

Annual Operational Plan 2009

STRATEGIC DIRECTIONS (2009-2011)

- Conduct a TSR 2009
- Continue to review and align school curriculum processes to QCAR and Essential Learnings- P-12 Curriculum Framework
- Focus PD for staff to increase ICTs use and skill level
- Increase student access to and competency with ICT's as tools for learning

2009 PRIORITIES:

- Improve results in Literacy and Numeracy
- Increased use of ICT's in education
- Implement and supervise facility improvements

APPROVAL

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

.....
Kathleen Wenban
Principal

/ /2009

.....
Anita Owens
P&C President/School Council Chair

/ /2009

.....
Don Grobe
Executive Director Schools

/ /2009

Ballandean State School Annual Operational Plan 2009

	Learning Implement a learning framework to prepare students for living in a complex, multicultural, networked societies		Schools Create learning communities that meet the diverse student, parent and community needs		Workforce Ensure the workforce has the capability and flexibility to deliver the objectives of QSE-2010	
Key Focus Areas	LEARNING Key Actions for 2009	Cost Centre	SCHOOLS Key Actions for 2009	Cost Centre	WORKFORCE Key Actions for 2009	Cost Centre
Authentic implementation of syllabus / curriculum as per departmental expectations	<ul style="list-style-type: none"> Provide framework and funds for students to be involved in a range of activities Provide digital resources and support to meet learning and training needs 	<ul style="list-style-type: none"> LCAM LENV LICT LLTS 	<ul style="list-style-type: none"> Provide digital resources and support to meet learning and training needs 		<ul style="list-style-type: none"> Support staff PD eg: ICT certificates, literacy, conferences 	<ul style="list-style-type: none"> WPDF
Authentic implementation of syllabus / curriculum as per departmental expectations Authentic implementation of syllabus / curriculum as per departmental expectations Continue to strive for optimum levels of literacy and numeracy.	<ul style="list-style-type: none"> Ensure indigenous education needs and needs of all students are met- monitor inclusive practices 	<ul style="list-style-type: none"> LAVT LCAS LIED LPSP LQSA 	<ul style="list-style-type: none"> Pursue projects that will create environmental sustainability 		<ul style="list-style-type: none"> Implement programmes and maintain networks that strengthen leadership skills 	
Authentic implementation of syllabus / curriculum as per departmental expectations	<ul style="list-style-type: none"> Implement school's Curriculum Framework 	<ul style="list-style-type: none"> LL2/3 LL47 LLEA LLIB LLP1 LTRS 	<ul style="list-style-type: none"> Provide for a safe environment 	<ul style="list-style-type: none"> SCGR SCUS SGRO SMWK 	<ul style="list-style-type: none"> Regular monitoring of workforce to promote healthy workplace. 	
Continue to strive for optimum levels of literacy and numeracy.	<ul style="list-style-type: none"> Promote programmes to ensure classroom focus on Literacy & Numeracy and Environmental sustainability 		<ul style="list-style-type: none"> Continue Operational and Administrative processes to aid efficient school management. 	<ul style="list-style-type: none"> SADM SADW STEL SUTL 		

Key Focus Areas	LEARNING Key Actions for 2009	Cost Centre	SCHOOLS Key Actions for 2009	Cost Centre	WORKFORCE Key Actions for 2009	Cost Centre
To increase veracity of internal monitoring process of financial and resource management	•	•	• Asset replacement	• SEQR • XEQR	•	•
To involve the wider community in school celebrations	•	• SCEN	• Celebrate the Centenary of the Ballandean state School in style • Continue to promote positive interactions with wider community	• SCOM • SSYM	•	•

**Destination 2010 and DDSW Priorities Strategy Summary
All Schools**

Destination 2010 Outcomes and Strategies		Specific Focus for 2009	Ongoing Implementation	Implemented & Embedded in Practice	Not Applicable to Our School
LEARNING	LE1 – Improved learning outcomes for the diverse range of students in EQ schools				
	<i>Literacy and Numeracy</i>				
	Support PD designed to improve literacy and numeracy outcomes for all students in all learning areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Review whole school literacy & numeracy planning processes with a renewed focus of literacy and numeracy in the curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Inclusive Practices</i>				
	Address the guiding principles of the <i>Inclusive Education Statement</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Implement EAP by identifying the learning adjustment needs for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Implement the <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Implement the <i>Rural and Remote Education Framework for Action</i> in rural and remote communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement the <i>Framework for Gifted Education</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support children and young people in the care of the state through Educational Support Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	LE2 – Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students				
<i>Curriculum, Teaching, Assessment and Reporting</i>					
Commence whole school planning to implement the P-12 Curriculum Framework, embedding the QCAR framework in Years 1 to 9 and the Essential Learnings and Standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Embed use of ICTs as an integral component of curriculum, teaching and learning [e-learning]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Early Phase of Learning</i> (if applicable)					
Consolidate the Prep Year implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Destination 2010 Outcomes and Strategies		Specific Focus for 2009	Ongoing Implementation	Implemented & Embedded in Practice	Not Applicable to Our School
	Implement responsive curriculum programs guided by the <i>Early Phase of Learning Action Plan</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Middle Phase of Learning</i>				
	Continue to implement the <i>Middle Phase of Learning State School Action Plan</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	LE3– An Increased number of students completing the Senior Phase of Learning				
	Work with all Year 10 students to develop <i>Senior Education and Training (SET) plans</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Work with other education providers, industry and employers, government agencies and organisations to ensure students –				
	○ Have access to a range of meaningful and sustainable learning pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	○ Maximise participation in <i>School-based Apprenticeships and Traineeships</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Facilitate access to flexible options in the delivery of educational services by the use of ICT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and maximise opportunities to achieve the <i>Qld Certificate of Education</i> and the <i>Qld Certificate of Individual Achievement</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Offer a flexible range of learning options to –					
○ Engage all students, particularly those at risk of leaving school early;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
○ Assist disengaged students to reconnect with learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Destination 2010 Outcomes and Strategies		Specific Focus for 2009	Ongoing Implementation	Implemented & Embedded in Practice	Not Applicable to Our School
SCHOOLS	SC1 - Schools have innovative and distinctive strategies responsive to student, parent and community needs				
	<i>Schools and Community</i>				
	Participate in communication strategies inc. digital, to enable the sharing of best practice in curriculum/teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement strategies for proactively engaging & working with all Indigenous families in the school community	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Schools and Clusters</i>				
	Support successful transition of students between phases –	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ Prep-Yr 12;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ cooperative alliances and planning processes between primary, secondary, special schools and TAFE;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	○ transition into school from home, and through the phases of learning and beyond	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SC2 - Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies				
<i>Parent and Community Engagement</i>					
Develop school as a public asset, a centre for learning, and community engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Continue to involve parents in the implementation of school-wide policies and initiatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Environmental Sustainability</i>					
Implement strategies and actions in partnership with the community to reduce the school's ecological footprint	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Industry and other Agencies</i>					
Strengthen partnerships to					
○ increase student involvement in the workplace and community organisation sites	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
○ ensure school programs are connected to knowledge-based economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Expand links between schools and industry/employers to enhance employment and learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Continue to work with other government agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SC 3 - Schools provide safe, supportive and disciplined learning environments					
<i>Supportive Learning Environments</i>					
Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by					
○ implementing the school <i>Responsible Behaviour Plan for Students</i> as outlined in Code of School Behaviour	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
○ utilising the resources of the <i>National Safe Schools Framework</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Continue to implement <i>Smart Choices – the Healthy Food and Drink Supply Strategy for Queensland Schools</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Implement the key components of <i>Smart Moves – Physical Activity Programs in Queensland State Schools</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SC 4 - Schools have effective school planning and reporting processes					
<i>School Planning and Reporting</i>					
Implement SIAF and Destination 2010	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effective and accountable use of human, physical and financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2005) where applicable are met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	Destination 2010 Outcomes and Strategies	Specific Focus for 2009	Ongoing Implementation	Implemented & Embedded in Practice	Not Applicable to Our School
WORKFORCE	WO1 - A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing learning and development opportunities				
	<i>Teacher Professionalism</i>				
	Implement, through a range of modes inc ICT, PD focused on key school priorities in the annual <i>Professional Development Agenda</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use the Professional Standards for Teachers for reflection, planning and PD to maximise student-learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support supervision and development of pre-service and beginning teachers, internships and teacher induction programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Ensure all teachers have completed the introductory session on Crossing Cultures: It's Everyone's Business package	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Provide opportunities for staff to gain their ICT Pedagogical Licence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Continuous Professional Development</i>				
	Celebrate the achievements of school staff through the New Professionalism program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide opportunities for staff to gain tertiary credit through the Professional Development Pathways program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Phased implementation of the Developing Performance Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide an induction program for all new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	WO2 - Leadership that drives educational reform, supports productive relationships and promotes innovation				
	<i>Leadership</i>				
	Utilise <i>Leadership Matters: Leadership capabilities for Education Queensland Principals</i> to strengthen performance and guide PD for school leaders and aspirants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Implement programs and maintain networks to strengthen the quality of leadership in the school and develop a constructive organisational climate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	WO3 - A healthy workforce engaged in a safe and supportive work environment				
	<i>Employee Health and Wellbeing</i>				
	Promote a safe and healthy learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement the <i>Health, Safety and Wellbeing Action Plan 2007-2008</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wherever possible resolve grievances and industrial disputes at the school level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Workforce Diversity and Equity</i>					
Ensure the school is an inclusive work environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Implement the –					
o <i>Workforce Diversity and Equity Framework For Action 2006-2008</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
o <i>Aboriginal and Torres Strait Islander Framework for Action</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DESTINATION 2010 SCHOOL PERFORMANCE INDICATORS

MANDATED TARGET SETTING

Destination 2010 – School Performance Indicators

	National Benchmark					School Information	
	Results				Target	Results	Target
	2008	2009	2010	2011	2012	2008 90	2009 100
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Reading.						70	100
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Writing.						90	100
Percentage of student not requiring additional support for Year 2 Diagnostic Net : Number.						90	100
Percentage of students achieving national Year 3 reading benchmarks.	92					90	100
Percentage of students achieving national Year 3 spelling benchmarks.	93					90	100
Percentage of students achieving national Year 3 writing benchmarks.	95					80	100
Percentage of students achieving national Year 3 grammar punctuation benchmarks.	92					90	100
Percentage of students achieving national Year 3 numeracy benchmarks.	95					91	100
Percentage of student achieving national Year 5 reading benchmarks.	91					80	100
Percentage of student achieving national Year 5 spelling benchmarks	92					80	100
Percentage of student achieving national Year 5 writing benchmarks.	93					90	100
Percentage of student achieving national Year 5 grammar punctuation benchmarks	92					90	100
Percentage of student achieving national Year 5 numeracy benchmarks.	93					90	100
Percentage of student achieving national Year 7 reading benchmarks.	94					94	100
Percentage of student achieving national Year 7 spelling benchmarks.	93					81	100
Percentage of students achieving national Year 7 writing benchmarks.	92					69	100
Percentage of student achieving national Year 7 grammar punctuation benchmarks.	92					88	100
Percentage of students achieving national Year 7 numeracy benchmarks.	95					100	100
	State Info						
	2008	2009	2010	2011	2012		
Percentage of students, satisfied that they are getting a good education from school.	80				80	89	100
Percentage of parents and caregivers, satisfied that they are getting a good education from school.	80				80	97	100
Percentage of parents/caregivers satisfied that the school is a good school.	88				88	100	100
Percentage of workforce engaged in professional development opportunities.	72				83	63	100
Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	83				75	100	100
Percentage of staff members satisfied with morale in the school.	75				80	100	100
Percentage of general component of school grant budget or equivalent expended on professional development for school staff.	80				10	20	100