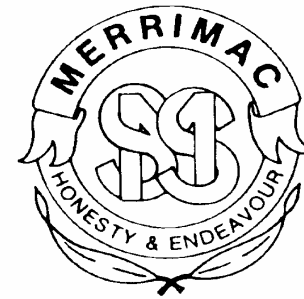
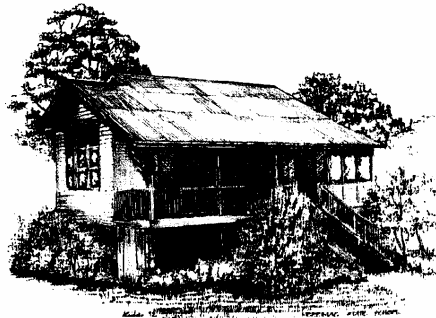


Merrimac State School Strategic Plan 2009-2011

School Context



Introduction:

The following Three Year Plan has been prepared in consultation with staff, the P&C Association and the School Council. The Three Year Plan is a cornerstone document that coordinates and outlines school directions and accountability. The Three Year Plan focuses on four key areas:

- defining outcomes and outputs to be achieved at Merrimac State School over the next three years
- system requirements as mandated by the Department of Education and The Arts
- school and community initiated programs
- a formal agreement between the school, the community and the Director General of Education

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”**.

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
- placing an emphasis on each child's learning needs and interests

- implementing a quality curriculum
- embedding ICTs across the curriculum
- providing a range of cultural, sporting and social activities
- encouraging respect and appreciation for our natural surroundings
- developing a range of resources and facilities to support quality student achievements
- encouraging active participation by students, staff, parents and community members in all school endeavours

School Profile (12-12-08)

Location:

Merrimac State School is a state primary school located on the Queensland Gold Coast between Surfers Paradise and the Hinterland. The school was established in 1917 as a one-teacher school and has grown over the years to a school with an enrolment of 739 students covering Prep to Year 7. Merrimac is a coeducational school.

Physical Features:

The school is characterised by its original one teacher school building which is back dropped by a bush setting situated amidst several international level golf courses. All other buildings are relatively new and are of open plan design. The school carries the slogan, 'The Country School in the City,' as it has maintained a country image during surrounding urban development.

The learning environment is characterised by low set buildings with double classrooms and withdrawal rooms. A purpose built Music facility to cater for class music and instrumental music lessons was completed in 2008. LOTE lessons are held in the original school building. During 2008 the school's air conditioning project was completed. All classrooms and shared teaching areas are fully air conditioned. This project was a joint initiative of the school and the P and C Association.

Staff:

Merrimac is staffed by 28 class teachers and specialist teachers in PE, Music, LOTE, Learning Support, Guidance, and Library. The administration team consists of the Principal, two Deputy Principals, Head of Curriculum, Business Services Manager and two Administration Officers.

The school has eight teacher aides working in classrooms and in the learning support centre. A number of visiting specialists support the school including a Speech Therapist, Instrumental Teachers and Advisory Visiting Teachers (Intellectual Impairment and Physical Impairment). Four cleaners and a full time and a part time janitor groundsperson maintain the school facilities. School management is characterised by a School Council, various School Committees, Curriculum Year Level Coordinators and a Student Council. Senior teachers play an important role in management issues.

The majority of staff members have been at the school for many years providing a relatively stable staffing mix. Staff include graduates through to senior teachers. There is a high ratio of female to male teachers. The majority of staff members are active in pursuing professional development opportunities.

Teaching delivery models vary from cooperative teaching through to single classes and some composite classes. Cooperative planning and teaching is encouraged. The school staff is very supportive and professional in their approach to education and are committed to delivering quality education for the students and community.

Students:

The student clientele is characterised by a mix of middle class and sole supporting families. The majority of the school population is stable with many families passing local schools to attend Merrimac.

The school services a wide area including the communities of Merrimac, Merridown, Cararra, Worongary, Nerang, Clear Island Waters, Robina, Mermaid Waters and Mudgeeraba. There are an increasing number of students from southern states and New Zealand. Thirteen students currently identify as being Aboriginal or Torres Strait Islanders. Approximately 12% of the student population access a range of educational services and support including Learning Support; Year 2 Net Support and National Testing Intervention; Guidance Officer Services; Speech Language Intervention; Educational Adjustment Programs and English as a Second Language Education.

An active Special Needs Committee caters for learning support students and students on Educational Adjustment Programs in the areas of intellectual impairment, autistic spectrum disorder and speech and language impairment. A small group of students are supported by an English as a Second Language Teacher.

At Merrimac State School we place a great deal of emphasis on student leadership. Whether it is at a class level, in the playground, at sporting activities or at a whole school level, we try to develop leadership skills and responsibility in all our students. Our student leader positions consist of four school captains, eight sports captains, Years 6 and 7 student council representatives, Years 4 to 7 class captains, Band Leaders and our Year 6 and 7 Playground Pals.

Our school's International Program is very well developed and supported by the whole school community. The program consists of an extended Japanese Program (Years 3 to 7), our Japanese Sister School relationship, International Fee Paying Students and regular study tours.

Curriculum Programs:

Curriculum offerings include English, Mathematics, Science, Studies of Society and Environment, The Arts (including music), Technology, Health and Physical Education and Languages. Japanese is taught to all students in Years 5, 6 and 7. Years 3 and 4 also take part in introductory Japanese lessons. Swimming is offered to all year levels with interschool sport available to Years 5-7. The school is continuing to develop its curriculum framework with a focus on essential learnings and standards, assessment and moderation.

Year 2 Net Intervention is provided for students in Years 2 and 3. Prep commenced in 2007 with a half cohort of children. In 2008 there has been a full intake of Prep students. The school has ample physical resources and a very well equipped resource centre. Embedding information technology across all curriculum areas is a major school and systemic priority. A school wide network was completed in 1999 and video conferencing facilities were established in 2003. Our school has a purpose built ICT Centre featuring two computer labs and video teleconferencing facilities. All classrooms have computers with internet access. Computers are replaced every three to four years ensuring up to date equipment is provided for the students and teachers.

Supportive School Environment:

The school's behaviour management program focuses on the provision of a safe and supportive learning environment. It encourages students to strive to improve their behaviour by rewarding and acknowledging positive behaviour.

Behaviour management procedures are common through all classrooms. A level system based on timeout and responsible thinking for inappropriate behaviour is implemented when necessary. Individual Behaviour Management Plans are developed for children who need additional support.

Major priority areas include a focus on developmental learning, the development of student self esteem, the integration of learning technology, improved literacy and numeracy skills and the enhancement of the physical environment.

Parent Involvement:

Overall, parent support at Merrimac State School is very good. We believe strongly in parent involvement and parents are invited to develop a close link with the school. Good communication between home and school is essential. Communication is promoted through weekly newsletters, class newsletters each term, the school website, formal and informal parent/teacher interviews, parent/teacher nights, student folios and report cards, open days and special school activities.

It is the practice at Merrimac to invite parents and other interested community members to help as voluntary aides within the classroom. This is outlined at the parent/teacher evening early in the school year. Parents are also invited to be actively involved in the different parent bodies: P and C Association, Tuckshop Committee, Bookshop and Uniform Shop Committee, Grounds Committee and the Outside Hours School Care Committee. Meetings of these committees are held on a regular basis.

Finances:

The school has a total annual budget in excess of \$400 000 comprising of funds from the Department of Education and The Arts, parent voluntary contributions, P&C Bookshop, school tuckshop, the P&C Association and special purpose grants.

The P&C Association is active in the school with a bookshop run by volunteer parents operating throughout the year. Income generated through the tuckshop and bookshop provides significant capital input into the school. The formation of a Building Fund to improve school physical resources was undertaken at the beginning of the 2000 school year.

KEY STRATEGIC DIRECTIONS

2009 - 2011

Objective	Strategy	Target by 2011
LEARNING	<ul style="list-style-type: none"> • Continued development of MSS Curriculum Framework aligned with QCARF – alignment of enquiry based learning experiences, assessment, moderation and reporting • Continued focus on the teaching of Literacy and Numeracy • Continued Implementation of Early Years Curriculum Guidelines • Implementation of Smart Classrooms ICT initiatives • Implementation of early and middle years initiatives 	<ul style="list-style-type: none"> • Approved curriculum framework incorporating curriculum plan, productive pedagogies and reporting and assessment practices • Developed whole school Literacy and Numeracy Plans • Sequential delivery of Essential Learnings across all KLAs from Years 1 – 7 • Student achievement moderated in all core assessment tasks • Early Years Curriculum Guidelines embedded in all P – 3 units of study • Gifted and talented students identified and extended within the school curriculum framework in accordance with G & T Framework • Integration of ICTs across the curriculum • Full implementation of OneSchool portal
SCHOOLS	<ul style="list-style-type: none"> • Review School Code of Behaviour (safe school environment) • Develop School Community Links and Partnerships • Enhancement of facilities and grounds • Cluster and Community of Schools involvement • Implementation of Smart Moves • Consolidation of Smart Choices initiatives 	<ul style="list-style-type: none"> • High satisfaction with Behaviour Management program by parents, staff and students. • Closer school/community liaison through School Council, P and C and Cluster of Schools • Extensive school involvement in the Mid Coast Community of Schools • School facilities and grounds development plan in place • Smart Moves and Smart Choices initiatives embedded into the school's operations
WORKFORCE	<ul style="list-style-type: none"> • Professional development for all staff – Literacy, Numeracy, Science, ICT, Assessment and Social Moderation focus • Implementation of the Developing Performance Framework • Development of greater team approach • Leadership density enhancement • Employee health, safety and wellbeing initiatives 	<ul style="list-style-type: none"> • P.D. will be available to all staff as a result of a minimum of 10% of budget being available for access by staff. • Full implementation of the Developing Performance Framework across all categories of school staff • Greater use of team approach within school and greater leadership density • Safe and healthy school work environment

THE PREVIOUS THREE YEARS

2006 – 2008

LEARNING

OBJECTIVE	KEY ACTIVITY	REPORT
<p>LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools.</p> <p>LE2: A learning framework with improved integration of curriculum, pedagogy, assessment and reporting that engages the diverse range of students in:</p> <ul style="list-style-type: none"> ▪ intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural networked societies ▪ early childhood programs that provide them with the foundations for success as lifelong learners <p>experiences that develop competence in using, and confidence in applying, technologies in learning.</p>	<p>Analysis of Year 2 Net, Years 3, 5 and 7 statewide testing and school based data.</p> <p>Outcomes based education used in curriculum planning</p> <p>Focus was on teaching practices, assessment practices and resourcing priorities</p> <p>Schedule of school performance reviews and targets in Literacy and Numeracy (school based data collection)</p> <p>Science Implementation</p> <p>Appraisalment and Ascertainment</p>	<p>Although overall results were not a concern (around state average) they were not exciting either. No significant upward trend was evident (see statewide data)</p> <p>Outcomes fully implemented in to whole school curriculum planning. Curriculum units audited in relation to essential learnings.</p> <p>Varying models for teaching reading, writing and listening existed across the school. Implemented the Four Resources Model. Implemented Literacy and Numeracy Blocks</p> <p>Addressed the PD needs of staff. Implemented year level moderation. Extended Take Home readers to Year 7. Purchased varying text type resources and teacher reference resources.</p> <p>Introduced Soundwaves as a textbook to assist the teaching of spelling across all year levels.</p> <p>Introduced Go Maths as a whole school Maths textbook.</p> <p>Analysed school based in line with statewide data to improve school programs and enhance student learning outcomes. To review types of school based data and usefulness.</p> <p>Successful implementation of the Primary Connections Program into the curriculum.</p> <p>All students with identified learning needs were appraised or ascertained and given appropriate support.</p>

SCHOOLS

OBJECTIVE	KEY ACTIVITY	REPORT
<p>SC1: Schools have innovative and distinctive responses to community and student needs.</p>	<p>Whole school international program</p>	<p>Merrimac SS reaccredited as an ISP school in 2008 for another three years. Many successful international exchanges and study tours over three years. Increased number of fee paying students.</p>
<p>SC2: Schools have productive</p>	<p>School community links and partnerships.</p>	<p>High cluster school involvement. Annual cluster conference</p>

<p>partnerships with their community and with business, industry and other government agencies.</p> <p>SC3: Schools provide safe, tolerant and disciplined learning environments.</p>	<p>School behaviour management program</p> <p>Developed whole school facility and grounds programs.</p>	<p>attended by all teachers.</p> <p>Effective operation of School Council and P and C.</p> <p>Close links established with Hillview House Aged Care Facility.</p> <p>High satisfaction with school Behaviour Management Program by parents, staff and students.</p> <p>School facilities and grounds plan utilised to enhance school environment. High satisfaction by all school stakeholders.</p>
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WORKFORCE

OBJECTIVE	KEY ACTIVITY	REPORT
<p>WO1: The 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.</p> <p>WO2: Leadership drives educational reform, supports productive relationships and promotes innovation.</p> <p>WO3: Employment practices are equitable with a workforce that reflects the diversity of the community it serves.</p>	<p>PD opportunities for all staff</p> <p>Creation of greater leadership density.</p> <p>Provide equal employment opportunities for all positions.</p>	<p>Greater than 10% of school grant budget allocated to staff PD. PD policy for accessing and approval of PD implemented. To introduce Performance Development Framework. Need for greater focus on the Professional Standards for Teachers.</p> <p>Six staff part of Regional Aspiring Leaders Program in 2008. Continue to encourage leadership development. To develop a program for staff mentoring.</p> <p>Adhered to with all school based employment opportunities.</p>

Destination 2010 – School Performance Indicators

Gold Coast District

1586

Merrimac State School

Destination 2010 Performance Indicators	State Information				School Information						
	Results			Target	Results						Target
	2005	2006	2007	2008	2002	2003	2004	2005	2006	2007	2008
Percentage of students not requiring additional support for Year 2 Diagnostic Net: Reading	75	76	76	80	73	86	86	76	81	71	80
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Writing	85	85	85	87	71	81	82	83	81	83	87
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Number	80	81	81	82	68	88	82	87	83	75	82
Percentage of students achieving national Year 3 reading benchmarks	93	94	**	95	92	94	99	92	88	95	95
Percentage of students achieving national Year 3 writing benchmarks	87	94	**	90	91	95	97	75	91	90	90
Percentage of students achieving national Year 3 numeracy benchmarks	91	87	**	92	94	92	93	92	89	88	92
Percentage of students achieving national Year 5 reading benchmarks	77	78	**	83	75	80	83	85	88	76	83
Percentage of students achieving national Year 5 writing benchmarks	90	95	**	93	98	98	97	97	95	93	93
Percentage of students achieving national Year 5 numeracy benchmarks	86	83	**	87	84	90	96	89	91	82	87
Percentage of students achieving national Year 7 reading benchmarks	85	83	**	88	95	87	92	96	84	91	88
Percentage of students achieving national Year 7 writing benchmarks	94	95	**	95	96	94	98	99	96	99	95
Percentage of students achieving national Year 7 numeracy benchmarks	80	76	**	83	94	91	81	93	86	87	83
Percentage of students satisfied that they are getting a good education from school	78	78	79	80	88	80	88	78	91	92	80
Percentage of parents and caregivers, satisfied that they are getting a good education from school	79	77	76	80	95	85	93	92	88	91	80
Percentage of parents/ caregivers, satisfied that the school is a good school	84	84	83	88	93	88	97	100	93	100	88
Percentage of workforce engaged in professional development opportunities	79	79	81	83		80	80	84	72	90	83
Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	73	73	74	75	83	80	71	86	78	74	75
Percentage of staff members satisfied with morale in the school	79	79	79	80	77	75	80	89	93	78	80
Percentage of general component of school grant budget or equivalent expended on professional development for school staff	-	-	-	10	-	14	20	15	15	15	10

VERIFICATION:

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

Randall Pointing Principal Merrimac State School 12/12/2008	Rebecca Bailey Acting P and C President Merrimac State School 12/12/2008	Richard English Executive Director Schools Gold Coast District 12/12/2008

Learning

Implement a learning framework to prepare students for living in complex, multicultural, networked societies

OUTCOME LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools.	Learning: Student achievement	EQ	SCHOOL	Source
<p><u>Literacy planning and numeracy planning</u> Literacy Plan - Reading and Viewing (2009 Funding priority) - Writing and Designing - Speaking and Listening - Language Elements (Grammar, Spelling – full implementation of Soundwaves - and Punctuation Scope and Sequences) - Literary and Non-literary Texts (Text Type Overview) Numeracy Plan - School based program to incorporate Go Maths Program Support PD designed to improve literacy and numeracy outcomes for all students in all learning areas Review whole school literacy and numeracy planning processes with a renewed focus on literacy and numeracy in the curriculum (Literacy and Numeracy Blocks) Social Moderation of core Literacy and Numeracy Assessment Tasks Participation in Year 4 and 6 QCATs</p>	<p>Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing and Number</p> <p>National Assessment Program Literacy and Numeracy</p> <p>NAPLAN for Years 3,5,7</p>	<p>Reading 76%</p> <p>Writing 86%</p> <p>Number 82%</p>	<p>Reading 76 %</p> <p>Writing 86 %</p> <p>Number 82%</p>	<p>Year 2 Net data</p>
<p><u>Inclusive Education Statement</u> 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>		<p>YEAR 3 Reading TBA%</p> <p>Writing TBA%</p> <p>Number TBA%</p> <p>YEAR 5 Reading TBA%</p>	<p>YEAR 3 Reading TBA %</p> <p>Writing TBA %</p> <p>Number TBA %</p> <p>YEAR 5 Reading TBA %</p>	<p>NAPLAN</p>

<p><u>Educational Adjustment Program</u> Implement the EAP by identifying the learning adjustment for students with disabilities 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> <p><u>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</u> 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 Work with indigenous health services</p> <p><u>Rural and Remote Education Framework for Action</u> Staff awareness of the rural and remote education framework</p> <p><u>Framework for Gifted Education</u> Implement the framework for Gifted Education Review whole school G&T Program and update whole school data base School and Cluster G&T Days</p> <p><u>Educational Support Plans</u> Support children in the care of the state through the development and implementation of Educational Support Plans</p>		Writing TBA % Number TBA % YEAR 7 Reading TBA % Writing TBA % Number TBA %	Writing TBA % Number TBA % YEAR 7 Reading TBA % Writing TBA % Number TBA %	
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OUTCOME LE2: Improved alignment of curriculum, planning, teaching, assessment and reporting that engages our diverse range of students in learning.

Queensland Curriculum, Assessment and Reporting Framework

QCARF

- Essential Learnings, Standards, Assessment (including QCATs and Assessment Bank), Moderation and Reporting

Curriculum Framework

-Sequential Integrated and Stand Alone KLA based units of study

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.

Early Years Curriculum Guidelines

Consolidate Early Years Curriculum

- P to 3 framework

- Year Two Net

Information and Communication Technologies (ICTs)

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.

Early

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

Middle

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

International Program

Further development of school's International Program
International Program (whole school involvement)
- Video Teleconferencing
- Fee Paying Students
- Study Tours
- Sister School Exchanges

Performing Arts

Continued focus on Performing Arts

Creativity

To promote creativity within our school
To embed creativity in teaching practices
To cultivate students' creative skills
To participate in local, regional state activities

LOTE Strategy

Continue to promote Japanese within school curriculum
To look at flexible approaches to enhancing the teaching of Japanese
To link with feeder high school to support our Japanese program
To incorporate real life experiences into Japanese program

<p>Continue to embed Early Years Curriculum Guidelines in units of learning Explore greater focus on early proactive intervention</p> <p><u>Middle</u></p> <p>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><u>International Program</u></p> <p>Further development of school's International Program International Program (whole school involvement) - Video Teleconferencing - Fee Paying Students - Study Tours - Sister School Exchanges</p> <p><u>Performing Arts</u></p> <p>Continued focus on Performing Arts</p> <p><u>Creativity</u></p> <p>To promote creativity within our school To embed creativity in teaching practices To cultivate students' creative skills To participate in local, regional state activities</p> <p><u>LOTE Strategy</u></p> <p>Continue to promote Japanese within school curriculum To look at flexible approaches to enhancing the teaching of Japanese To link with feeder high school to support our Japanese program To incorporate real life experiences into Japanese program</p>				
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SCHOOLS

Create learning communities that meet diverse student, parent and community needs

Outcome SC1: Schools have innovative and distinctive strategies responsive to student, parent and community needs.	Schools : Satisfaction	EQ	SCHOOL	Source
<p>School Community Annual Report in addition to EQ School Annual Report Review School Leadership and Management structure Collection and use of school data Tracking of students' learning Continue to develop team approach and use of Senior Teachers in management structure at Merrimac. Continue to develop leadership density through various leadership roles within the teams and curriculum areas. Important role of School Council in developing school's strategic direction. New Enrolment Surveys Monitor school enrolment trends</p>	<p>Percentage of students and parents/caregivers satisfied that they are getting a good education at school</p>	<p>Students 80%</p> <p>Parents 80%</p>	<p>Students 80%</p> <p>Parents 80%</p>	<p>School Opinion Survey</p>
<p>Outcome SC 2: Schools have productive partnerships with their parents and community, with business and industry, with other educational providers and other government agencies.</p> <p><u>Cluster Involvement</u> School involvement in the Mid Coast Community of Schools and Robina High Cluster Support successful student transition by developing: schooling as a seamless learning continuum from Prep to Year 12, cooperative alliances and planning and moderation processes between primary and secondary schools, processes to enable children to make the transition into school from home, and young people to make the transition through the phases of learning Active participation in the network to identify and contribute to the implementation of current curriculum initiatives Participate in communication strategies, including digital, to enable the sharing of best practices in curriculum and teaching across the phases of learning</p>	<p>Percentage of parents/caregivers satisfied that the school is a good school</p>	<p>88%</p>	<p>88%</p>	<p>School Opinion Survey</p>

<p><u>Reduce the school's ecological footprint</u> Solar Energy Program Use of recycled water</p> <p><u>School Community Partnerships</u> Develop plans for closer school / community liaison through School Council and P&C. Develop partnerships with neighbouring businesses (Hillview House, Lakelands, Avica) Work with GCCC, Qld Transport and community through Safest Committee to improve traffic flow in local area and parking near school. Utilisation of MPC Utilisation of ICT Centre and Video Conferencing Facilities</p>				
<p>Outcome SC3: Schools provide safe, supportive and disciplined learning environments.</p> <p><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</p> <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>Smart Choices – the Healthy Food and Drink Supply for Queensland Schools</u> Consolidation of Smart Choices initiatives</p>				

Smart Moves – Physical Activity Programs in Queensland State Schools

Implementation of Smart Moves
Continue involvement in Interschool Sport

School Facilities and Grounds Enhancement Plan

Develop whole school facilities and grounds enhancement plan (short and long term priorities)
Short and Long Term Maintenance Program and Priorities

Outcome SC 4: Schools have effective school planning and reporting processes.

School Improvement and Accountability Framework

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

Destination 2010

Implement Destination 2010 and beyond EQ planning documents

Commonwealth Schools Assistance Act (2005)

Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2005) where applicable are met

Regional Indigenous Education Plan

Alignment of school planning, reporting and accountability processes within the Regional Indigenous plan

WORKFORCE

Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010.

Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing professional development opportunities.	Workforce : Capability	EQ	SCHOOL	Source
<p><u>Professional Development Agenda</u> PD focused on the key school and 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 Support supervision and development of preservice and beginning teachers in practicum, internship and teacher induction programs Celebrate the achievement of school staff through reward and recognition, including those offered through the New Professionalism Program Provide opportunities for staff to gain tertiary credit in post-graduate programs for PD undertaken in priority areas through the PD Pathways Program Implementation of the new Developing Performance Framework Provide an induction program for all new employees</p> <p><u>Professional Standards for Teachers</u> Extend the professional practice of teachers using the Professional Standards for teachers</p> <p><u>ICT Pedagogical Licence</u> Provide opportunities for staff to gain their ICT Pedagogical Certificate or Licence through the Smart Classrooms PD Framework</p> <p><u>Smart Classrooms Professional Development Framework</u> ICT Technical support One School PD for all staff Computers4Teachers ongoing inservice</p>	<p>Percentage of workforce engaged in professional development opportunities</p>	<p>83%</p>	<p>83%</p>	<p>School Opinion Survey</p>

<p><u>Crossing Cultures: It's Everyone's Business</u> Ensure all teachers have completed the introductory session of the Crossing Cultures: It's Everyone's Business package</p>				
<p>Outcome WO 2: Leadership that drives educational reform, supports productive relationships and promotes innovation.</p> <p><u>Leadership Matters: Leadership capabilities for Education Queensland Principals</u> Leadership development (school initiatives) Focus on leadership through program coordination, professional development, teams and greater leadership density. Continue to keep staff informed regarding all promotional opportunities. Continue to foster leadership development through school practices. Ensure Leadership Matters is used to strengthen the performance and guide PD of school leaders and aspirants Implement programs and maintain networks that strengthen the quality of leadership in the school and develop a collaborative organisational climate Promote the South Coast Aspiring Leaders Program Further development of Student leadership skills and effectiveness of the Student Council</p>	<p>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</p>	<p>75%</p>	<p>75%</p>	<p>School Opinion Survey</p>
<p>Outcome WO 3: A healthy workforce engaged in a safe and supportive work environment.</p> <p><u>Health, Safety and Wellbeing Action Plan 2007 – 2008</u> Promote safe and healthy learning environments by managing proactively and regularly monitoring WH&S at the school in consultation with staff and the wider community Implement the key actions of the Health, Safety and Wellbeing Action Plan 2007-2008 Where ever possible resolve grievances and industrial disputes at the school level Monitor TRS Usage Flu vaccinations for staff</p>	<p>Percentage of staff members satisfied with morale in the school</p>	<p>80%</p>	<p>80%</p>	<p>School Opinion Survey</p>
	<p>Percentage of general component of school grants budget or equivalent expended on professional development for school staff</p>	<p>10% of budget or equivalent</p>	<p>10%</p>	<p>School/HR information</p>

<p><u>Unlawful discrimination</u> Ensure the school is an inclusive work environment that is free from all forms of unlawful discrimination and harassment and where people are valued for their diverse experiences, knowledge and abilities</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>				
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