

# **BOONDALL STATE SCHOOL**

## **STRATEGIC PLAN 2008 – 2010**

*What Can Be*

## **STATEMENT OF PURPOSE**

Our school is committed to developing lifelong learners by pursuing two goals simultaneously: give scope to ability (excellence) and raise the average (equity) within a healthy, caring and inclusive community. We aim to achieve high averages not just by extending the most talented students to the extremes of their ability, but also lifting the performance of the less able students. As part of Education Queensland's *School Improvement and Accountability Framework*, Boondall State School is required to undertake a Triennial School Review in 2007. The three year cycle follows a process which ensures that the school community:

- Undertakes a review of the existing strategic plan
- Becomes aware of and considers the current needs of staff, students and community
- Uses this information to develop a new three-year strategic plan which includes performance targets
- Bases its annual operational plan and budget on the strategic plan

Hence, the strategic planning and review process is based upon self-assessment and consultation with a wide range of school community stakeholders. It involves reviewing performance and determining the school context, strategic direction and performance indicators and targets for the next three years.

## **CERTIFICATION**

This Strategic Plan was developed in consultation with the school community.

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Chris Campanaris  
Principal

/ / 2007

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Trevor Jarvis  
P&C President

/ / 2007

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Tom Robertson  
Executive Director Schools,  
Brisbane North District

/ / 2007

## **KEY SCHOOL PLANNING PRIORITIES FOR 2008-2010**

The school is becoming more culturally and linguistically diverse. The incidence of students from ESL/NESB background – that is, students whose first language is a language other than English – and indigenous background is 31.2% (up from 25.7% in 2005) and 3.6% respectively. Students speak 28 different languages in their homes, with Asian and Pacific Islander languages the most dominant. The school has a long tradition of supporting a range of inclusive programs for ESL and Indigenous learners, and continues to provide a flexible curriculum that has been adapted to the changing needs of individual students.

Boondall State School is a connected learning community whose members actively participate in, and shape the academic, cultural, physical and social life of the school. Staff and community members work together to ensure that programs of work are well-designed and suitably differentiated to enable all students to participate fully and maximise progress across the curriculum. Targets, tasks and activities are carefully selected to meet individual needs and develop students as lifelong learners. The key school planning priorities identified for 2008-2010 triennium include:

- Develop literacy teaching to maximise literacy outcomes for students
- Develop numeracy teaching to maximise numeracy learning outcomes for students
- Align curriculum, pedagogy, assessment and reporting practices to measure student achievement in QCAR's Essential Learnings against Standards
- Create challenging ICT learning environments using *Smart Classroom* initiatives
- Continue to promote the school as a safe, secure and disciplined learning environment
- Enhance school facilities through grant applications and Government funds
- Invest significantly in professional learning and development

To support the school's three-year strategic planning, a review has been conducted to appreciate the needs and characteristics of our operating environment. What follows are the concise conclusions of this school based enquiry.

### ***Learning***

- Improved learning outcomes:
  - Overall student performance trends and outcomes especially in literacy and numeracy are improving and consistently at or above the State Mean for Years 3, 5 and 7 testing.
  - Distinctive learning needs of the students, especially ESL students, Indigenous students, boys and low achieving girls, where multiple interventions may be required over a number of years, providing a safety net
  - Effectiveness of inclusive practices for all students, where appropriate additional experiences are systematically planned and provided to help identified students to overcome significant difficulties in a particular aspect/s of the curriculum
  - Engagement of students in curriculum, covering the eight Key Learning Areas (breadth), appropriate time allocations (balance) and development and use of knowledge/understanding, skills and personal/social qualities in each of, and across, curriculum areas (integration)
- Integration of curriculum, teaching, assessment and reporting, where a strong emphasis is placed on valuing individual achievement and identifying the next steps in learning.
- Distinctive curriculum offerings such as Chess lessons, ICT club, Musicals, interschool sport and Student Council: the opportunities for success so provided enhance students' self-confidence, self-belief and discipline, all of which usually lead to greater success in the classroom
- Value-adding, towards attainment outcomes and targets using State testing, school-based data and University of New South Wales tests

### ***Schools***

- School and community:
  - Upward trends in enrolment within predictable levels, with high mobility across all year levels because of increasing rents and property prices
  - With many students from a myriad of countries, the school has built strong relationships with the wider community
  - The combination of cultural and linguistic diversity and high socio-economic disadvantage has become a major pedagogical issue for teachers at the school.
  - All parents regardless of background have high expectations of the school in terms of its performance in all aspects of its activity.
  - Realistic but demanding academic targets challenge both teachers and students to move to the next level.

- Learning environment:
  - Parent and student opinion survey data on learning and school climate are measurably higher than the State mean
  - Excellent school facilities and resources help to create stimulating learning environments which improve student learning outcomes.
  - Needs of students with challenging behaviours are met by considering individual circumstances to determine appropriate intervention and consequence
  - Assets provision including ICTs that supports the learning environment are provided to cater for growth demands
- Sources of funds and resources
  - The school continues to receive State and Federal grants with the 2006 Showcase of Excellence Award for the Early Phase of Learning and 2007 National Literacy Highly Commended Award.
  - Accessing *School Community Development Funds*, *Smart School Renewal Program* and the Queensland State Government's Gambling Community Benefit Fund to ensure continuous upgrade of facilities and renewal of resources

### ***School Workforce- Capability and Flexibility***

- Staff professionalism and development and continuous learning:
  - Workforce planning identifies learning development opportunities to meet the 2010 Strategic Plan, ETRF and QCAR framework reform agenda
  - Access of teaching and non-teaching personnel to professional development opportunities which encourage up-skilling and cross-skilling together with the promotion of cohesiveness and co-operation between staff at all levels.
  - Engagement in collaborative knowledge sharing networks such as Teachers Learning Network, Teachers Learning by the Bay Network and the Learning Place
  - Capacity to respond to emerging technologies and societal and organisational change, where students comprehend, learn to sequence and discuss language by researching, designing, developing and publishing their work.
  - *Professional Standards for Teachers* and *Developing Performance Framework* are used to improve teacher professional practice, based on self-reflection and linked to individual development needs.
- Leadership and leadership development:
  - Engage with the five inter-related capabilities of *Leadership Matters* to achieve quality outcomes for all students.
  - Encourage multiple levels of leadership, allowing wider participation of staff
- Employment and diversity:
  - A key priority is the creation of a flexible workforce where classroom teachers can move between year levels and teacher aides can move between different roles, whilst the importance of staffing stability is recognised.
- Employee health and wellbeing:
  - Familiarise staff with departmental documentation relating to the resolution of tension in the school's workforce.
  - Implementation of workplace health and safety processes that minimise workplace risk and reduce accident/incident rates.
  - Ongoing training for the Workplace Health and Safety Officer and Rehabilitation Office

**Learning Objective: Implement a learning framework to prepare students for living in complex, multicultural, networked societies**

<b>LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools</b>		
<i>Key Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>LITERACY AND NUMERACY</b> Support <b>professional development</b> designed to improve <b>literacy outcomes</b> for all students in all learning areas.</p>	<ul style="list-style-type: none"> <li>▪ Access the <i>Literacy the Key to Learning</i> Professional Development workshops for teachers and teacher aides conducted by the department.</li> <li>▪ Implement effective literacy learning actions derived from the <i>Literacy the Key to Learning: Framework for Action</i>, including a review of the Whole School Literacy Plan.</li> <li>▪ Use the <i>Professional Development Pathways Framework</i>, <i>Developing Performance Framework</i> and the <i>Professional Standards for Teachers</i> as a process to develop enhanced literacy skills for self identified teachers.</li> <li>▪ Disseminate literacy professional development information on the in-service board, intranet and at staff meetings.</li> <li>▪ Provide the opportunity for teachers to participate in cluster organised activities designed to include moderation across schools and year levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SMS Professional Development database</li> <li>▪ Teachers' Performance Frameworks</li> <li>▪ Year 3, 5, 7 National Literacy and Numeracy Test data</li> <li>▪ School Benchmark Testing</li> <li>▪ School Opinion Surveys (Teacher, Student and Parent)</li> </ul>
<p>Review <b>whole school literacy planning</b> processes with a renewed focus on literacy in the curriculum.</p>	<ul style="list-style-type: none"> <li>▪ Undertake a comparative review of the existing whole school literacy plan and required outcomes as stated in National and State literacy documents.</li> <li>▪ Review current KLA scope and sequences for year levels and ensure literacy is embedded.</li> <li>▪ Analyse available school data and state data to ascertain current levels of achievement and to identify target groups.</li> <li>▪ Conduct an audit of the available resources to support a whole school literacy plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole School Literacy Plan</li> <li>▪ Whole School Literacy Plan reviewed annually.</li> <li>▪ Year 3, 5, 7 National Literacy and Numeracy Benchmarks.</li> <li>▪ KLA School Programs</li> </ul>

**LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools**

<i>Key Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>INCLUSIVE PRACTICES</b>            Improve learning outcomes for all students by addressing the guiding principles of the <b>Inclusive Education Statement</b>.</p>	<ul style="list-style-type: none"> <li>▪ Familiarise staff with the principles of the <i>Inclusive Education Framework</i>.</li> <li>▪ Familiarise staff with the school model.</li> <li>▪ Cross referencing (evaluation tool) of the principles and responsibilities to actual school happenings and school outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 2 Diagnostic Net data</li> <li>▪ Year 3, 5, 7 National Literacy and Numeracy Test data</li> <li>▪ SMS Professional Development database</li> </ul>
<p>Improve the identification of learning adjustment needs for students with disabilities through implementation of the <b>Education Adjustment Program</b>.</p>	<ul style="list-style-type: none"> <li>▪ Follow the procedures as set down in the EAP process. These cover the areas of:               <ul style="list-style-type: none"> <li>- Profiling (EAP Profile and EAP Beginning School Profile)</li> <li>- Eligibility and review</li> <li>- Allocation of resources at the school level and advocacy for resources at the District level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of the Special Needs Committee meetings</li> <li>▪ Validation</li> <li>▪ EAP Profiles on AIMS</li> <li>▪ Validation Feedback from the Statewide Validator</li> </ul>
<p>Improve learning outcomes for gifted students by implementing the <b>Framework for Gifted Education</b>.</p>	<ul style="list-style-type: none"> <li>▪ In-service all teachers with materials prepared by G&amp;T coordinators with particular reference to identified students (identification and differentiation).</li> <li>▪ Employment of a qualified G&amp;T teacher to develop and support programs for identified students perhaps on a one day per fortnight basis.</li> <li>▪ Utilise the opportunities which may be available for students to participate in activities/programs such as Year 8, ICT Program (Sandgate District High), showcasing student projects at Royal Queensland Show, various competitions such as University of NSW tests, inter-school chess competitions.</li> <li>▪ Use examples of planning models, eg <i>Recipients of the Smart Classroom ICT Teacher Awards</i>, to plan high challenge differentiated curriculum in mixed ability classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SMS Professional Development database</li> <li>▪ Workforce Plan</li> <li>▪ Participation in extra-curricula opportunities</li> <li>▪ School Opinion Surveys (Teacher, Student and Parent)</li> </ul>

**LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools**

<i>Key Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Improve learning outcomes for children and young people in care through the development and implementation of <b>Educational Support Plans</b>.</p>	<ul style="list-style-type: none"> <li>▪ Continue to work with stakeholders to develop Educational Support Plans (ESP) for students eligible under <i>Educating Children and Young People in the Care of the State</i>.</li> <li>▪ Access ESP funding to create individual programs for students in Care of the State and review ESP each semester.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 2 Diagnostic Net data</li> <li>▪ Year 3, 5, 7 National Literacy and Numeracy Test data</li> <li>▪ School benchmark data</li> </ul>

**Learning Objective: Implement a learning framework to prepare students for living in complex, multicultural, networked societies**

**LE2: Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>CURRICULUM TEACHING, ASSESSMENT AND REPORTING</b> Engage with the recommendations and requirements of the <b>Queensland Curriculum, Assessment and Reporting (QCAR) framework</b> that will define the essential learnings and set standards of achievement for students in Years 1-10.</p>	<p>The school will respond to the recommendations and requirements of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework in the following ways:</p> <p><i>Action 1:</i> Essential Learnings: Teachers will become familiar with the Essential Learnings and these will be clearly identified in school and teacher planning.</p> <p><i>Action 2:</i> Standards of Achievement: Teachers will become familiar with the Standards as they relate to the Essential Learnings.</p> <p><i>Action 3:</i> Teachers to continue to develop their own assessment practices but in addition will have access to an assessment bank which will hold a variety of assessment tools. Professional conversations and moderation meetings will be promoted.</p> <p><i>Action 4:</i> Statewide Assessment: Teachers will participate in workshops relating to state-wide assessment, the assessment tasks and consistency of judgment.</p> <p><i>Action 5:</i> Reporting: Cross referencing of the principles to guide school reporting with actual school practices. The school will maintain a watchful brief on the final two recommended actions; that of Making it Happen and Evaluating Outcomes.</p>	<ul style="list-style-type: none"> <li>▪ Years 4 and 6 Common Assessment Task results</li> <li>▪ Teachers' Performance Frameworks</li> <li>▪ SMS Professional Development database</li> <li>▪ KLA School Programs</li> <li>▪ Teacher planning documents</li> <li>▪ Integrated Units</li> <li>▪ Collaboration between teachers</li> <li>▪ School Opinion Surveys – Teacher</li> <li>▪ School Opinion Surveys – Student</li> <li>▪ School Opinion Surveys – Parent</li> </ul>

**LE2: Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Implement the key learning area syllabuses with a focus on <b>English and Mathematics</b>.</p>	<ul style="list-style-type: none"> <li>▪ Undertake school-based activities designed to familiarise teachers with syllabuses and to establish year level scope and sequence understandings.</li> <li>▪ Provide opportunities for teachers to participate in cluster organised activities designed to include moderation across schools and year levels.</li> <li>▪ Use the <i>Professional Development Pathways, Developing Performance Framework</i> and the <i>Professional Standards for Teachers</i> as processes to develop enhanced literacy and numeracy skills for self identified teachers as well as making syllabus workshop information available through staff meetings, intranet and in-service board.</li> <li>▪ Investigate further use of the concepts relating to subject blocks and streaming by accessing available literature.</li> <li>▪ Teach German LOTE, Years 4-7, to develop students' English literacy skills, adopting a communicative approach to lessons, using German for teacher-student interaction, leading students gradually from the familiar Australian context to that of German.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers' Performance Framework</li> <li>▪ SMS Professional Development database</li> <li>▪ School English Program</li> <li>▪ School Mathematics Program</li> <li>▪ Teacher planning documents</li> <li>▪ Integrated Units</li> <li>▪ Collaboration between teachers</li> <li>▪ School Opinion Surveys – Teacher</li> <li>▪ School Opinion Surveys – Student</li> <li>▪ School Opinion Surveys – Parent</li> </ul>
<p>Embed the use of <b>Information and Communication Technologies (ICTs)</b> as an integral component of curriculum and teaching and learning.</p>	<ul style="list-style-type: none"> <li>▪ Develop and implement ICT Learning Plan. This plan covers four main drivers (Enabling Teaching and Learning, Developing Professionals, Supporting Learners and Building Infrastructure) and exists as a separate document.</li> <li>▪ Use the School ICT Index to develop priorities and guide next phase planning.</li> <li>▪ Use <i>Smart Classrooms</i> strategy as a blueprint for broader digital teaching and learning.</li> <li>▪ Individual teacher involvement in such programs: ICT Pedagogical Licence to enhance the school's current ICT Index rating.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School ICT Index</li> <li>▪ School ICT Plan</li> <li>▪ Teachers' Performance Framework</li> <li>▪ SMS Professional Development database</li> <li>▪ Recognition and accommodation of different learning styles</li> </ul>

**LE2: Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Engage students in quality <b>physical activity</b> each day within curriculum time to enhance students' educational outcomes, promote lifelong active lifestyles.</p>	<ul style="list-style-type: none"> <li>▪ Develop and implement <i>Smart Moves – Physical Activity Programs in Queensland Schools</i></li> <li>▪ Timetable 30 minutes per day of physical activity as part of the school curriculum</li> <li>▪ Audit resources and adequately resource the program</li> <li>▪ Promote a high level of interschool sport activity</li> <li>▪ Ensure sports carnivals (swimming, cross country, athletics) have maximum student participation with adequate training prior to events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular feedback on the six key components of the <i>Physical Activity Action Plan</i>.</li> <li>▪ Increased student fitness levels</li> <li>▪ Increased percentage of student involvement in interschool sport</li> </ul>
<p><b>PHASES OF LEARNING: EARLY AND MIDDLE YEARS</b> Implement responsive curriculum programs in the <b>Early Years</b> to promote continuity of teaching and learning.</p>	<ul style="list-style-type: none"> <li>▪ Implement <i>Early Phase of Learning Action Plan</i></li> <li>▪ Develop an Early Years Philosophy and Plan.</li> <li>▪ Develop understandings of the Early Years curriculum as it will move from Prep (2007) to Year 1 (2008) to Year 2 (2009) and to Year 3 (2010).</li> <li>▪ Continue networking and workshops for current Prep teachers as well as involve current Years 1-3 teachers in departmental workshops.</li> <li>▪ Use the continuity strands of Curriculum and Pedagogy, Understanding Students, School Management, Organisational Structure and Communities as a check list.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Six key action areas are embedded in practice</li> <li>▪ Early Years Plan (within Curriculum Framework and Strategic Plan)</li> <li>▪ Teachers' Performance Framework</li> <li>▪ SMS Professional Development database</li> <li>▪ Recognition and accommodation of different learning styles</li> <li>▪ Collaboration between teachers</li> <li>▪ Caring and open student/teacher relationships</li> <li>▪ Parental response to engagement opportunities</li> </ul>
<p>Prepare for the implementation of the <b>Preparatory Year</b> – half cohort in 2007, full cohort in 2008.</p>	<ul style="list-style-type: none"> <li>▪ Undertake all the aspects associated with resources, organisation, buildings, facilities, staffing, communication and curriculum required for 2008 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Annual Reports</li> <li>▪ School Operational Plans – Financial Commentary and Targeted Fund Allocation</li> </ul>

**LE2: Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
	<ul style="list-style-type: none"> <li>▪ Reflect on strategies used in 2007 to guide strategies for 2008.</li> <li>▪ Continue to be aware of both the on-going and the changing policies of Education as it relates to the Prep Year.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Opinion Surveys (Teacher, Student and Parent)</li> </ul>
<p>Continue to implement the <b>Middle Phase of Learning State School Action Plan</b> to provide learning programs that maximise student engagement and achievement, and support the transition from primary to secondary education.</p>	<ul style="list-style-type: none"> <li>▪ Undertake review of actual practice and achievements compared to the 13 point action plan and actions taken on the targeted points.</li> <li>▪ At the school level the extensive extra-curricula programs – sport, the Arts, school camps, citizenship/leadership programs, chess play/chess club, ICT club will continue.</li> <li>▪ Active development of opportunities for links with state high schools to be continued. Sandgate District State High School (technology, mathematics and instrumental music), Aviation High (aeronautics – maths, science, technology).</li> <li>▪ Teacher professional development to focus on distinctive teaching approaches and organisation to cater for the age cohort and in particular to cater for target groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participation in extra-curricula activities</li> <li>▪ SMS Professional Development database</li> <li>▪ Year 3, 5, 7 National Literacy and Numeracy Test data</li> <li>▪ Recognition and accommodation of different learning styles</li> <li>▪ Collaboration between teachers</li> <li>▪ Open student/teacher relationships</li> <li>▪ Parental response to engagement opportunities</li> </ul>
<p>Implement the strategies in Embedding <b>Aboriginal and Torres Strait Islander Perspectives in Schools</b> within the school curriculum.</p>	<ul style="list-style-type: none"> <li>▪ Undertake staff sessions using <i>Partners for Success</i> documents including <i>‘Crossing Cultures: It’s Everybody’s Business’</i> and <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools’</i> and <i>Hidden History – It’s Everyone’s Business</i></li> <li>▪ Use of available funding under the IESIP for individual students and perhaps whole school approaches.</li> <li>▪ Use of guest speakers to enable staff to experience indigenous perspectives.</li> <li>▪ Ensure appropriate inclusion of indigenous perspectives within the whole school environment (see 2007 AOP p9).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers’ Performance Framework</li> <li>▪ SMS Professional Development database</li> <li>▪ Annual Operational Plans</li> <li>▪ Year 3, 5, 7 National Literacy and Numeracy Test data</li> </ul>

**Schools Objective: Create learning communities that meet diverse student and community needs**

<b>Schools Outcome SC1: Schools have innovative and distinctive strategies responsive to community and student needs</b>		
<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>SCHOOLS AND COMMUNITY</b> Develop <b>innovative approaches</b> to schooling that are based on a clear educational rationale and respond to the distinctive needs of students in each phase of learning in consultation with the school community.</p>	<ul style="list-style-type: none"> <li>▪ Provide high quality teaching, a responsive curriculum and relevant assessment and reporting suited to the needs of the students and the school community.</li> <li>▪ Maintain positive communication and interactions with school community by encouraging attendance at events such as parent/teacher information meetings, class culminating activities, involvement in class activities, involvement in State Education Week and Queensland Week activities.</li> <li>▪ Maintain current information on school website including school reporting data.</li> <li>▪ Provide school staff induction program to support the positive development of the school's culture and values.</li> <li>▪ Progress peer mentoring program with pre-service, probationary and returning teachers.</li> <li>▪ Undertake school musical productions 2007 and 2009 to provide enriched learning outcomes for students.</li> <li>▪ Promote <i>Smart Classrooms</i> initiative with the construction of a new building (Smart School Renewal Program) encompassing both a multi-media room and a computer laboratory and resource centre extensions (School Community Development Fund) with fully integrated information and communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers to attend in-service training and to follow school based programs.</li> <li>▪ Maintain regular parades and newsletters.</li> <li>▪ Semester calendar of events to be sent home – hardcopy and website.</li> <li>▪ Make particular reference to school website on newsletter.</li> <li>▪ New staff induction program at start of year.</li> <li>▪ Verbal and written feedback provided by administration (Principal and Deputy Principal).</li> <li>▪ Participation at a high level.</li> <li>▪ Feedback from school community.</li> <li>▪ Provide adequate in-servicing for all new technology.</li> </ul>

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Implement <b>communication strategies</b> to enable the sharing of best practice in curriculum and teaching across the phases of learning.</p>	<ul style="list-style-type: none"> <li>▪ At the school level through staff meetings, reporting back, intranet, year level meetings for planning and assessment, notice boards, accessing copies of unit plans and class newsletters.</li> <li>▪ At the school-level participation in District workshop, and moderation tasks particularly in Mathematics, English and the Diagnostic Net Continua.</li> <li>▪ Electronic access through various websites including <i>The Learning Place</i> and provision of assistance by teacher-librarian, HOC, TA004, etc.</li> <li>▪ Use of a range of activities to involve parents including orientation days, parent-teacher evenings, newsletters, open classrooms, publication of school achievements, workshops conducted by the key teacher and P&amp;C Association meetings.</li> <li>▪ Encourage parent/community participation in culminating tasks for integrated units.</li> <li>▪ Monitor, discuss and respond where appropriate to school opinion surveys and other data from parent/community members.</li> <li>▪ Conduct a range of workshops/in-service sessions for school community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular staff feedback.</li> <li>▪ Regular year level meetings.</li> <li>▪ In-service.</li> <li>▪ Attendance levels at P&amp;C Meetings, results from school opinion survey.</li> <li>▪ Distribute class newsletters and/or invitations. Promote classroom displays and events on website.</li> <li>▪ Results from school opinion survey.</li> <li>▪ Measure attendance.</li> </ul>

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Implement strategies for <b>proactively engaging and working with all indigenous families</b> in the school community to support the educational and social achievement of their children.</p>	<ul style="list-style-type: none"> <li>▪ Change negative perceptions about indigenous Australians using the curriculum to inform.</li> <li>▪ Encourage teachers to engage in on-going learning about lifestyle, background and culture of indigenous students.</li> <li>▪ Use systemic and school data to demonstrate that indigenous students can achieve at high levels.</li> <li>▪ Encourage teachers to build productive partnerships with indigenous students and their families.</li> <li>▪ Acknowledge and respect difference and diversity.</li> <li>▪ Provide opportunities to enable students to learn more about indigenous people, perspectives, culture, history and contemporary issues.</li> <li>▪ Implement <i>Middle School Action Plan</i> strategy to inspire indigenous students to keep learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student and community participation in school-planned NAIDOC events.</li> <li>▪ Staff participation in professional development.</li> <li>▪ Years 3, 5 and 7 Test results.</li> <li>▪ Participation at parent/teacher interviews.</li> <li>▪ School opinion surveys re tolerance.</li> <li>▪ Include Aboriginal studies in relevant SOSE units for school based program.</li> <li>▪ Monitor attendance of indigenous students.</li> </ul>

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>SCHOOLS AND CLUSTERS</b> Support the <b>successful transition</b> of students between the phases of schooling by:</p> <ul style="list-style-type: none"> <li>- developing schooling as a seamless learning continuum from Prep to Year 12</li> <li>- developing and building co-operative alliances and planning processes between primary, secondary and special schools</li> <li>- developing support processes to enable children to successfully make the transition into school from home, and young people to successfully make the transition from primary to secondary school, and Year 10 to Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop learning environments that make the transition to the preparatory setting smooth and successful.</li> <li>▪ Gradually develop the links between the Prep phase and the primary phase with a timeline of the end of first semester.</li> <li>▪ Maintain and further develop the project links between Boondall and the local high schools.</li> <li>▪ Provide opportunities for students to visit and experience life at local high schools (Sandgate, Aspley, Wavell, Kedron) as well as inviting high school representatives to talk to students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance at Orientation Days.</li> <li>▪ Use staff meetings to invite Prep staff to inform rest of school.</li> <li>▪ Continue to invite local high schools to experience days and information sessions.</li> </ul>

**Schools Objective: Create learning communities that meet diverse student and community needs**

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Develop the <b>school as a community asset</b> that is the centre for learning and community engagement.</p>	<ul style="list-style-type: none"> <li>▪ Access <i>Tomorrow's Schools</i> program for modernisation and building new school facilities utilising parent and community involvement.</li> <li>▪ Ensure school facilities development plans support curriculum requirements and student needs.</li> <li>▪ Maintain and upgrade school facilities, eg swimming pool complex to support students, swimming club with before/after school stroke classes and Friday night/weekend club activities</li> <li>▪ Encourage staff and students to access <i>The Learning Place</i> to join a chat room for improving keyboard skills.</li> <li>▪ Update Master Plan/Site Plan to reflect new and proposed buildings and removal of older Modular A type buildings.</li> <li>▪ Implement School Facilities Plan through capital planning and asset management to support curriculum requirements and student needs.</li> <li>▪ Upgrade facilities, resources and equipment to provide a school climate in promoting learning independence in a changing educational context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision of facilities assists enhanced educational outcomes.</li> <li>▪ Swimming pool facilities are being maintained adequately.</li> <li>▪ School community is satisfied with the condition of the asset.</li> <li>▪ Client satisfaction with standard of facilities.</li> <li>▪ Sufficient facilities are provided to cater for growth demands.</li> <li>▪ Liaise with Q Build to maintain up-to-date site maps.</li> </ul>

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Develop <b>sustainable collaborative relationships</b> with parents, school and local community members, providers of early education and care services including government and community agencies, employers and industry groups.</p>	<ul style="list-style-type: none"> <li>▪ Involve school community in developing physical facilities of the school through advice and accessing of funds.</li> <li>▪ Maintain links with the various groups which exist in the school community including QUT, Brisbane City Council, St Flannan’s Church Parish, Queensland Fire Brigade, Boondall Lions Club, Boondall Wetlands, Sandgate RSL Inc, P&amp;C Association, swimming club, tuckshop.</li> <li>▪ Continue to develop the student leadership model and the parental involvement that it brings.</li> <li>▪ Liaise with other government agencies – Child Safety, Child Youth and Mental Health, Boondall Police, Adopt-a-Cop.</li> <li>▪ Liaise with child care services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain an active Grounds Committee as a working group for the school P&amp;C.</li> <li>▪ Detail existing links Boondall State School has with community groups.</li> <li>▪ Parent/student participation at school leaders induction ceremony.</li> <li>▪ Monitor referrals to government agencies.</li> <li>▪ Attendance at Jabiru after-school care provider.</li> </ul>
<p><b>SCHOOL AND INDUSTRY PARTNERSHIPS</b>            Develop and maintain <b>strong relationships with industry</b> to:</p> <ul style="list-style-type: none"> <li>- increase student involvement in the workplace and community organisation sites</li> <li>- ensure school programs are connected to the demands of a knowledge-based economy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support the effective use of ICT for learning by sharing and celebrating success, delivering an underpinning framework of ICT support and assisting to maintain and extent ICT curriculum integration.</li> <li>▪ Maintain school-business links for on-going support for school community events such as school fete, Arts presentations, inter-school sport – to showcase school program excellence.</li> <li>▪ Improve students’ access to a range of resources and cross-government services that support their social needs and improve their capacity to complete 13 years of schooling within the context of ETRF Agenda.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT professional development register for teachers.</li> <li>▪ Provision of places for trainee high school ICT work placements.</li> <li>▪ Collage local newspaper articles highlighting programs of excellence within the school.</li> <li>▪ Amount of additional funding gained to support student learning.</li> </ul>

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Expand links between <b>schools and industry/employers</b> to enhance employment and learning outcomes for students.</p>	<ul style="list-style-type: none"> <li>▪ Foster partnerships with industry, eg continue links with Australian Mining Industry with lecture/presentation to Middle Years students, outlining employment and contribution to the Australian economy.</li> <li>▪ Continue partnership with Northern Bayside School Industry Links Scheme Inc for placement of high school students on work experience at the school.</li> <li>▪ Continue Student Council sponsorship with companies for fundraising activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a register of industry links which support student learning for each year level.</li> <li>▪ Number of students provided with trainee experience.</li> <li>▪ Ascertain what % of Student Council funding is raised externally.</li> </ul>

**Schools Objective: Create learning communities that meet diverse student and community needs**

<b>Schools Outcome SC3: Schools provide safe, tolerant and disciplined learning environments</b>		
<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>SUPPORTIVE LEARNING ENVIRONMENTS</b> Respond to the recommendations of the <b>Safe and Healthy Schools Program</b> and other health-related priorities.</p>	<ul style="list-style-type: none"> <li>▪ Address identified priority health issues including healthy weight, substance abuse, sun safety, mental health and resilience, fitness and inter-school team sports, sexual and reproductive health and improving outcomes for Aboriginal and Torres Strait Islander students.</li> <li>▪ School tuckshop provides a revised healthy menu to all school community by following guidelines of the Safe and Healthy School Program.</li> <li>▪ Teach students to recognise the importance of both physical activity and choosing healthy eating options.</li> <li>▪ Continue implementation of the H2o, Fruit and Veg Break in classrooms.</li> <li>▪ Parents and students are provided with support material to assist them making healthy eating choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health lessons prioritise these issues.</li> <li>▪ Provide a quality sports program which involves over 80% of upper primary students.</li> <li>▪ Encourage and support parent involvement in Gross Motor Program.</li> <li>▪ Parent support of school initiated nurse talks on personal hygiene.</li> <li>▪ Tuckshop convenor feedback on food sold at tuckshop.</li> <li>▪ Level of student/class involvement in physical activity and H2O fruit and veg break.</li> <li>▪ Newsletters, school website reflect healthy eating choices.</li> </ul>
<p>Create a <b>safe, healthy and supportive working and learning environment</b> to deliver quality educational outcomes for students.</p>	<ul style="list-style-type: none"> <li>▪ Implement <i>Health, Safety and Wellbeing Action Plan 2007-2008</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Annual Assessment and Action Plan</i> to identify health and safety risks and review school practices.</li> </ul>

**Schools Outcome SC3: Schools provide safe, tolerant and disciplined learning environments**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Develop a school Responsible Behaviour Plan for Students that responds to the expectations outlined in the <b>Code of School Behaviour</b>.</p>	<ul style="list-style-type: none"> <li>▪ Adjust as necessary as part of the approval process.</li> <li>▪ Conduct an annual review.</li> <li>▪ Review and further develop the 'enrolment agreement' for students/families.</li> <li>▪ Risk assessment plans written and implemented for students with challenging behaviours.</li> <li>▪ Access Behaviour Management Team for early and middle years.</li> <li>▪ Enrolling at the school requiring all parties to abide by the Code of School Behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responsible Behaviour Plan for Students reflects the 'Statewide Behaviour Action Plan 2006-2008'.</li> <li>▪ Enrolment agreements are signed by all parents.</li> <li>▪ Risk assessments are completed for sports, excursions, camps and activities which are deemed to contain risk.</li> <li>▪ Behaviour Management Plans are in place for students who contravene school rules.</li> </ul>
<p>Utilise the resources of the <b>National Safe Schools Framework</b> to support planning processes to address bullying, harassment, child abuse and neglect.</p>	<ul style="list-style-type: none"> <li>▪ Cross reference the guiding principles and key elements and approaches for good practice with actual practice in the school:               <ul style="list-style-type: none"> <li>- examine policies, programs and practices currently in place</li> <li>- assess whether current practices can be improved</li> <li>- organise audit teams around the six key elements of the <i>National Safe Schools Framework</i></li> <li>- prominently display <i>National Safe Schools Framework</i> poster</li> </ul> </li> <li>▪ Provide continuing professional development and training for school staff on methods for countering bullying and harassment, child protection legislation and procedures (including mandatory reporting) and identifying and understanding child abuse, including the needs of victims.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School 'Policy and Procedures' is reviewed and revised annually.</li> <li>▪ Responsible Behaviour Plan for Students is reviewed regularly.</li> <li>▪ Staff Professional Development Register demonstrates staff are receiving regular in-service pertaining to student safety.</li> <li>▪ All staff are trained in current EQ Child Protection Policy.</li> </ul>

**Schools Objective: Create learning communities that meet diverse student and community needs**

<b>Schools Outcome SC4: Schools have effective school planning and reporting processes</b>		
<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>SCHOOL PLANNING AND REPORTING</b> Implement the <b>School Improvement and Accountability Framework and Destination 2010</b>.</p>	<ul style="list-style-type: none"> <li>▪ Meet all requirements for the preparation and presentation of documents within the set timelines following requirements as stated in <i>School Improvement and Accountability Framework 2006-2008</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAROP and TSR are submitted to District Office for approval by due date.</li> </ul>
<p>Implement <b>Student Reporting and School Annual Report</b> requirements</p>	<ul style="list-style-type: none"> <li>▪ Align new student reports with the requirements of the Australian Government, eg reports must be written in 'plain English'.</li> <li>▪ Develop and implement a school report (Years 1/2/3 and 4/5/6/7) which meet mandated requirements as a minimum.</li> <li>▪ Provide two written reports and the opportunity for interviews each year.</li> <li>▪ Publish annual report both as a hard copy and on the website before June each year.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School reports re-written in required format with appropriate Year 1-3 and Year 4-7 achievement ratings.</li> <li>▪ Written reports sent to parents/caregivers each semester. Dates for interviews advised by school newsletter.</li> <li>▪ Reports published on website before June deadline.</li> </ul>

**Schools Outcome SC4: Schools have effective school planning and reporting processes**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Improve <b>school accountability practices</b> to ensure that human, physical and financial resources are effectively used.</p>	<ul style="list-style-type: none"> <li>▪ Participate in school reviews such as the annual audit and systems analysis.</li> <li>▪ Develop and monitor the school budget and undertake the required reporting.</li> <li>▪ Review results of staff satisfaction surveys.</li> <li>▪ Meet requirements for departmental information linked to corporate data collections and school improvement documents.</li> <li>▪ Meet requirements of Education Policy and Procedures Register to provide consistent administrative practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete all departmental systemic reviews by due date.</li> <li>▪ Develop action plan to address staff satisfaction issues.</li> <li>▪ AOP reflects strategies to attain departmental goals.</li> <li>▪ School 'policy and procedures' documents reflects EPPR initiatives.</li> </ul>
<p>Implement operational implications of the <b>Education (General Provisions) Act (2006)</b>.</p>	<ul style="list-style-type: none"> <li>▪ Continue community consultation to raise awareness of the Act.</li> <li>▪ Identify particular aspects of the Act and ensure school practices are aligned. These might include:                             <ul style="list-style-type: none"> <li>- Responsible Behaviour Code</li> <li>- enrolment agreement</li> <li>- dress code</li> <li>- inclusive education</li> <li>- ages and conditions of enrolment</li> <li>- voluntary materials and consumables levy not defined as instruction, administration and facilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ P&amp;C informed about the 2006 Education Act and its implications for school life.</li> <li>▪ Parents review and endorse school policy on these issues.</li> </ul>

**Schools Outcome SC4: Schools have effective school planning and reporting processes**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>With respect to <b>Aboriginal and Torres Strait Islander students</b>, align school planning, reporting and accountability processes with the Regional Indigenous Education Plan.</p>	<ul style="list-style-type: none"> <li>▪ Promote participation of indigenous families in school activities.</li> <li>▪ Identify and support teachers to access professional development relevant to teaching indigenous students living in urban communities.</li> <li>▪ Use appropriate data and performance measures to monitor educational achievements of indigenous students and plan for improvements of educational outcomes.</li> <li>▪ Incorporate strategies in school programs to improve literacy and numeracy outcomes for indigenous students.</li> <li>▪ Celebrate NAIDOC Week to increase school community understanding and appreciation of Aboriginal and Torres Strait Islander culture, eg NAIDOC Week parade, whole school art competition, rainbow serpent painting, individual classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitor ATSI parental involvement in all aspects of school life. Professional Development Register records staff professional development relating to indigenous students.</li> <li>▪ Compare ATSI results to mainstream students from Years 3, 5 and 7 statewide testing.</li> <li>▪ Target ATSI students who do not attain minimum literacy and numeracy standards. This would be reflected in teacher aide timetables.</li> <li>▪ Aboriginal and Torres Strait flags to be displayed daily.</li> <li>▪ All students involved in repainting the 'Rainbow Serpent' for NAIDOC Week celebrations.</li> </ul>

**Workforce Objective: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010**

**Workforce Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through on-going learning and development opportunities**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>TEACHER PROFESSIONALISM</b> Implement strategies for professional development focused on the key school priorities in the annual <b>Professional Development Agenda</b>.</p>	<ul style="list-style-type: none"> <li>▪ Provide professional development activities which relate directly to teachers' work in the classroom and systemic priorities, outlined in annual <i>Professional Development Agenda</i>.</li> <li>▪ Publish professional development program per term in advance.</li> <li>▪ Invest in professional development opportunities that allow all staff to enhance their ICT skills.</li> <li>▪ Redefine the traditional role of the teacher librarian to one of ICT Teacher/Resource Manager in order to rapidly accelerate ICT skills of students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extent to which curriculum leadership is distributed with collaborative modes of working, building and strengthening teamwork and in a collegial climate characterised by trust, honesty and openness.</li> <li>▪ SMS attendance register and feedback on professional development activities.</li> <li>▪ Teaching and learning strategies based on the use of ICT skills to facilitate quality learning outcomes for students.</li> <li>▪ Learning experiences are structured to help students use a range of resources and technologies to achieve information literacy.</li> </ul>
<p>Use the <b>Professional Standards for Teachers</b> as a framework for reflection and planning, learning and development to revitalise and extend the skills of teachers to improve student-learning outcomes.</p>	<ul style="list-style-type: none"> <li>▪ Establish personal records for the recording of involvement in appropriate activities.</li> <li>▪ Develop an understanding of the <i>Professional Standards for Teachers</i> and its effective use as a framework to reflect on, talk about and review teaching practice; and identify goals for further learning, development and action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change in instructional practices or curriculum.</li> <li>▪ Monitor personal learning and development plans with feedback of achievements and possible suggestions for improvement.</li> <li>▪ Reach performance development agreement linked to strategic documents and dates for completion.</li> </ul>

**Workforce Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through on-going learning and development opportunities**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
	<ul style="list-style-type: none"> <li>▪ Establish personal learning plans by choosing priority areas within the <i>Standards</i> framework and linked to the <i>Developing Performance Framework</i>.</li> <li>▪ Monitor and document achievement of goals.</li> <li>▪ Explore career pathways and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Record activities undertaken to develop performance, what was achieved or learned, evidence and personal reflections.</li> <li>▪ Identify pathways; set goals and timelines; and review and plan.</li> </ul>
<p>Support supervision and <b>development of preservice and beginning teachers</b> in practicum, internships and teacher induction programs.</p>	<ul style="list-style-type: none"> <li>▪ Continue to accept preservice teachers particularly from QUT.</li> <li>▪ Provide regular conversations with graduate teachers on teaching practice leading to successful reports, focusing on:               <ul style="list-style-type: none"> <li>- establishment of supportive and challenging learning environments</li> <li>- planning to cater for diversity of abilities and needs of learners</li> <li>- providing regular performance appraisal</li> <li>- using assessment strategies that allow all students to demonstrate their knowledge</li> <li>- using appropriate resources to support students' learning</li> <li>- contributing to staff meetings and committees</li> </ul> </li> <li>▪ Provide induction support particularly through the '<i>Flying Start – Induction Toolkit</i>'.</li> <li>▪ Encourage preservice teachers to undertake internships during the final year supervised practicum to gain valuable 'learning to teach' experience.</li> <li>▪ Provide beginning teachers with regular interim reports on teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish position of 'school based' practicum supervision:               <ul style="list-style-type: none"> <li>- establish school-based minimum students to measure prac students against</li> <li>- liaise with other schools concerning minimum standards</li> <li>- teachers to be 'rostered on' to observe prac students in host class and complete criteria sheet and comment on planning/performance</li> </ul> </li> <li>▪ Timetable of formal conversations between individual and/or group of preservice teachers with administration and the topics covered in those conversations.</li> <li>▪ Compilation of own folder of information using toolkit as a starting point.</li> <li>▪ Extent to which the intern is immersed in all duties associated with being a teacher in a school. Assuming normal roles and responsibilities.</li> <li>▪ Completion of the various reports required by the school, Education Queensland and the Queensland College of Teachers.</li> </ul>

**Workforce Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through on-going learning and development opportunities**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Provide an <b>induction program</b> for all new employees.</p>	<ul style="list-style-type: none"> <li>▪ Use the requirements as set out in <i>SDV-Pr-004: Employee Induction</i> for all permanent, part-time, casual and temporary staff from entry level to middle management.</li> <li>▪ Provide information about the job requirements by Principal, Deputy Principal, HOC and Registrar.</li> <li>▪ Provide information about policies, procedures and reporting.</li> <li>▪ Provide opportunity for employees to increase skills and learn new skills.</li> <li>▪ Monitor work performance against job description and provide constructive feedback.</li> <li>▪ Meet individual employee's expectations for progression and variety in their career.</li> <li>▪ Commence multi-skilling of new staff to enhance flexibility and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extent to which all new employees receive an appropriate induction</li> <li>▪ Extent to which induction program provides a strong base for career-long professional development.</li> <li>▪ Choosing the right learning and Building capacity to help teachers focus on teaching and enhancing their professional status.</li> <li>▪ Highlighting the need to develop teacher expertise to help raise student achievement, gain personal job satisfaction and progressing in their careers.</li> <li>▪ Partnerships are formed with a range of professionals and para-professionals to address the gap between what individuals are expected to do and what they can do.</li> </ul>

**Workforce Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through on-going learning and development opportunities**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Ensure all teachers in the school have completed the introductory session of the <b>Crossing Cultures: It's Everyone's Business</b> package.</p>	<ul style="list-style-type: none"> <li>▪ Record staff who have not undertaken training in <i>Crossing Cultures – It's Everyone's Business</i> session.</li> <li>▪ Update teacher knowledge and skills in relation to embedding indigenous perspectives in their classroom.</li> <li>▪ Embed Aboriginal and Torres Strait Islander perspectives in the key learning areas.</li> <li>▪ Develop local area learning experiences that engage students with people in local communities.</li> <li>▪ Participate in events designed to support reconciliation.</li> <li>▪ Arrange for District facilitator to present <i>The Big Picture: A hidden history of Australian History</i> (second module of The Cross Cultures package).</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Opinion Survey demonstrates staff's ability to work directly with diversity and complexity to make sure all students have a successful experience at school.</li> <li>▪ Access <i>The Learning Place</i> for units of work based on the theme of reconciliation and on-line events throughout the year to coincide with Harmony Day and NAIDOC Week.</li> <li>▪ Adoption of indigenous perspectives within school practices using the <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i> document as a practical guide.</li> <li>▪ The school takes part in <i>The Local Story</i> (third module of <i>The Cross Cultures</i> package)</li> <li>▪ The history, culture and achievements of Aboriginal and Torres Strait Islander people are celebrated at school.</li> <li>▪ The school takes part in the <i>Big Picture</i> experience, embedding indigenous, SL/NESB perspectives in all four practices of the school: <ul style="list-style-type: none"> <li>- personal and professional accountability</li> <li>- community partnerships</li> <li>- organisational environment</li> <li>- curriculum and pedagogy</li> </ul> </li> </ul>

**Workforce Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through on-going learning and development opportunities**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>CONTINUOUS PROFESSIONAL DEVELOPMENT</b>  <b>Celebrate the achievements</b> of school staff through reward and recognition.</p>	<ul style="list-style-type: none"> <li>▪ Acknowledge at personal level, newsletters, staff meetings and assemblies.</li> <li>▪ Presentation of awards on assembly.</li> <li>▪ Participate in International Women’s Day, World Teachers’ Day, Teacher Aide Day, School Cleaners’ Day events.</li> <li>▪ Present departmental awards for years of service milestones.</li> <li>▪ Provide opportunities for students to nominate <i>My Favourite Teacher</i> announced State Education Week.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use <i>School Opinion Survey</i> to assess work value and recognition of staff.</li> <li>▪ Compile list of various activities that should have happened to celebrate achievements of school staff.</li> <li>▪ Opportunities are created to promote a positive image of the school to the school community.</li> <li>▪ Community networks are used to promote and publicise school activities, events and achievements.</li> <li>▪ Presentation of awards to teachers who have demonstrated excellence and made an outstanding contribution to student learning</li> </ul>
<p>Provide increased opportunities for staff to gain tertiary credit in post graduate programs for professional development undertaken in priority areas through the <b>Professional Development Pathways</b> program.</p>	<ul style="list-style-type: none"> <li>▪ Familiarise teachers with the <i>Professional Development Pathways Framework</i> to gain tertiary credit for post-graduate qualifications for undertaking professional development programs. Current programs include: <ul style="list-style-type: none"> <li>- ICT Curriculum Integration course</li> <li>- Strategic Leaders</li> <li>- Better Behaviour, Better Learning</li> <li>- Taking Action in the Middle Phase of Learning</li> <li>- Professional Standards for Teachers</li> <li>- What’s So Special About Special Education</li> <li>- Early Phase of Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence that staff have been provided with the necessary information to make informed choices.</li> <li>▪ Maintain Professional Development Log listing the number of teachers taking advantage of opportunities to gain credit towards a Masters or similar post-graduate degree.</li> <li>▪ Opportunities are created to build workforce capability through professional development.</li> </ul>

**Workforce Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through on-going learning and development opportunities**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Implement <b>Developing Performance Framework</b> from Semester 2 2007.</p>	<ul style="list-style-type: none"> <li>▪ Implement <i>Developing Performance Framework</i> using the four elements that make up the process:               <ul style="list-style-type: none"> <li>- Engage teachers in a discussion of their own performance against the Professional standards for Teachers as a means of identifying learning priorities.</li> <li>- Negotiate key responsibilities, including tasks, timelines and performance.</li> <li>- Provide on-the-job coaching and feedback on performance.</li> <li>- Clarify professional development to be undertaken.</li> <li>- Discuss current and future professional and career goals and how these goals might be achieved.</li> <li>- Link performance to rewards and recognition.</li> <li>- Continue to develop strengths and discuss areas for improvement and support options.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain the momentum to embed the Framework through the notion of ‘developing performance together’ to empower all employees to participate in continuous improvement and build personal job satisfaction.</li> <li>▪ Extent to which the Framework is strategically positioned as a process through which employees develop a personalised understanding of the relationship between the department’s Strategic Plan, the school’s Annual Operational Plan and a suite of professional standards for different employee cohorts and their contribution to the school and departmental objectives.</li> <li>▪ Contributions are made to the monitoring and review of work teams with the aim of enhancing team performance and achieving agreed goals.</li> </ul>

**Workforce Objective: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010**

**Workforce Outcome WO2: Leadership that derives educational reform, supports productive relationships and promotes innovation**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>LEADERSHIP</b> Implement programs and networks that <b>strengthen the quality of leadership</b> in the school and develop a constructive organisational climate.</p>	<ul style="list-style-type: none"> <li>▪ Establish school committees to provide leadership roles for staff.</li> <li>▪ Provide opportunities for staff to lead/present professional development activities.</li> <li>▪ Access professional reading resources through subscriptions, texts and sites such as <i>The Learning Place</i>.</li> <li>▪ Provide opportunities for staff to be considered for other pathways including promotional positions.</li> <li>▪ Self nominated members of staff including the Principal and Deputy Principal be involved in self reflection using the document <i>Leadership Matters</i> as a base.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning experiences extend beyond students above to include all members of staff.</li> <li>▪ Support is available to teachers at the classroom level so that their professional learning is directed to how best to improve the achievement of their students.</li> <li>▪ Teachers talk to one another about their professional learning.</li> <li>▪ Marked satisfaction with increased opportunities for professional development.</li> <li>▪ Maintaining and enhancing leadership structures and a learning culture.</li> <li>▪ Relevant documents are read and interpreted to identify:               <ul style="list-style-type: none"> <li>- the evolving role of the principal in EQ schools</li> <li>- capabilities required of all EQ principals</li> <li>- leadership development activity</li> </ul> </li> </ul>

**Workforce Outcome WO2: Leadership that derives educational reform, supports productive relationships and promotes innovation**

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p>Implement strategies to <b>resolve grievances and industrial disputes</b> at the school level.</p>	<ul style="list-style-type: none"> <li>▪ Familiarise staff with departmental documentation including enterprise agreements relating to the resolution of tension in the school’s workforce.</li> <li>▪ Continue opportunity for staff members and groups of staff members to engage in discussion about aspects of their worksite and their roles and responsibilities.</li> <li>▪ Continue to enhance opportunities for the sharing of information so that there is a high level of awareness.</li> <li>▪ Ensure that protocols are followed in those situations where a tension may exist.</li> <li>▪ Embed Workforce Diversity and Equity concepts into the workplace (<i>WFR-PR-007: Workforce Diversity and Equity</i>).</li> <li>▪ Assist employees to achieve a work-life balance (<i>WFR-PR-008: Work-Life Balance</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extent to which Workforce Relations (Education Policy and Procedures Register) has been implemented to achieve a harmonious workplace.</li> <li>▪ Carry out duties in an honest, safe and diligent manner.</li> <li>▪ Extent to which communication at all levels of the school’s operation is as effective as possible to provide an excellent working atmosphere in which staff feel fully informed and involved in the school’s activities.</li> <li>▪ Ability to resolve grievances according to the principles of the Public Service Act 1996, especially Principle 5.2: <i>‘where possible, grievances are to be resolved locally and informally without the need for formal management under the provisions of this Directive’</i>.</li> <li>▪ Extent to which employees learn new behaviour to suit the new social context of equal employment opportunity and anti-discrimination legislation.</li> <li>▪ Ability to implement flexible work practices while ensuring educational productivity is maintained.</li> </ul>

**Workforce Objective: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010**

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

<i>Strategies</i>	<i>Actions to be implemented 2008-2010</i>	<i>How progress will be measured</i>
<p><b>EMPLOYEE HEALTH AND WELLBEING</b>                      Promote <b>safe and healthy learning environments</b> by proactively managing and regularly monitoring workplace health and safety at the school in consultation with staff and the wider community.</p>	<ul style="list-style-type: none"> <li>▪ Attend to human factors (consideration of relationships among employees at school, morale, empowerment) to increase psychological resilience, communication and develop positive work relationships,</li> <li>▪ Examine organisational health strategies for improved management and minimisation of workplace stress and absenteeism.</li> <li>▪ Provide staff with a range of organisational and personal health topics, including building resilience and coping skills, conflict resolution and stress management to improve workplace relationships.</li> <li>▪ Implement peer support and development programs through the Rehabilitation and Return to Work Coordinator.</li> <li>▪ Embed a systematic approach to the management of health and safety through key roles, responsibilities and activities including Annual Assessment, Accidents and Incidents, Workplace Health and Safety Officer (WHSO), Risk Management, Committees, Annual Operational Planning, and Visitor and Contractor Management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extent to which help, support, trust and openness are at the heart of relationships on a moment-by-moment, day-by-day basis.</li> <li>▪ Percentage of staff members satisfied with morale in the school.</li> <li>▪ Improved staff average attendance rate.</li> <li>▪ Increased staff uptake of flu vaccination program.</li> <li>▪ Annual Staff Survey results in ‘Relationships’ are above the State Mean and upwardly trending.</li> <li>▪ Monitor performance and appropriately modify and/or expand responsibilities for employee requiring support.</li> <li>▪ Document progress of assisted employee.</li> <li>▪ Annual Staff Survey results in ‘Physical Work Environment’ are above the State Mean and upwardly trending.</li> <li>▪ Ability to create a school culture that supports and fosters safe and healthy working and learning environments.</li> <li>▪ WHSO completes annual assessment to monitor health and safety practices.</li> <li>▪ Accidents and incidents are investigated and recorded using SMS WHS module.</li> </ul>

Performance Indicator	Review Comments/ School Performance 2005-2007	2008 EQ Target	School Target 2010	Data Source	
<b>LEARNING : STUDENT ACHIEVEMENT</b>					
Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, Number.	<ul style="list-style-type: none"> <li>▪ Approx. 78% of students attain the mandated levels in reading, writing and number.</li> <li>▪ Almost 1/3 of Yr 2 students are of MLOTE background which affects the Diagnostic Net results.</li> </ul>	80% Reading 87% Writing 82% Number	77% Reading 84% Writing 84% Number	Year 2 Net Data Corporate Data Warehouse (CDW)	
Percentage of students achieving national Year 3, 5 and 7 reading, writing and numeracy benchmarks.	Year 3	Student performance has been consistently higher than the State mean with measurable improvements in 2005 and 2006	Reading 95% Writing 90% Numeracy 92%	Reading 97% Writing 92% Numeracy 94%	Yr 3,5,7 Test results from QSA and CDW
	Year 5	Student performance has been upwardly trending and higher than State Means in 2006	Reading 83% Writing 93% Numeracy 97%	Reading 85% Writing 95% Numeracy 90%	
	Year 7	Student performance has been consistent over the triennium with performances at State Mean levels	Reading 88% Writing 95% Numeracy 83%	Reading 90% Writing 97% Numeracy 84%	
<b>SCHOOLS : SATISFACTION</b>					
Percentages of students and parents / caregivers satisfied that they are getting a good education at school.	2004: 84.7% 2005: 86% 2006: 85%	80% Students 80% Parents	88% Students 90% Parents	Corporate Data Warehouse (CDW)	
Percentage of parents/caregivers satisfied that the school is a good school.	2004: 83% 2005: 80.9% 2006: 85%	88%	92%	Corporate Data Warehouse (CDW)	

Performance Indicator	School Performance 2004-2006	2008 EQ Target	School Target 2009	Data Source
<b>WORKFORCE : CAPABILITY</b>				
Percentage of workforce engaged in professional development opportunities.	2004: 73.9% 2005: 87.5% 2006: 75%	83%	85%	CDW -School Opinion Survey
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives.	2005: 75.6% 2006: 75%	75%	78%	CDW -School Opinion Survey
Percentage of staff members satisfied with morale in the school.	2005: 85.4% 2006: 86%	80%	86%	CDW -School Opinion Survey
Percentage of general component of school grants budget or equivalent expended on professional development for school staff.	2004: 22% 2005: 22% 2006: 22%	10% of budget or equivalent	23% of budget or equivalent	School Information
Staff Attendance – average attendance rate based on unplanned absences of sick and emergent leave for periods of up to 5 days.	2006: 94.6%	-	95.5%	HR Information provided
Staff Retention – Proportion of teaching staff (as a percentage) retained in a program year from the pervious year.	2006: 83%	-	86%	HR Information provided