



Education Queensland



## MERRIMAC STATE SCHOOL Annual Operational Plan 2009

### **STATEMENT OF PURPOSE**

#### **Statement of Purpose:**

The School Community has developed a vision statement and statement of purpose for Merrimac State School. It was felt that our children are our future. As such the emphasis at Merrimac should be on: **“Educating the Future”**

#### **Preparing Students for the Future:**

It is the aim of our school to develop students to possess the necessary characteristics and skills in order to become successful and active members of the wider community. Our aim is to prepare students to be:

- life long learners
- lateral thinkers
- effective communicators
- environmentally conscious citizens
- competent users of literacy, numeracy and technology
- culturally sensitive community members
- individual and cooperative workers
- confident and motivated
- honest and courteous
- respectful and caring
- positive role models
- potential leaders

The attainment of such important outcomes underpins the curriculum programs, the learning and teaching and everyday practices of Merrimac State School.

**Vision Statement:**

Merrimac State School's vision is to engage our students in life long learning through:

- developing self esteem in a supportive and caring environment
- an emphasis on each child's learning needs and interests
- the effective implementation of a quality curriculum
- the effective integration of learning technology
- a range of cultural, sporting and social activities
- a respect and appreciation of our natural surroundings
- the development of a range of resources and facilities to support quality student achievements
- active participation by students, staff, parents and community members

**Values and Beliefs:**

Our vision will be realised through a commitment to:

- fostering a sense of school pride
- providing positive and supportive role models
- creating an attractive, safe and supportive learning environment
- catering for the individual needs of all students
- improving the quality of curriculum programs
- implementing quality curriculum programs
- integrating learning technology across the curriculum
- empowering staff and students
- valuing the ideas, opinions and efforts of all staff, students and community

## **KEY STRATEGIC PRIORITIES FOR 2009**

<b>Learning</b>	<b>Schools</b>	<b>School Workforce</b>
<ul style="list-style-type: none"> <li>• Develop whole school Curriculum Framework in relation to QCARF (based on essential learnings and standards)</li> <li>• Focus on enquiry based approach to learning (ways of working)</li> <li>• Continued Literacy and Numeracy Focus</li> <li>• Assessment, Moderation and Reporting Focus</li> <li>• Consolidation of Early Years Curriculum</li> <li>• Implementation of Smart Classrooms ICT initiatives</li> <li>• Implementation of early and middle years initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Review School Code of Behaviour (safe school environment)</li> <li>• Develop School Community Links and Partnerships</li> <li>• Enhancement of facilities and grounds</li> <li>• Cluster and Community of Schools involvement</li> <li>• Implementation of Smart Moves</li> <li>• Consolidation of Smart Choices initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development for all staff – Literacy, Numeracy, Science, ICT and Social Moderation</li> <li>• Implementation of the Developing Performance Framework</li> <li>• Development of greater team approach</li> <li>• Leadership density enhancement</li> <li>• Employee health, safety and wellbeing initiatives</li> </ul>

## **CERTIFICATION**

This School Annual Operational Plan was developed in consultation with the school community.

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Principal

13 / 03 / 2009

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P&C President

13 / 03 / 2009

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Executive Director (Schools)

/ / 2009



<p><i>Support <b>professional development</b> designed to improve numeracy outcomes for all students in all learning areas.</i>  First Steps Maths inservice  Numeracy inservice on Go Maths</p>	R Pointing, W Jenks, C Hall, L Murray		
<b>INCLUSIVE PRACTICES</b>			
<p><i>Address the guiding principles of the <u>Inclusive Education Statement</u></i>  Proactive intervention programs  - increase TA support for identified children  - increase Teacher Aide contact time with students  - target support and intervention for identified year level groups  Chaplaincy Program - further development of Chaplain role within school  Improve learning outcomes for all students by addressing the guiding principles of the Inclusive Education Statement  New role for LST and catering for students with learning difficulties  ESL Support  Increased focus on proactive early intervention.</p>	W Jenks (SN) C Yeates L Scott (GO) C Cornish, R Wakelin (LST) C Boulay (ESL) Special Needs S Mead (Chaplain) K Barrett (Year 2 Net) R Pointing (Upper School Literacy Grant)  IESIP LESPSS	 400 400 400  2000 11461 18620  1189 618	 LGUI LLSU – CCT 2 LESL  SCHP LY21 – CCT 12 LUSL  LCJS LLES
<p><i>Implement the <u>Education Adjustment Program</u> by identifying and applying the learning adjustment needs for students with disabilities</i>  Students with identified learning difficulties appraised and catered for in appropriate and effective programs.  School provides support for all students with a learning disability and who are ascertained II, PI or ASD  School provides a variety of programs that target students at educational risk through Special Needs Committee.</p>	W Jenks S Morgan Special Needs		
<p><i>Continue to implement the <u>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</u></i>  Staff awareness of the Partners for Success program  Implement strategies for proactively engaging and working with all indigenous families in the school community to support the educational and social achievement of their children  Implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools  ATSI/ASSPA student support plans</p>	W Jenks (ATSI)	1500	ITAS

<p><i>Implement the <u>Rural and Remote Education Framework for Action</u> to maintain and improve the attendance, retention and achievement of students in rural and remote communities</i></p> <p>Staff awareness of the rural and remote education framework</p>	R Pointing		
<p><i>Implement the <u>Framework for Gifted Education</u></i></p> <p>School G and T coordinator Review whole school G&amp;T Program and update whole school data base School and Cluster G&amp;T Days</p>	L Murray J Dickman (G&T) J Dickman (Debating) L Chilvers (Cluster Days) R Wakelin (Chess)	1000 1000 250	LG&T – CCT 4 LDEB – CCT 2 LCHE
<p><i>Support children and young people in the care of the state through the development and implementation of <u>Education Support Plans</u></i></p>	W Jenks (SN) L Scott (GO)	3380	SKIC
<p><b>Outcome LE2: Improved alignment of curriculum planning, teaching, assessment and that engages our diverse range of students in learning</b></p>	<b>Responsible Officer</b>	<b>Allocation</b>	<b>Cost Centre</b>
<p><b>CURRICULUM PLANNING, TEACHING, ASSESSMENT AND REPORTING</b></p>			
<p><i>Implement the P-12 Curriculum Framework- Policy, Principles and Guidelines for Queensland State Schools</i></p> <p>Curriculum Framework - Sequential Integrated and Stand Alone KLA based units of study - Focus on ways of working across all curriculum areas (inquiry based approach) - What Schools Value Framework Science Plan - Further implementation of enquiry approach to learning (implementation of Primary Connections and school based units of study) School Data Analysis of NAPLAN, Yr 2 Net and School based data to inform teaching and learning practices Schedule of school performance reviews and targets in Literacy and Numeracy.</p>	L Murray (HoC) A Stewart (OneSch) A Stewart (Environ) S Zarew (HRE) M Singh (Learn to Swim) M Singh (Phy Educ) L. Murray (Science) L Murray (SOSE) C Connellan (Art) C Yeates (Class Res) K Barrett (Life Educ) V Swaby (Res Centre) • General • Accessioning L Parkes (Stud Council)	4500 720 950 2636 4000 1200 600 400 20100 1500 5900 1900 1500	LCUR – CCT 25 LENV – CCT 1 LHRE – CCT 2 LLTS LPHY – CCT 4 LSCI LSOS LART – CCT 1 SCLA SLED LRES LCMA STSC
<p><i>Continue whole school planning to implement <u>Early Years Curriculum Guidelines</u> in the Preparatory Year.</i></p> <p>Consolidate Early Years Curriculum - P to 3 framework - Year Two Net</p>	C Hall, L Murray J Spencer (Prep) V Lamburd (Early Years) C Cornish, R Wakelin K Barrett		

<p><i>Continue whole-school planning to implement the <u>Queensland Curriculum Assessment and Reporting (QCAR)</u> framework in Years 1 to 9.</i>  <u>Queensland Curriculum, Assessment and Reporting Framework</u>  QCARF - Essential Learnings, Standards, Assessment (including QCATs and Assessment Bank), Moderation and Reporting</p>	<p>L Murray, R Pointing, W Jenks, C Hall, Curriculum Group</p>	<p>1000</p>	<p>LASS</p>
<p><i>Continue to embed the use of Information and Communication Technologies (ICT) as an integral component of curriculum planning, teaching and learning.</i>  Smart Classrooms initiatives – MOE, Computers 4 Teachers  Full Implementation of One School  Embed the use of ICT as an integral component of curriculum and teaching and learning  Continue to support the Education Queensland strategy by enhancing and upgrading hardware through a Technology Replacement Plan.  Use of electronic white boards in the classroom to support teaching and learning</p>	<p>W Jenks  A Valle</p>	<p>36700</p>	<p>LTEC – CCT 4</p>
<p><b>LEARNING ACROSS THE PHASES</b></p>			
<p><i>Consolidate the implementation of the Preparatory Year</i>  Prep coordinator</p>	<p>C Hall  J Spencer (Prep)</p>		
<p><i>Implement a curriculum that promotes continuity of learning and that maximises student engagement and ongoing achievement throughout the early, middle and senior <u>phases of learning</u> .</i>  <u>Early</u>  Year 2 Net Intervention and development of policy on procedures and processes  Consolidate the Prep year curriculum development and implementation  Implement responsive curriculum programs in the early years to promote continuity of teaching and learning guided by the Early Phases of Learning Action Plan  Continue to embed Early Years Curriculum Guidelines in units of learning  Explore greater focus on early proactive intervention</p> <p><u>Middle</u>  Continue to implement the Middle Phases of Learning State School Action Plan to provide learning experiences that maximise student engagement and achievement, and support the transition from primary to secondary education  Continue to foster Cluster initiatives  Extend Transition Program for students with Special Needs to High School</p>	<p>C Hall, L Murray  J Spencer (Prep)  K Barrett (Yr 2 Net)  V Lamburd (Early Years)  C Cornish, R Wakelin</p> <p>W Jenks, L Murray  R Pointing (Cluster)  C Cornish, R Wakelin  S Morgan</p>	<p>800</p> <p>700</p>	<p>LEAR – CCT 1</p> <p>LMID</p>



<p>Continue to develop team approach and use of Senior Teachers in management structure at Merrimac.</p> <p>Continue to develop leadership density through various leadership roles within the teams and curriculum areas.</p> <p>Important role of School Council in developing school's strategic direction.</p> <p>New Enrolment Surveys</p> <p>Monitor school enrolment trends</p>	<p>R Pointing</p> <p>R Pointing</p> <p>R Pointing</p> <p>L Murray</p> <p>R Pointing</p>		
<p><i>Participate in communication strategies, including digital, to enable the sharing of best practice in curriculum and teaching across the phases of learning.</i></p> <p>Juncture meetings</p> <p>Sharing of best practices through Community of Schools</p> <p>Use of intranet for sharing across phases of learning</p>	<p>R Pointing, L Murray</p> <p>W Jenks, C Hall</p>		
<p><i>Implement strategies for proactively engaging and working with all Indigenous families in the school community to support the educational and social achievement of their children.</i></p> <p>Work with indigenous health services</p>	<p>W Jenks</p> <p>Special Needs</p>		
<p><b>SCHOOLS AND CLUSTERS</b></p>			
<p><i>Support successful student transition by developing schooling as a seamless learning continuum from Prep to Year 12</i></p> <p>Mid Coast Community of Schools initiatives</p>	<p>R Pointing, L Murray</p>	<p>2000</p>	<p>SMMC</p>
<p><i>Develop cooperative alliances and planning processes between primary, secondary, special schools, and TAFE institutes</i></p> <p>Foster further links between Merrimac Primary and Merrimac High</p> <p>Mid Coast Community of Schools involvement - School involvement in the Mid Coast Community of Schools and Robina High Cluster</p> <p>Principal Association involvement</p>	<p>R Pointing</p> <p>R Pointing</p> <p>R Pointing</p>		
<p><i>Develop processes to enable children to make the transition into school from home, and young people to make the transition through the phases of learning and beyond.</i></p> <p>Visits and communication with neighbouring child care centres</p> <p>Prep Orientation and promotion</p>	<p>C Hall</p> <p>J Spencer (Prep Coordinator)</p>		

<b><i>Outcome SC2: Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies</i></b>	<b>Responsible Officer</b>	<b>Allocation</b>	<b>Cost Centre</b>
<b>PARENT AND COMMUNITY ENGAGEMENT</b> Parent/Teacher meetings Term class newsletters (develop common template) Parent helpers in the classroom	R Pointing W Jenks, C Hall C Hall		
<i>Develop the school as a public asset, a centre for learning, and community engagement</i> Utilisation of MPC - Community use of MPC Tennis Coaching Speech and Drama classes After school sport and recreational activities Outside Hours School Care EQ use of conference room Utilisation of ICT Centre and Video Conferencing Facilities Merrimac SS as a site for the EQ Encouraging Diversity Video Teleconferences Develop partnerships with neighbouring businesses (Hillview House, Lakelands) Work with GCCC, Qld Transport and community through Safest Committee to improve traffic flow in local area and parking near school.	P and C, C Yeates R Pointing  R Pointing  W Jenks C Hall W Jenks R Pointing		
<i>Continue to involve parents in the implementation of school-wide policies and initiatives</i> Develop plans for closer school / community liaison through School Council and P&C. Effective School Council	R Pointing		
<b>ENVIRONMENTAL SUSTAINABILITY</b>			
<i>Implement strategies and actions, in partnership with the community and within the school, to <u>reduce the school's ecological footprint</u></i> Solar Energy Program Use of recycled water	R Pointing, C Yeates I Jeffrey		

<b>INDUSTRY AND OTHER AGENCIES</b>			
<i>Strengthen partnerships to increase student involvement in the workplace and community organisation sites</i>	R Pointing, C Yeates		
<i>Strengthen partnerships to ensure school programs are connected to the demands of a knowledge-based economy.</i>	W Jenks		
<i>Expand links between schools and industry/ employers to enhance employment and learning outcomes for students</i>	R Pointing, C Yeates		
<i>Continue to work with other government agencies</i> JAB Child Safety Child Health School Dental service	C Hall, W Jenks, R Pointing		
<b>SUPPORTIVE LEARNING ENVIRONMENTS</b>			
<i>Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by</i> <ul style="list-style-type: none"> <li>• <i>implementing the school Responsible Behaviour Plan for Students that responds to the expectations outlined in the <u>Code of School Behaviour</u></i></li> <li>• <i>utilising the resources of <u>National Safe Schools Framework (NSSF)</u></i></li> </ul> <u>Code of School Behaviour</u> Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by implementing the school Responsible Behaviour Plan for Students that responds to the expectations outlined in the Code of School Behaviour Monitor, review and refine school Behaviour Management program Implement Responsible Behaviour Program	R Pointing W Jenks C Hall L Murray L Scott	13000  3600	SBEH  LBEH – CCT 2

<p><u>National Safe Schools Framework</u>  Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by utilising the resources of the National Safe Schools Framework  Review excursion policy and procedures  Review student dress code  Develop volunteer policy and procedures  Enhance school security strategies</p> <p><u>School Operations</u>  Smooth management and school operations</p>	<p>R Pointing, W Jenks, C Hall,  L Murray  W Jenks  R Pointing  C Hall  R Pointing, C Yeates</p> <p>R Pointing, C Yeates, W  Jenks, C Hall, L Murray  C Yeates:  Electricity ]  Rates ]  Sanitary ]  Telecommunications ]  Minor Works  Grounds AAEP  Grounds Maintenance ]  Photocopying  Postage  Stock  SMS  Advertising  Fax/Laminator  New Equipment Purchase  Curriculum Equipment  Classroom Facilities  Equipment Repair  School Improvement  Cleaning ]  WPH &amp; Safety ]  AAEP  Graduation  Asset Provisions</p>	<p>62412</p> <p>10000</p> <p>17000</p> <p>14906</p> <p>45000</p> <p>8600</p> <p>11500</p> <p>12000</p> <p>1500</p> <p>8926</p>	<p>CCT general – 16  days  SUTE</p> <p>SMIN  SGAA  SGRM</p> <p>SSMS</p> <p>SSIM</p> <p>SCLE</p> <p>SAAE  STSC  XSOR</p>
<p><u>Continue to embed Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools</u>  Consolidation of Smart Choices initiatives</p>	<p>C Hall, R Pointing</p>		
<p><u>Continue to embed the key components of Smart Moves - Physical Activity Programs in Queensland State Schools</u>  Strategies for the implementation of Smart Moves  Continue involvement in Interschool Sport  Eat Well, Be Active Program</p>	<p>R Pointing  M Singh  R Pointing, Fit Kids</p>		

<p><i>School Facilities and Grounds Enhancement Plan</i>  Develop whole school facilities and grounds enhancement plan (short and long term priorities)  Short and Long Term Maintenance Program and Priorities  Special Projects: Prep Covered Walkway and new Bus Shelter  Cluster painter  Enhancing classrooms  Increase number of electronic white boards in classrooms  Tomorrows Schools Program  Playground upgrades  Building Educational Revolution and National School Pride programs  Concertina doors in classrooms  Electrical upgrades  Investigate Telephone upgrade  Investigate Security upgrade</p>	R Pointing, C Yeates, I Jeffery	25000 15000  15000	SBUS SGRM  SWHI
<p><b><i>Outcome SC4: Schools have effective school planning and reporting processes</i></b></p>	<b>Responsible Officer</b>	<b>Allocation</b>	<b>Cost Centre</b>
<p><b>SCHOOL PLANNING AND REPORTING</b></p>			
<p><i>Continue to implement the <u>School Improvement and Accountability Framework</u> and the revised <u>Destination 2010</u></i>  <u>School Improvement and Accountability Framework</u>  Implement the SIAF and Destination 2010  Ensure the effective and accountable use of human, physical and financial resources  Alignment of school planning, reporting and accountability processes within SIAF  <u>Destination 2010</u>  Implement Destination 2010 and beyond EQ planning documents</p>	R Pointing, C Yeates W Jenks, C Hall, L Murray  R Pointing		
<p><i>Ensure the effective and accountable use of Human, Physical and Financial Resources.</i></p>	R Pointing, C Yeates W Jenks, C Hall, L Murray		
<p><i>Align school planning, reporting and accountability processes with the Regional Indigenous Education Plan.</i></p>	W Jenks		

<p><i>Ensure that the certification requirements of the <u>Commonwealth Schools Assistance Act (2005)</u> where applicable, are met.</i></p>	<p>R Pointing, C Yeates</p>		
<p><b>WORKFORCE</b></p> <p><b>Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE – 2010</b></p>			
<p><b><i>Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing professional development opportunities</i></b></p>	<p><b>Responsible Officer</b></p>	<p><b>Allocation</b></p>	<p><b>Cost Centre</b></p>
<p><b>TEACHER PROFESSIONALISM</b></p>			
<p><i>Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the <u>Professional Development Agenda</u></i>  PD focused on the key EQ priorities outlined in the annual PD Agenda (Literacy, Numeracy, ICT, QCAR)  School Professional Development Focuses: Literacy, Numeracy, ICT, Curriculum Framework, Assessment and Reporting  Professional Development Policy for accessing and approval of PD  Record maintained of all PD accessed by staff</p>	<p>R Pointing (PD)  C Yeates, W Jenks, C Hall, L Murray</p>	<p>20000</p>	<p>WPDE</p>
<p><i>Use the <u>Professional Standards for Teachers</u> as a framework for reflection, planning, and professional development to strengthen and extend the professional practice of teachers to maximise student-learning outcomes.</i>  Incorporate the Professional Standards for Teachers into the teacher Performance Development Plans</p>	<p>R Pointing, W Jenks, C Hall, L Murray</p>		
<p><i>Support supervision and development of pre-service and beginning teachers in practicum, internships and teacher induction programs.</i>  Student Teacher Coordinator  Work closely with Griffith University  Provide an induction program for all new employees</p>	<p>W Jenks</p>		

<p><i>Ensure all teachers in the school complete the introductory session of the <u>Crossing Cultures It' Everyone's Business</u> package.</i>          Ensure all teachers have completed the introductory session of the Crossing Cultures: It's Everyone's Business package (school's intranet)</p>	W Jenks		
<p><i>Provide opportunities for staff to gain their <u>ICT Pedagogical Licence</u> through the <u>Smart Classrooms Professional Development Framework</u></i>  <u>ICT Certificate</u>          School Target: 50% of teachers have ICT Certificate</p> <p><u>ICT Pedagogical Licence</u>          School Target: 20% of teachers have ICT Pedagogical Licence</p> <p><u>Smart Classrooms Professional Development Framework</u>          Increased ICT Technical support          One School PD for all staff          Computers4Teachers ongoing inservice</p>	<p>W Jenks</p> <p>W Jenks</p> <p>A Valle          A Stewart          W Jenks</p>		
<p><b>Continuous Professional Development</b></p>			
<p><i>Celebrate the achievements of school staff through reward and recognition, including those offered through the <u>New Professionalism Program</u> .</i></p>	R Pointing		
<p><i>Provide opportunities for staff to gain tertiary credit in post-graduate programs for professional development undertaken in priority areas through the <u>Professional Development Pathways</u> program.</i></p>	R Pointing		
<p><i>Use the <u>Developing Performance Framework</u> to continue to develop performance and determine professional development for all staff.</i></p>	R Pointing, C Yeates W Jenks, C Hall, L Murray, Team Leaders		



<p><u>Implement the key actions of the Health, Safety and Wellbeing Action Plan</u></p> <p>Monitor TRS Usage  Flu vaccinations for staff  Workplace Rehab Officer  SHRO  Promote school based social opportunities and celebrate successes  Staff Breakfasts and personal development sessions</p>	<p>R Pointing  C Connellan  W Jenks (Rehab Officer)  L Murray  L Murray/W Jenks  W Jenks</p>	<p>70740  30000</p>	<p>LTRE  LZHR</p>
<p><i>Wherever possible resolve grievances and industrial disputes at the school level.</i></p>	<p>R Pointing, C Yeates  W Jenks, C Hall, L Murray</p>		
<p><b>WORKFORCE DIVERSITY AND EQUITY</b></p>			
<p><i>Create and maintain school environments that provide equal employment opportunity, free from all forms of <u>unlawful discrimination</u> where people are valued for their diverse cultural experiences, knowledge and abilities.</i></p> <p><u>Workforce Diversity and Equity Framework For Action</u>  Implementing the elements of the Workforce Diversity and Equity Framework</p> <p><u>Aboriginal and Torres Strait Islander framework for Action</u>  Awareness and implementing of elements of the Aboriginal and Torres Strait Islander framework for Action</p>	<p>R Pointing, C Yeates  W Jenks, C Hall, L Murray</p> <p>R Pointing, C Yeates</p> <p>W Jenks</p>		

## 2010 Performance Indicators

	2009 Performance Indicators	2009 Targets		Data Source	
		EQ	School		
Learning – Student Achievement	Percentage of students not requiring additional support for each area of the year 2 Diagnostic Net: reading, Writing and Number	Reading 76% Writing 86% Number 82%	Reading 76% Writing 86% Number 82%	Year 2 Net data	
	National Assessment program – Literacy and numeracy ( NAPLAN) for Years 3, 5 and 7 ( Percentage of students not requiring additional support – above the national benchmark)	Year 3	TBA	Reading 88% Writing 96% Number 98%	NAPLAN
		Year 5	TBA	Reading 81.4% Writing 89% Number 92.9%	NAPLAN
		Year 7	TBA	Reading 96% Writing 96% Number 97%	NAPLAN
Schools Satisfaction	Percentage of students and parents/ caregivers satisfied that they are getting a good education at school	80% ( Students) 80% ( Parents)	80% ( Students) 80% ( Parents)	SOS	
	Percentage of parents/ caregivers satisfied that the school is a good school	88%	88%	SOS	
Workforce Capability	Percentage of Workforce engaged in professional development opportunities	83%	83%	SOS	
	Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%	75%	SOS	
	Percentage of staff members satisfied with morale in the school	80%	80%	SOS	
	Percentage of general component of school grants budget or equivalents expended on professional development for school staff	10% of budget	10% of budget	School/ HR	

## Notes on Destination 2010 Performance Indicators.

1. Several EQ 2010 targets have been updated to align with other strategic departmental documents. Schools should set Destination 2010 targets when undertaking strategic planning activities including the triennial school review process.
2. Until the NAPLAN 2008 data are available and performance indicators are determined, school targets are not required. Further advice will be provided following the release of the NAPLAN results.
3. In 2008, the Queensland Certificate of Post Compulsory School Education has been replaced by the Queensland Certificate of Individual Achievement, the Senior certificate has been replaced by the Senior Statement and the Queensland Certificate of Education will be issued to students who have met the requirements.
4. Advice will be provided regarding updating these performance indicators when further information is available.

## Instructions

Whilst the process of undertaking a school self assessment process to develop the AOP has not changed, the requirements of the AOP have been changed and are summarised below:

### 2008 Revision to Destination 2010

*Destination 2010* has been revised with some changes to key strategies and performance indicators. All schools are expected to incorporate the revisions to *Destination 2010* into their annual and triennial planning processes for 2009 and beyond. A consultation process involving key stakeholders has endorsed these revisions to *Destination 2010*. Changes to *Destination 2010* include the following:

- All outcomes and strategies under the Learning, Schools and Workforce objectives of *Destination 2010* have been reviewed. Some strategies were deleted and new strategies have been included. A number of the strategies were regrouped and rephrased to ensure clarity of purpose and intent.
- Again hyperlinks have been inserted to facilitate easy access to the relevant source documents.
- Additional notes are included to explain;
  - targets being updated to align with departmental strategic documents,
  - performance indicators of Years 3, 5 and 7 being replaced with National Assessment Program - Literacy and Numeracy (NAPLAN) indicators for Years 3, 5, 7 and 9,
  - removal of Year 3, 5 and 7 targets, and

- incorporation of Queensland Certificate of Individual Achievement, Senior Statement and Queensland Certificate of Education.
- As a result of the 2007 revision of *Destination 2010*, many schools set new school targets for the period 2007-2009 and included this information in school planning documents. With the introduction of NAPLAN, schools are to remove all reference to the previous Year 3, 5 and 7 targets in planning and reporting documents, monitor and report their NAPLAN performance and continue to set and monitor their performance against the remaining targets for 2009 - 2010.

A copy of the revised *Destination 2010* may be accessed below:

- [Destination 2010](#) (new window) 300k
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- Please use the AOP template.
- Ensure that the AOP is a **meaningful** statement of direction that meets school and systemic requirements ie key strategies are clearly articulated and are not generic statements of compliance.
- Please delete ALL red text and any outcomes / targets that are not applicable to your school.
- Key strategies and targets listed in the AOP template 2009 have been taken from [Destination 2010](#)
- AOP's **MUST** be submitted electronically to the relevant district Principal Education Officer (School Improvement) **by Friday 13<sup>th</sup> March 2009** unless otherwise negotiated with the Executive Director (Schools).
- AOP's **MUST** be uploaded to the School's 2009 'School Improvement and Accountability Framework' folder on the Regional Information System