

STRATEGIC PLAN 2007-2009

<h1>Ballandean State School</h1>	<p style="text-align: center;"><i>Preparing our students for their future</i></p> <p style="text-align: center;">We recognise that our school community has a responsibility to the children in our care to provide an environment that supports their learning and development as life long learners.</p>
----------------------------------	---

As a product of self-reflection by our Community, this School Planning Overview assesses our overall progress towards the outcomes and targets of *Destination 2010* and after an examination of actions of the white paper, *Educational and Training Reforms for the Future*, defines the key strategic directions for this school from 2004 to 2006

<p>.....</p> <p>Principal Kath Wenban Date</p>	<p>.....</p> <p>Chair, P&C Anita Owens Date</p>	<p>.....</p> <p>Don Grobe Executive Director Schools, Warwick District Date</p>
---	--	---

SECTION 2 STATEMENT OF PURPOSE

DEFINITION: What we do and for whom.

We will prepare our students for their futures. We want our students to feel good about themselves and enable them to become productive members of our community. Through our curriculum we will be give the necessary groundings to seek personal goals through the lifespan..

School Values 2007 - 2009	School Beliefs 2007 - 2009	Key Strategic Directions for 2007-2009	Key Outcomes for 2009
In Ballandean State School , we ... <ul style="list-style-type: none"> ● demonstrate CARING for individuals and our community. ● RESPECT ourselves, others, property, and the environment. ● strive for EXCELLENCE in all our endeavours. ● accept RESPONSIBILITY for our choices and actions. ● show LEADERSHIP in making positive changes. 	We believe <p>Our school exists to serve students.</p> <p>All students can be successful learners.</p> <p>All staff must continue to learn together and our school must continue to improve.</p> <p>Time invested in building relationships is time well spent.</p> <p>In an open and honest partnership between students, parents, staff, and the community.</p> <p>In the unique value of people from diverse backgrounds.</p> <p>In developing well rounded learners with a commitment to lifelong learning.</p>	1. Authentic implementation of syllabus / curriculum as per departmental expectations.	All relevant curriculums for stated Key Learning Areas will be implement at a functional level in all year levels – including Early Years Curriculum.
		2. Addressing Social Skills and personal development in an explicit and transparent manner	Increase in parent and community satisfaction on surveys in relation to developing socially aware and competent learners.
		3. Provide levels of professional development that address needs of staff and as well as maintaining a level of currency in relation to pedagogy.	Staff opinion surveys indicate a high level of satisfaction in relation to training
		4. Address community needs, issues and concerns	High levels of satisfaction on surveys in relation to community capacity building.
		5. Continue to strive for optimum levels of literacy and numeracy	No children are below the national literacy or numeracy benchmark in the Y3/5/7 testing or in the year 4 and 7 assessment tasks.
		6. Increase children's access to alternate educational and vocational pathways (in conjunction with ETRF and Spotlight on Science)	Development and implementation of a varied curriculum that provides unique learning opportunities in mechanical trades, woodwork, science, robotics and horticulture and a focus on sustainable futures and care for our environment.

SECTION 3 SCHOOL CONTEXT

Review of Learning

Review of Previous School Planning Overview

Findings from review

- To keep separate KLA's as a focus
- To integrate environmental sustainability throughout the curriculum
- To integrate Information and Communication Technologies through out the curriculum
- To update and shake up ICT's to meet changing curriculum demands
- To investigate a whole school Maths approach that incorporates s play and active learning, problem solving and divergent strategies with the knowledge skills and strategies identified as essential in a succinct and user friendly manner. (Go! Maths)
- A need for more out of the classroom programs...including mechanical and chemical sciences

Review of Results 04-06

- Reading is good – keep existing program
- Spelling approach should be maintained
- Focus on demand writing is important and worthwhile
- Timelines and time frames mixed with freedom of submission is worthwhile continuing.

Review of School

Review of Previous School Planning Overview

- All classrooms a air-conditioned
- School continues to strive to be an integral part of the community – school focus on maintaining healthy inter community relationships
- Parent workshops continued to be offered about education and community (Parenting) matters – run by school and outside agencies (eg: CDS)

- Social skills program was good – could possibly be expanded to include Emotional Intelligences
- Behaviour management policy has been reviewed yearly and so to will the Responsible Behaviour Plan as requested by EQ.
- Playgroup facilities have been offered but not consistently used due to lack of an organiser

Review of Results 04-06

- Some indication of a perception of ‘unfairness’ when meeting behaviour needs and supporting anti social behaviour change – perception that everyone should be treated the same.
- Most of the community is satisfied with school facilities and grounds
- Staff dissatisfied with amount of learning space available.

Review of School Workforce

Review of Previous School Planning Overview

- Many staff involved in many systemic and district initiatives (eg: Assessment and Reporting facilitator trained, QCAR trial, Phase in School for prep and member of the prep focus group, Success for Boys program, Cleaning Certificate Upgrade)
- PD attended has supported these initiatives.

Review of Results 04-06

- Most staff satisfied with access to and nature of PD opportunities offered.
- More than 20 % of school grant spent on PD.

SECTION 4 WHAT WILL BE ACHIEVED IN LEARNING

OUTCOMES:		LE1 Improved learning outcomes for the diverse range of students at our school LE2 A learning framework with improved integration of curriculum, pedagogy, assessment and reporting that engages the diverse range of students.	
Key Direction 2007 – 2009	Outcomes 2009	Performance Indicators	School Targets 2009
<p>School Directions</p> <p>Authentic implementation of syllabus / curriculum as per departmental expectations</p> <p>Addressing Social Skills and personal development in an explicit and transparent manner.</p> <p>Continue to strive for optimum levels of literacy and numeracy.</p> <p>Increase children’s access to alternate educational and vocational pathways (in conjunction with ETRF and Spotlight on Science)</p> <p>To weave ethos of environmental sustainability throughout all curriculum areas as appropriate.</p> <p>To implement the Go! Maths program for three years and review</p>	<p>All relevant curriculum for stated Key Learning Areas will be implement at a functional level in all year levels – including Early Years Curriculum.</p> <p>Increase in parent and community satisfaction on surveys in relation to developing socially aware and competent learners.</p> <p>No children are below the national literacy or numeracy benchmark in the Y3/5/7 testing or in the year 4 and 7 assessment tasks.</p> <p>Development and implementation of a varied curriculum that provides unique learning opportunities in mechanical trades, woodwork, science, robotics and horticulture.</p> <p>Children will have a internal philosophy that embraces the principles of environmental sustainability</p> <p>Children will have a wider exposure to the Maths Curriculum achieved through an active and problem solving approach to Maths throughout year P - 7</p>	<p>School work programs.</p> <p>Teacher planning, pedagogy, assessment and reporting.</p> <p>Student learning outcomes and experiences</p> <p>High levels of satisfaction on surveys</p> <p>Evidential conversations with school community</p> <p>Reduction in need for modified programs to meet social agendas.</p> <p>Results of state wide assessments in year 2, 3, 4, 5, 6, 7.</p> <p>School based data</p> <p>Response to surveys</p> <p>Number of children involved in alternate programs</p> <p>Interest by parents and children in environmental l and Pro social indicators (COM Alco, River Health , Community sustainability)</p> <p>Results in Maths assessment and level of enjoyment (School based assessments, systemic devices (assessment tasks and tests))</p>	<p>100% implementation of programs</p> <p>85 % satisfaction on SOS</p> <p>50% reduction in need for modified programs to address social needs.</p> <p>No results below benchmarks</p> <p>50 % participation in alternate programs.</p> <p>65% of children interested as evidenced through indicator</p> <p>Distance travelled results improved.</p>

Systemic Direction: Partners for Success	Achieve embedded status at least once in the three year period		
Queensland Curriculum, Assessment and Reporting Framework Enquiry based Science ETRF ... early, middle & later + ICT for Learning	Achieve the agreed school qualitative targets in each years of the agreement	Performance on Year 2 Net Performance on Year 5 Test Satisfaction of clients with the question "they are getting a good education form school" Student satisfaction with the way computers are used for learning	By 2009 these target negotiated with the EDS will be attained.
Educational Adjustment program Rural and Remote Education Framework for Action Gifted Education Queensland Educating Children and Young People in care	Achieve the agreed school quantitative targets in each years of the agreement	Targeted intervention strategies Shared philosophy and integrated learning program enacted across early years. Integrated curriculum planning responding to student and community needs	By 2009 these qualitative targets will be embedded in practice.

SECTION 5 WHAT WILL BE ACHIEVED IN THE OBJECTIVE SCHOOLS

OUTCOME: SC1: Schools have innovative and distinctive responses to community and student needs. SC2: Schools have productive partnerships with their community, business, industry and other government agencies. SC3: Schools provide safe, tolerant and disciplined learning environments. SC4: Schools have increased enrolments.			
Key Direction 2007 – 2009	Outcomes 2009	Performance Indicators	School Targets 2009
School Directions Address community needs, issues and concerns as they arise To involve the wider community in school celebrations To increase veracity of internal monitoring process of financial and resource management	Increased involvement by school community in school affairs To host a successful centenary in 2009 A good audit report Satisfaction of Principal and AO2	Attendance at school events and level of support demonstrated by members of the school community Attendance and involvement in centenary through all stages Audit Report Evidential conversations	70 % attendance/support at events by appropriate community members. High level of satisfaction
Systemic Direction: School & Community Schools and Clusters Community Engagement School & Industry partnerships Supportive Learning Environments School Planning and Reporting	Achieve the agreed school quantitative targets in each years of the agreement	Schools have a clear educational rationale responsive to community needs, for their distinctive approach to improving learning outcomes. Schools have strategies to increase community access to school facilities and the further enhancement of schools as hubs for community activities. Percentage of parents/caregivers satisfied that the school is a good school. Percentage of students continuing schooling across key junctures – Year 7 to Year 8,	

SECTION 6 WHAT WILL BE ACHIEVED IN SCHOOL WORKFORCE

OUTCOME: WO1: Workforce has the capability and flexibility to deliver the objectives of QSE-2010 with teachers involved in learning and development opportunities to ensure continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice. WO2: : Leadership drives educational reform, supports productive relationships and promotes innovation			
Key Direction 2007 – 2009	Outcomes 2009	Performance Indicators	School Targets 2009
School Directions Provide levels of professional development that address needs of staff and as well as maintaining a level of currency in relation to pedagogy.	Staff is satisfied that their professional training needs have been met.	Percentage of staff satisfied that identified training needs have been met in a timely manner.	80 % of staff indicate that their training needs have been met in a timely manner.
Systemic Direction: Professional Learning - Standards for Teachers Continuous learning - Warwick District CAP Group Leadership Leadership Development Employment and Diversity Employee health and well being	Achieve the agreed school qualitative targets in each years of the agreement	Percentage of general component of school grant budget or equivalent expended on learning and development for school staff. Percentage of workforce engaged in learning and development opportunities. Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	The amount of school grant money spent on training and development is greater than departmental target. Negotiated targets have been met.

SECTION 7 FOCUSING AND MANAGING OUR OTHER RESOURCES

OUTCOME: Maintaining the asset value through sound financial planning			
Key Strategies 2007 – 2009 ...think through the implications of the Comments. Use Alignment Frame	Outcomes 2009	Performance Indicators	School Targets 2009
School Directions To increase the amount of designated learning spaces. To maintain existing learning spaces To improve financial management strategies throughout the school.	Opinion surveys show a high level of satisfaction with facilities with students, parents and staff. High level of satisfaction is indicated by principal and AO in relation to financial management.	Construction of two learning spaces to meet teaching and learning needs. Continued maintenance of grounds. Audit report	Increased percentages of level of very satisfied responses in surveys in relation to facilities A satisfactory audit report

SECTION 8 SYSTEMIC QUANTITATIVE AND QUALITATIVE TARGETS

Quantitative Targets

Performance Indicators and Targets of Destination 2010		State Data		School Performance					
QSE 2010 Targets	Sub Targets	2001 State	2005 State	2004	2005	Target2006	2007	2008	Target2009
LE 1.1 Percentage of Students not requiring additional support	Number Yr 2, no additional support	77	82	88.9	100	80	80	90	
	Reading Yr 2, no additional support	73	80	88.9	100	80	80	85	
	Writing Yr 2, no additional support	82	85	88.9	100	80	80	100	
LE 1.2 Percentage of students achieving national Year 5 reading Benchmarks ¹		615.6	635.5	100	100	80	80	90	
LE2.1: Percentage of students, and parents and caregivers satisfied that they are getting a good education at school.	Parents/caregivers, a good education	76	80	94.6	97.6	85	80	90	
	Students, a good education	77	80	100	95.8	85	80	90	
LE2.2: Percentage of students satisfied with the way computers are used for learning.		63	70			70	80		
SC3.1: Percentage of parents/caregivers satisfied that the school is a good school.		84	88	100	97.6	85	80	100	
SC4.3: Percentage of students continuing schooling across key junctures –	Students continuing across key junctures - Yrs 7-8	87	91						
WO1.2: Percentage of general component of school grant budget or equivalent expended on learning and development for school staff.		0	10	20	24.3	20	20	20	
WO1.3: Percentage of workforce engaged in learning and development opportunities.				70	85.7	80	80	90	
WO1.4: Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.		72	80	100	92.9	80	80	100	

¹ The unit of measure here is a probit not a raw or standardised score.

Key Strategies Qualitative Targets 2001 - 2009

PLANNING STRATEGY	Year 2004	Year 2005	Year 2006	Year 2007	Year 2008	YEAR 2009
LE1.5 School has targeted intervention strategies to improve learning outcomes for all students.	Embedded in practice.	Significant Progress	Embedded in practice.	Embedded in practice.	Significant Progress	Embedded in practice.
LE1.6 School has strategies to implement the Partners for Success Action Plan.	Limited Progress	Planning Exists	Significant Progress	Significant Progress	Embedded in practice.	Embedded in practice.
LE2.3 School has shared philosophy and an integrated learning program enacted across early childhood years (schools with primary classes only).	Embedded in practice.	Embedded in practice.	Embedded in practice.	Embedded in practice.	Embedded in practice.	Embedded in practice.
LE2.4 School has curriculum planning that integrates curriculum, pedagogy, assessment and reporting in response to students and community needs.	Significant Progress	Embedded in practice.	Significant Progress	Significant Progress	Significant Progress	Embedded in practice.
SC1.1 School has a clear educational rationale responsive to community needs, for their distinctive approach to improving learning outcomes.	Embedded in practice.	Significant Progress.	Significant Progress	Significant Progress	Embedded in practice.	Embedded in practice.
SC1.2 School has strategies to implement the Middle Phase of Learning State School Action Plan.	Planning Exists	Significant Progress	Significant Progress	Significant Progress	Embedded in practice	Embedded in practice
SC2.1 School has strategies to increase community access to school facilities and the further enhancement of schools as hubs for community activities.	Embedded in practice.	Significant Progress	Significant Progress	Significant Progress	Embedded in practice	Embedded in practice
WO1.2 In the years 06-09, the percentage of the general school grant budget or equivalent spent on learning and development for staff will be 15%						

No Appreciable Start**Limited Progress****Planning Exists****Significant Progress****Embedded in Practice**

Evidence of School community awareness raising.-
 Wide and appropriate stakeholder engagement evident.-
 Planning implemented with identified strategies in place.-
 Accepted part of school practice.-

Data/information gathering apparent.
 Planning documentation provides clear direction regarding implementation.
 Wide stakeholder commitment and engagement in implementation.
 Ongoing review and evaluation is evident.

Appendix 1 Summary of Parent and Staff Responses

Parent Outcomes	Staff Outcomes	Key Outcomes for 2007	Key Strategic Directions for 07-09

Literacy Plan 07 - 09