12 or equivalent</p> <ul style="list-style-type: none"> ▪ SET planning processes reflect effective career planning, local high school needs and Queensland Skills Plan directions ▪ Wondai SS review's 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 for these students 	<p>1. Improved performance in all areas</p> <ul style="list-style-type: none"> ▪ Induction to include <i>Literacy & Numeracy Plan</i> (alongside KLA planning) – which is to include a consistent approach to teaching of reading, writing & spelling across school AND all aspects of numeracy ▪ “Class focus” for support teacher for terms 2 & 3 ▪ Form a transition class in (1-3) and (4-7) for first and 3rd term each year – 5 half days/week <p>2. C, P, A & R</p> <ul style="list-style-type: none"> ▪ Motivate students to aim high, through exciting curriculum & pedagogy, and ICT innovations ▪ Adopt Bound for Success (or QSA scope & sequence) curriculum planning frameworks ▪ Select our own best-practice units from across all year levels and audit using QCAR tools ▪ Use scope & sequence document for planning and accountability (checklist) purposes – break down into “by end of term 1, students will know ... and be able to” –term benchmarks clearly articulated ▪ internal benchmark literacy & numeracy 3 times per year – based on TERM PLANS of what has been articulated to have been achieved/mastered curriculum literacies are explicitly taught in each KLA ▪ all genres are mapped across Year 1 to 10, aligning with “core learnings literacy” document, Yr 3, 5, 7 & 9 testing requirements and the senior curriculum's “common curriculum elements CCE's” <p>3. Year 12 or equivalent</p> <ul style="list-style-type: none"> ▪ Our Senior Phase of Learning Action plan – supports diversity of student group's “learning or earning” needs and preferences ▪ Year 10 students are able to access the Senior Phase of Learning at Kingaroy, Wondai or Murgon ▪ Core junior secondary curriculum is aligned with local high schools to enable transitions across, with moderation to occur in English and Maths with Kingaroy SHS each term. 	<ul style="list-style-type: none"> ▪ LE 1.1: Percentage of Year 2 students not requiring additional support for Yr 2 NET – Reading, Writing, Number ▪ LE 1.2: Percentage of Years 3, 5, 7 students performing above the national benchmarks in Reading, Writing and Numeracy ▪ LE 2.1: Parent/student satisfaction that students are getting a good education (S109/110) ▪ Effective inclusive practices ▪ Effective strategies to implement the Prep Year, Spotlight on Science, SET Plans, P4S and MPOL ▪ Effective strategies to improve Year 9 literacy levels ▪ Add School Performance Indicators (Ruth's proposals – to go through SNSG, and whole staff – may be too many, may be better indicators) ▪% of students achieving stanine 4 or higher on the PAT literacy and numeracy annual testing program ▪% of students showing continuous improvement from year to year on PAT graphing data ▪% of students showing relative <i>progression</i> from Year 3 to Year 5 to Year 7 to Year 9 – on systemic testing ▪% students falling within category on new Wondai “whole school literacy and numeracy testing” (WWSL&N) items ▪% of students receiving intervention (due to meeting “identified” criteria) progress to a higher level (based on WWHL&N) benchmarks 	<p>(refer to WONDAI'S D2010 SCHOOL TARGETS achieved/not achieved over past 3 years – see LAST PAGE of this booklet)</p> <p>ALSO, refer to the DESTINATION 2010 targets (located within your “pocket” with these STRATEGY planning doc's) -</p>

WONDAI P10 STATE SCHOOL STRATEGIC PLAN

Vision: *Grow together – produce the best*

Destination 2010 Outcomes	Key Strategies [What does the school want to achieve?]	Key Actions [What will the school need to do?]	D2010/School Performance Indicators [What will be the indicators of success?]	2010 Targets [if applicable]
<p>SCHOOLS</p> <ul style="list-style-type: none"> ▪ <i>Innovative and distinctive practices</i> ▪ <i>Productive partnerships</i> ▪ <i>Safe, tolerant, disciplined learning environments</i> ▪ <i>Effective planning and reporting processes</i> 	<p>Innovative and distinctive practices</p> <ul style="list-style-type: none"> ▪ Lead cluster, district and regional schools with development of <i>Sustainable Futures</i> curriculum (SF) to assist ▪ Implement <i>e-learning</i> for at-risk literacy and numeracy students (Feedlots to Freezers – FF) ▪ <i>Elective</i> choices reflect Wondai’s uniqueness eg. Action Science ▪ Re-focus <i>public speaking (oral language)</i> as a key part of Wondai’s P10 curriculum <p>Productive partnerships with community</p> <ul style="list-style-type: none"> ▪ Improved collaboration and curriculum alignment with Kingaroy SHS ▪ Implement a structured Career Education program from Years 7 to 10 ▪ Access new Learning Centre (ready to start 2008) for “The Arts” eg. Plays, art displays ▪ Promote Student council leaders in wider community <p>Safe environments</p> <ul style="list-style-type: none"> ▪ Promote the school’s Responsible Behaviour Plan (RBP) as part of the overall process for developing the whole child ▪ Strengthen the focus on the positives and proactives through Kidsmatter activities <p>Effective school planning</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 student learning) ▪ Stakeholder groups have the capacity to lead change collaboratively eg. Staff (including Union representation), students and parents. ▪ Improve school accountability practices to ensure resources are effectively used ▪ Implement Student Reporting and School Annual Report (SAR) requirements ▪ Implement the new Education Act (2006) ▪ Align school planning for ATSI students with the Regional Indigenous Education Plan 	<p>Innovative and distinctive practices</p> <ul style="list-style-type: none"> ▪ Science TIC models the whole school SF Action Plan within Science and SOSE KLA’s, and trialling of units which meet QCAR standards ▪ At-risk Year 10 students (requiring a C for QCE) eligibility will complete FF in semester 1 and/or 2 ▪ Review electives, staffing expertise, systemic requirements and learning standards ▪ Initiate and lead a Barambah Public Speaking competition, with eligibility from Year 1 to 10. <p>Productive partnerships with community</p> <ul style="list-style-type: none"> ▪ Align KLA coverage in core subjects, with 50% common assessment tasks in Years 8, 9 & 10 ▪ Access career representatives to talk with students both at school, and on Career excursions ▪ Invite local artists to use our Centre, and promote the work of our students in the Centre ▪ Student leaders to continue to play an active role in district Youth Cabinet, local show, Spring Spectacular and other events eg. BMRG, Barambah EEC, A/Day. <p>Safe environments</p> <ul style="list-style-type: none"> ▪ Review the RBP, with particular attention to the effectiveness of the “Steps” component and the equity of RAPP (and similar) awards ▪ Establish a new leader for Kidsmatter to ensure the planned outcomes for our children are met <p>Effective school planning</p> <ul style="list-style-type: none"> ▪ Build understanding of SIAF into staff retreat and ensure all team leaders fully understand their role in focussing actions on achieving targets, and the need to regular reviewing and refining strategies, and consolidating and sharing best practice ▪ Develop a “school governance” model to allow for flow of information, proposals for change and consequent decision making processes. ▪ Include team roles for Budget, Human Resources & Assets in the “governance” model ▪ Continue staff leadership of Student Reporting and move to have teams complete key aspects of SAR. ▪ Focus - Disabilities, Suspensions, Compulsory age. ▪ Develop our Plan to align with Wide Bay Burnett’s key strategies, and focus all grants towards this. 	<ul style="list-style-type: none"> ▪ SC 3.1: Parent satisfaction that this is a good school (S100) ▪ Add School Performance Indicators ▪ SUGGEST we look at a wider number of SOS survey questions (PARENTS) and include some of the STUDENT survey questions (as it is the students who have been most negative, and they are our direct clients!) 	<p>(refer to WONDAI’S D2010 SCHOOL TARGETS achieved/not achieved over past 3 years – see LAST PAGE of this booklet)</p> <p>ALSO, refer to the DESTINATION 2010 targets (located within your “pocket” with these STRATEGY planning doc’s) -</p>

WONDAI P10 STATE SCHOOL STRATEGIC PLAN

Vision: *Grow together – produce the best*

Destination 2010 Outcomes	Key Strategies [What does the school want to achieve?]	Key Actions [What will the school need to do?]	D2010/School Performance Indicators [What will be the indicators of success?]	2010 Targets [if applicable]
<p>WORKFORCE</p> <ul style="list-style-type: none"> ▪ Capable and flexible workforce ▪ Leadership that drives educational reform ▪ Equitable employment practices ▪ A healthy workforce 	<p>Capable and flexible workforce Teacher professionalism is:</p> <ul style="list-style-type: none"> ▪ focussed on the key school priorities in the annual <i>Professional Development (PD) Agenda</i> <ul style="list-style-type: none"> ▪ supported through the use of frameworks including the Professional Standards for Teachers, A Journey to Excellence and PLOT (attachment 1) ▪ support the supervision and development of preservice and beginning teachers in practicums, internships and teacher induction programs, and provide an induction program for all new employees ▪ all teachers (and aides) to complete the introductory session of the Crossing Cultures: It's Everyone's Business package. <p>Leadership – driving educational reform 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</p> <p>Equitable employment practices</p> <p>Healthy workforce – employee health and well being 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</p>	<p>Capable and flexible workforce</p> <ul style="list-style-type: none"> ▪ Value the talent and professionalism of all staff, and have staff leaders both participate in <i>and</i> lead PD in the mandated and local priority areas ▪ Review staff <i>meeting</i> and <i>team</i> structures so that teachers have sequential frameworks to work within for reflection and planning ▪ Implement such frameworks to ensure learning and development leads to revitalised skills and improved student learning outcomes (attachment 2) ▪ Further develop Wondai's Induction program, and combine with EQ's "Flying Induction Toolkit" to allow for a roster of experienced teachers to undertake this with relevant employees ▪ Apply every year for interns across the school, and where there are teachers prepared to provide support and curriculum leadership for the interns <p>Leadership – driving educational reform</p> <ul style="list-style-type: none"> ▪ Use "staff leaders" to deliver on the completion and articulation of key policies and procedures eg. Literacy Plan, RBP behaviour, and then expect 100% support from all to implement/achieve outcomes stated in these plans ▪ Allow staff to become competent and confident in specific areas of expertise, and to lead teams in these area <p>Equitable employment practices</p> <p>Healthy workforce – employee health and well being Plan to have a whole staff retreat early in the new strategic planning cycle to:</p> <ul style="list-style-type: none"> ▪ Strengthen collegial relationships & team work ▪ Develop empathy with diversity of personality types within staff, and therefore within students/parents ▪ Focus our expectations around achievement ▪ 	<ul style="list-style-type: none"> ▪ WO 1.1: Percentage of school workforce engaged in professional development activities ▪ WO 1.2: Staff satisfaction with opportunities to improve their skills (S025) ▪ WO 1.3: Percentage of school grant spent on PD ▪ WO 2.1: Percentage of staff satisfied with morale in the school ▪ Add School Performance Indicators 	<p>(refer to WONDAI'S D2010 SCHOOL TARGETS achieved/not achieved over past 3 years – see LAST PAGE of this booklet)</p> <p>ALSO, refer to the DESTINATION 2010 targets (located within your "pocket" with these STRATEGY planning doc's) -</p>

APPENDIX – 1 - DESTINATION 2010 – SCHOOL TARGETS - Wondai State School - Wide Bay West District - 1065

(Note – The **BOLD** Yr 2 Net results for 2007 represent the ACTUAL result achieved, whilst the unbold represent the planned target.)

Destination 2010 Targets	State Information				School Information							
	Results			Target	Results						Target	
	2002	2005	2006	2008	2002	2003	2004	2005	2006	2007	2008	
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Reading.	73	75	76	80	81	91	67	64	52	75	68	80
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Writing.	83	85	85	87	88	91	90	82	87	87	84	95
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Number.	78	80	81	82	94	91	86	71	52	75	62	91
Percentage of students achieving national Year 3 reading benchmarks.	-	93	**	95	89	100	100	96	93	75		100
Percentage of students achieving national Year 3 writing benchmarks.	-	87	**	90	79	77	100	79*	81	81		†
Percentage of students achieving national Year 3 numeracy benchmarks.	-	91	**	92	95	85	100	80*	79	75		†
Percentage of students achieving national Year 5 reading benchmarks.	-	77	**	83	83	74	85	37	86	73		100
Percentage of students achieving national Year 5 writing benchmarks.	-	90	**	93	73*	89	90	81	95	80		†
Percentage of students achieving national Year 5 numeracy benchmarks.	-	86	**	87	100	70	85	63	91	80		†
Percentage of students achieving national Year 7 reading benchmarks.	-	85	**	88	55*	69*	100	59	83	71		100
Percentage of students achieving national Year 7 writing benchmarks.	-	94	**	95	68*	92	88	94	94	80		†
Percentage of students achieving national Year 7 numeracy benchmarks.	-	80	**	83	82*	96	79	56	53	75		†
Percentage of students , satisfied that they are getting a good education from school.	77	78	78	80	84	61	75	72	65	70		80
Percentage of parents and caregivers, satisfied that they are getting a good education from school	78	79	77	80	73	81	85	77	67	70		88
Percentage of parents /caregivers satisfied that the school is a good school.	84	84	84	88	79	84	82	73	79	80		85
Apparent retention of students from Year 8 to Year 12.	76	73	72	72	0	0	0	0	0			0
Percentage of workforce engaged in professional development opportunities.	-	79	79	83	-	77	90	76	87	88		90
Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	73	73	73	75	88	69	81	69	82	85		88
Percentage of staff members satisfied with morale in the school.	79	79	79	80	91	97	88	75	90	91		92
Percentage of general component of school grant budget or equivalent expended on professional development for school staff.	-	-	-	10	-	27	15	20		17		20
Staff Attendance – average attendance rate based on unplanned absences of sick and emergent leave for periods of up to 5 days.	-	-	**	*	-	-	-	-	**	95		***
Staff Retention – proportion of teaching staff (as a percentage) retained in a program year from the previous year.	-	-	**	*	-	-	-	-	**	98		***

* Presently no state targets exist for these measures. ** Data for this measure are not yet available.

*** Schools do not need to set this target for the 2007 Annual Operational Plan.

† Schools are required to set 2008 targets for these new measures (Some new student achievement measures may not apply to Special Schools)