


ROMA STATE COLLEGE

TRIENNIAL SCHOOL REVIEW 2006 - 2008 SCHOOL STRATEGIC PLAN 2009 - 2011

 <p>ROMA STATE COLLEGE</p>	<p>Roma State College 'Vision':</p> <p><i>Valuing individuals across every age and every stage to prepare lifelong learners for a successful and responsible future.</i></p>
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APPROVAL/ENDORSEMENT PROCESS

This School Strategic Plan was developed in consultation with the school community and is a meaningful report of this school's achievement towards the outcomes and targets of *Destination 2010* and a statement of key strategic directions from 2009 to 2011 that meets school needs and systemic requirements.

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PAUL WILLIAMSON
PRINCIPAL

29/10/08

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PAUL KUHN
P&C PRESIDENT

29/10/08

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JEFF GEISE
EXECUTIVE DIRECTOR (SCHOOLS)
ROMA DISTRICT

29/10/08

STATEMENT OF PURPOSE

Roma State College will provide each student with access to broad and comprehensive educational opportunities in a supportive learning environment enhanced by the promotion of open communication, mutual respect, commitment to learning and self-discipline.

We provide high quality education that assists all students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future.

We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

STATEMENT OF SCHOOL VALUES

Respect

Strive

Contribute

At Roma State College our values align with the five values which the Department of Education Training and the Arts is committed to: Professionalism, Excellence, Diversity and Inclusiveness, Innovation and Creativity and Accountability.

We promote our four 'Be Statements' –

- *Be Safe,*
- *Be Responsible,*
- *Be Respectful; and*
- *Be Committed to Learning.*

SCHOOL CONTEXT

Roma State College is located in Roma, the major provisional centre for the Maranoa District, SW Queensland for government and industry business. It is on the western fringe of the Surat Basin energy / resources “boom”. Roma State College is included in the Darling Downs South West Region, Roma District.

Roma State College is a co-educational Prep to Year 12 College established in January 2006 and operating from three separate campuses: Roma State College Junior Campus, at 28 Bowen Street; Middle Campus, at Cottell Street and the Senior Campus at Timbury Street. A Special Education Program embracing the full range of disabilities operates across all campuses.

At Roma State College we have a clear focus on creating opportunities for all students to discover their strengths and help them to pursue their goals and aspirations. Learning is more than just the curriculum. It is about a life long journey, finding courage within and discovering who you are. We encourage all our students, staff and parents to share their talents, to use their abilities to build a positive and progressive school community. With a strong and comprehensive core education program, our school also integrates specialised learning programs for students.

Other distinguishing features of the college include:

- Our committed, energetic teaching and non-teaching staff;
- An inclusive culture that embraces diversity;
- Strong community ties, including partnerships with numerous local industries / businesses / government agencies;
- Senior Campus shares the site with the South West *SQ/IT* Campus and has developed an integrated program incorporating TAFE Certificate and Diploma Courses for Senior students to access along with a full range of academic and vocational education programs;
- Unique “Pathways” program offered in Year 10 to support students in Roma and surrounding area in developing vocational skills and providing work placement opportunities;
- Diverse range of extracurricular activities / programs; and
- Quality performing arts and sporting programs for all students.
- Programs offered across all phases of learning, including -
 - Literacy focus;
 - Comprehensive support /intervention programs;
 - Enrichment programs;
 - Courses in Rugby League & Netball;
 - Agriculture program to Yr 12;

The core business of the school is delivered via the three areas of focus as defined by DETA:

Learning:	pedagogy, curriculum programs and initiatives, students and their achievements
Schools:	the learning environment, the community, resources, governance
Workforce:	capability and flexibility, professional learning and development, organisation, composition, deployment

To support the school's three-year strategic planning cycle, a school self-assessment has been conducted to appreciate and make judgements about the distance travelled, the effectiveness of strategies for the period 2009-2011 and changes in our operating environment. Through this school-based process, the story behind the data presented below identifies the enablers that are driving the high performances and any blockages that are preventing the achievement of targets.

Learning

Improved learning outcomes:

- Overall student performance trends and outcomes, especially in literacy and numeracy, are below or at state mean.
- School Opinion Surveys indicate a mixed level of satisfaction (amongst students, staff & parents) with the curriculum offerings, pedagogy and resourcing at Roma State College.
- Nearly all low incident disability areas are represented within the school population and are well supported by special education and class teachers and support staff.
- Over 20%% of the students with learning difficulties / disabilities represented within the school population and are well supported by learning support, class teachers and support staff / volunteers.
- Individual Education Support Programs for "Children in Care" are prepared, implemented and reviewed
- Individual Behaviour Support Plans are prepared, implemented and reviewed for some children with challenging behaviours

Integration of curriculum, teaching, assessment and reporting:

Roma State College Curriculum Plan 2008 aligned to the intent of the QCAR Framework and addresses a range of key interlinking concepts and components is currently being developed. The School is progressively reviewing practice and progress consistent with this plan:

- Roma SC Vision
- Roma SC Early Years Philosophy
- Roma SC Middle Years Philosophy
- Roma SC Senior Years Philosophy
- Curriculum Audit completed
- Response to Curriculum Framework (Learning Support) Policy developed
- Essential Learnings – what students are expected to know and do at key points along the P-10 learning continuum.
- Teaching strategies (pedagogies) – promoting active learning and the participation of all students.
- Standards to measure student achievement at key points along the P-10 continuum.
- High-quality assessment practices – linked to the essential learnings and standards.
- Meaningful reports of student achievement – ensuring all parents/caregivers receive formal reports on the progress of their child.
- Planned curriculum enhancement opportunities: *Integrated / KLA units, Numeracy, Literacy*
- District Moderation
- Systemic requirements, programs and initiatives

Curriculum delivery model:

- Traditional year level based model with year level teams planning and in some cases implementing cooperatively
- Predominantly single Year class groups – one teacher per class (some multi-age groupings)

Schools

Learning environment:

- College established in 2006 – amalgamating Roma Junior School, Roma Middle School and College of the South West
- School Opinion Surveys (2005 to 2007) indicate a mixed level of satisfaction with the school & learning climate
 - *Parents – generally satisfied*
 - *Students – generally dissatisfied*
 - *Staff – generally dissatisfied*
- Total campus areas –
 - *Junior Campus - 4.5 hectares*
 - *Middle Campus – 12.4 hectares + Ag Plot – 14.8 hectares*
 - *Senior Campus – 2 hectares*
- Middle & Senior campuses are located diagonally opposite each other
- Senior Campus is co-located with Southern Queensland Institute of TAFE, Roma Campus.
- Junior campus is located 1.7 km from the middle and senior campuses.
- Extensive maintenance issues particularly at middle and senior campuses
- All campuses are well treed
- Landscaping projects to upgrade high (pedestrian) traffic areas
- Ovals – generally well maintained
- Upgrade of Library (Junior Campus) completed 2008.
- Special Education Unit at Senior Campus established 2008.
- Special Education units at all three campuses
- Resource Centre at all three campuses
- General Learning Areas –
 - *Junior Campus - 16*
 - *Middle Campus – 27*
 - *Senior Campus - 8*
- Amenities Blocks –
 - *Junior Campus - 2*
 - *Middle Campus – 6*
- Covered Play Areas at junior and middle campuses
- Tuckshops / canteens at all three campuses
- Exploring new use of old preschool located at Middle Campus as Alternative Education Centre
- Upgrade for Jubilee Hall being explored
- Shared funding arrangement between TAFE (SQIT- Roma) and DETA (SC) being finalised
- Major upgrade of facilities planned for particularly at middle and senior campuses
- Financial – P & C annually supports 'global' budget (\$50k) to support range of literacy, numeracy resources and facilities
- Whole of college budget developed for 2008
- ICT – all teaching blocks connected to internet, with infrastructure quite reliable

- 5 computer labs across the three campuses
- Computer ratios – 1:3
- Computers located in most classrooms – Prep to Yr3
- \$120,000.00 being spent on the latest technology for classrooms and computer labs
- All campuses are Managed Operating Environment
- Computers for Teachers program implemented for all teachers

School and community:

- Roma State College has 948 students
- It is anticipated that enrolments will continue to grow
- Roma Regional Council (amalgamation of seven former shires) being renamed Maranoa Regional Council
- Students attending Roma State College come from a large catchment area (N- towards Injune, W- Mitchell, S-Surat, E-Wallumbilla). St Johns Catholic School (P-12) is located in Roma and has in excess of 600 students. There are no additional state or private schools planned for the Roma area.
- Special Education Program with 44 students placed across 3 sites
- 15 students attend who are in Care of the State
- 174 indigenous students
- 208 students receiving some form of learning support / intervention
- Attendance rates are at 91%
- Attendance of indigenous students a significant issue
- % of students continuing after enrolment at RSC is significantly higher than state and like school benchmarks
- Students are generally well-behaved – reduction in the no. of suspensions
- Employ 2 School Chaplains
- Employ School-based Health Nurse
- Lead major initiatives within the shire, cluster and district, including- *Gifted Education, Professional Standards for Teachers, Prep Facilitation, Mentoring, Sport (including Swimming , Athletics, Rugby League, Netball, Saturday Sport Competitions) , Performing Arts (including Eisteddfod performances)*
- Socio-economic Index - at state average
- Governance - P & C Association, Local Consultative Committee
- Corporate functions gradually being centralised through MC base wherever suitable
- Significant involvement with college via P & C Assn, and special school events, class programs, etc. (However, it is difficult to get involvement beyond core P&C members
- Significant active/pro-active involvement in children's learning via information programs, parent-teacher interviews (pre-arranged and incidental), enrolment interviews, cooperatively and constructively working through identified issues of concern, etc.

Sources of funds and resources:

- Local government targeted funding
- State government core and targeted funds, including – School Development (Tomorrows Schools), Active After School Care, Gambling Community Benefit, Smart State, Yr2 Net Intervention, Even Start, Upper Primary Literacy Grant, Dept of Communities, Dept of Child Safety
- Australian government targeted funding, including – Investing in Our Schools, Community Water

School Workforce – Capability and Flexibility

School-based personnel:

[Note: the attached list of personnel includes a range of engagement scenarios – permanent, casual, contract, full-time and part-time]

- Executive Leadership: Principal, 3 Heads of Campuses, 1 Head of Special Education Services, 5 to 6 Heads of Department, 2 Business Services Manager
- IT Technician employed
- Visiting physiotherapist, occupational therapist and speech language pathologist
- P&C Staff - Tuckshop Convenor/s
- Trainees have been employed on a regular basis
- Teaching staff generally well qualified
- A no. are part-time staff with family commitments
- Approx 1/3 of staff transfer every 3-5 years
- A majority of teaching staff are female
- 3 new (permanent) Heads of Department to be appointed from the beginning of 2009
- Additional HOD – Behaviour Management position appointed in 2006 discontinued beyond 2008
- Additional TAs hours allocated for 2006 and 2007 discontinued beyond 2008
- Additional *permanent* TA hours allocated for commencement 2009
- Workplace Reform application – convert 0.2FTE Scientific Officer Position to AAEP / AO
- Additional (4th) Schools Officer – Facilities & Grounds position allocated / backdated to Sem2, 2007

Staff professionalism and development and continuous learning:

- Consistent with concepts, ideology and practices embedded in the College Vision, Philosophy and in the development of the School Curriculum Plan
- Profession development priorities established around the DETA Professional Development Agendas, ETRF and QCAR framework reform initiatives, including Early Years, MPL, Technology, The Arts, Mathematics and English Syllabus Implementation
- All teaching and non-teaching staff engaged in PD around inclusion
- All teaching staff engaged in *Professional Standards for Teachers*
- All non-teaching staff engaged in *Professional Framework for Public Service Employees*
- All teaching staff engaged in *Essential Skills for Classroom Management*
- All teaching staff and teacher-aides engaged in the *Better Behaviour Better Learning* suite
- 'College Teams' - organised around the school's year levels / areas of curriculum implementation and development, and related pedagogy –eg English, Mathematics, The Arts and ICT – all staff having at least one key responsibility in these areas. Participation in teams in other teams (eg *WPH&S, LAC etc*) is voluntary.
- Year level teams meet regularly during common planning time.
- Non-teaching staff teams meet twice / term
- School-based professional development is scheduled at least once / fortnight.
- HODs works with Year Level teams– providing (via flexible staffing, specialist personnel other school-based resources) for each team to be released regularly for planning across the classes.
- College Team Meetings, coordinated by Senior Leadership Team (SLT) members, meet at least once per term

- Staff meetings – weekly. Agenda includes whole staff professional development, strategic direction and issues across the college
- Staff briefings – fortnightly. Agenda includes campus specific issues / feedback sought / policy & procedural implementation

Leadership and leadership development:

- Heads of Campuses (HOCs) + Business Services Managers meet weekly
- Senior Leadership Team (SLT) – including HOCs, HOSEs and HODs meet weekly.
- Heads of Department / Special Education Services meet weekly
- Principal has worked with groups of other principals in “Leadership Matters”
- Principal has led a district in implementation of Professional Standards for Teachers

Employment and diversity:

- Principal is mentor for ELF1, ELF2, ELF 3
- Principal is mentor for SSLP (Principal Connect)
- Principal has mentoring relationships with six other school leaders
- 8 staff identify as indigenous
- A no. of staff have some form of disability

Employee health and wellbeing:

- Behaviour of all employees that reflects an understanding of their role, responsibilities and rights towards colleagues and clients
- Workplace Health and Safety processes that minimise workplace risk and reduce accident and incident rates.

Triennial School Review

Processes used:

Taskforce:

Heads of Campus Business Services Manager	Paul Williamson (Principal) - <i>Chair</i> Victor Burtenshaw (Head of Senior Campus) Margaret Mawn (Head of Middle Campus) Rebecca Hutton (Head of Junior Campus) Toni Dodd (A/Business Services Manager)
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P & C Association	Paul Kuhn (President)
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Review Process:

Stage	Activity
Orientation (October, 2007 to March, 2008)	<ul style="list-style-type: none"> • Form Taskforce • Finalise process • Inform school community re TSR: P&C, staff & parents; via meetings & newsletter
What's so? (October, 2007 to October, 2008)	<ul style="list-style-type: none"> • Analyse school planning documentation over preceding 3 years & established data sources: SPO's; SAROP's; Corporate Data Warehouse; school-generated data files • Internal scan: qualitative data via survey of all staff and sample groups of parents and students, and focus group meetings with all staff and with groups representative of all sections of school community • External scan: via groups, organisations, and individuals with whom our students interface – <i>Community, Businesses, Agencies</i>
The Future – toward 2010: what's possible? (March to October, 2008)	<ul style="list-style-type: none"> • Assess expectations & aspirations of: respective school community groups including parents, students & staff via focus group meetings • Review Education Queensland Strategic Plan and other relevant 'statements of expectation'
How will we get there? (October, 2008)	<ul style="list-style-type: none"> • Chair to compile & review data and information gathered through preceding process • Chair to prepare draft Triennial School Review Report and School Strategic Plan – 2009-2011
Affirmation (November, 2008)	<ul style="list-style-type: none"> • DRAFT TSR report and strategic plan presented to: taskforce (29.10); P & C meeting (11.11); Staff Meeting (11.11)

- Finalisation
(November)
- TSR Report/Plan finalised by Taskforce **(12.11)**
 - Triennial School Review Report and School Strategic Plan – 2009-2011 presented to Executive Director, Schools, (Roma) for accreditation **(13.11)**
- Publication
- Copies of Report/Plan to be made available through the school office and to key school community members and group representatives
 - Extracts of Report/Plan to be included on the school website, in the school newsletter, school promotional activities (advertisements) and enrolment packages

Achievements from the previous three years:

- *The creation of a positive, inclusive “one college” learning environment*
- *Increasing alignment of curriculum development and delivery*
- *Successful Prep-Phase-in and transition*
- *Increased variety of academic and vocational education pathways available to all students*

Outcomes not achieved from the previous three year plan:

- *Further enhancement to facilities and resources required*
- *Improvement in literacy and numeracy outcomes*

Key findings and recommendations from the TSR:

Achievements / Strengths & Challenges and Development priorities:

STOP DOING	CONTINUE DOING	START DOING
<ul style="list-style-type: none"> • Holding on to and living for what / has been • Dwelling on the past (when we were ...) and move on! • Cross campus teaching - unless supported with extra time <ul style="list-style-type: none"> ○ Cannot follow-up students ○ Too stressful racing from one campus to another 7 from class to class • Giving lip-service to one college - it's almost impossible to be in three different places • Working as separate entities • Negative attitudes (of some people) • Having meetings of HOCs etc during school time - thereby maximising their time available on compass issues / on site • Focusing on what we "should have" or "did have" and move on by giving us all one direction to follow • Showing favouritism towards staff who make a fuss and start appreciating the ones who just do their job without whining • More personal planning time on student free days • RE: New / Beginning Teacher Meetings <ul style="list-style-type: none"> ○ Once the presenter did not show ○ Perhaps it could be discussed what we would like assistance with • Making decisions behind doors, not advertising these to ALL shareholders - resulting in mistrust & devalued staff • Split lunch hours between middle / senior campus - needs to be the same • 5 min break between B1 & B2 @ MC does not work & needs to be reassessed • Decision-making from the top & filtered down • Listening to one side of the story & have an open mind • The negative - bring on the positive • Making all teachers teach the same unit 	<ul style="list-style-type: none"> • Positive atmosphere on SC - staff / staff, staff / students, (generally) student / student • Being innovative and creative and ensuring good outcomes for all students • What we're doing • Letting us make our own decisions about topics covered and when we do them • Focus on the positives • To celebrate successes & overcoming challenges • Collegiality of our campus • Supporting student pathways in the senior environment - the choices here are outstanding • Sharing with all staff • Beginning teacher support • Collaborative support of staff • Woodwork & metalwork for middle years • Focused commitment to education in rural Qld • Allowing us to work and be responsible for our own areas • Not too many meetings • Traineeships • Integration of curriculum across campus • Support of students • Staff communication - Monday Morning etc x 2 • Good effective communication - include everyone at the same time - notify everyone early with plenty of time to prepare / plan • Rewards program for classes • Senior schooling - vocational opportunities for students • Providing a wide-range of options for students in Yrs10-12 • Sharing info on work being done at each campus • Early intervention focus resources on "catching" the chn as early as possible • Early Childhood philosophy • The positive relationship between teaching staff and admin eg HOC 	<ul style="list-style-type: none"> • Recognising the strength, value & benefits of one school • Informally creating social, verbal interactions between all staff - across all campuses • Involve me in curriculum decisions • More TA support for SC • Subject specific meetings to allow teachers of the same subject to liaise with each other more effectively especially for cross campus teachers • Better organisation of new & beginning teacher meetings • Update year level handbooks, units, overviews - handwriting, maths etc, support materials • Working smarter & together as campuses - too many things overlap • College curriculum not 3 different ones designed by individual campuses without involvement / alignment • Making units of work that we have had success with available to everyone eg library. (Sometimes it feels we are continually re-inventing the wheel.) • Let staff make more decisions in regard to curriculum - not admin • Trust teachers • Don't second guess teachers' choices • Let MC work as one - not mini high school • Work with middle years not primary / secondary hot potch • Use outcomes as tool - teachers ideas work it • Better communication • More communications with support staff • Discussing curriculum with all teaching staff • Taking risks and valuing individuality • Listening to our students more • Better communication across campuses • Ensure that everyone steps up to the mark & follows through • Showing leadership and leading by example - being fair and respectful towards and about other staff

<ul style="list-style-type: none"> • "You will do" mentality • Homework • End of Term reports • Producing documents in "eduspeak" & use of practical everyday language which will encourage people to use them (esp the word "pedagogy") • Unproductiveness • Expecting one TA to cope with 3 special needs students alone in one classroom • Too many unproductive meetings • Walking on eggshells around issues that simply need to be addressed on an individual level • Staff - student movements cross - campus (M-S) • Need to develop more efficient time-frames • The negativity - let's move on! 	<ul style="list-style-type: none"> • At MC - rejecting bad behaviour and no re-entry until student ready to cooperate • TAs heavily involved in P-Yr3 classrooms • Teachers being given a lot of freedom about what we want to teach • Fantastic support for students • Taking prac students & offering a supportive learning environment • Trying to support all staff to feel they are being heard & accepted - difference is good. • Focus on Early Childhood learning - importance of TA time in the early years • Great work in the classroom with younger kids • Valuing all - each educational phase has its own place & importance 	<ul style="list-style-type: none"> members • Respecting proven practices and incorporating them into current arrangements • Using bells • Regular social events eg Friday arvo drinks • Some sort of healthy eating program eg fruit - particularly at JC • Integrating curriculum such as maths throughout the three campuses • Reflective analysis of data we collect about students in order to inform our planning • Giving good praise to the teachers (The P, HOC etc must tell their teacher that they are valued & doing a good job.) • Doing more about students inappropriate behaviour • Programs for girls as opposed to excellent work done for boys • Clarifying the pecking order for staff protocols - who to go to for what within our new structure • Recognise teacher skills and trust them to use them wisely • House spirit across SC & MC for swimming / athletics days • Valuing the early years highly • Building early years philosophy throughout school years • Recognising staff for the attributes & skills that they can bring to school • Giving staff / teacher more responsibility / an opportunity to be a leader • More communication between the 3 campuses • Challenge students to learn to do things & think for themselves • Leaders to step up & show leadership & communicate effectively with each other • Rewarding classes for good behaviour - JC similar to MC
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Key priorities for Roma State College for 2009-2011:

- *Improving literacy and numeracy outcomes*
- *Alignment of curriculum across all key junctures*
- *School-wide positive behaviour support*
- *Build capacity and resilience of students, staff and parents*
- *Significant enhancement to facilities and resources*

Review program:

Principal & Heads of Campuses	Development and review of School Annual Report and Annual Operation Plans as planned agenda
P&C	Approval and monitoring of the implementation of the themes in the Strategic Plan
Staff forums	Responsive and planned review of strategies in the Strategic Plan. Adoption of the strategic agenda by all staff as core business
Student voice	Real student involvement in reviewing themes of TSR
Community	Whole community participation in processes
Cluster	Cluster review of performance (peer support)
Education Queensland	Regular reporting and monitoring to EDS

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.*

OUTCOME LE 2: *Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.*

OUTCOME LE 3: *An increased number of students successfully completing Year 12 or equivalent, and successfully making the transition to employment, further education and training by following a range of validated and flexible pathways through the senior phase of learning.*

Outcomes	Strategies	Indicate (✓) the AOP year/s in which the strategies are to be implemented		
		2009	2010	2011
Strive	<ul style="list-style-type: none"> • Support PD designed to improve literacy and numeracy outcomes for all students in all learning areas • Review whole school literacy planning processes with a renewed focus on literacy and numeracy • Implement revised Curriculum Framework / Plan • Early Years Curriculum Guidelines implemented – Prep-Yr3 • Consolidate Prep Year implementation • Continued implementation of the Literacy Strategy • Revise and implement Whole School Literacy Plan • Implementation of Literacy blocks across the college – P-Yr8 • Continued implementation of Support-a-Talker • Peer mentoring using Professional Standards for Teachers as a tool • Develop a whole school focus on quality writing • Investigate /implementation of metalinguistic / phonic program/s • Implement Numeracy blocks where ever possible • Engage in QCARF to further develop planning, teaching and learning and common assessment format, quality assessment tasks, standards matrix 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

	<ul style="list-style-type: none"> • Continue to develop ICTs as an integral component of curriculum, learning and teaching • Develop and implement school programs / scope and sequence – <ul style="list-style-type: none"> ○ <i>English</i> ○ <i>Maths</i> ○ <i>SOSE</i> ○ <i>Science</i> ○ <i>The Arts</i> ○ <i>Technology</i> ○ <i>LOTE</i> ○ <i>HPE</i> • Incorporate NAPLAN Testing Preparation Strategy into curriculum development, planning and implementation • Develop and enhance transition / curriculum programs across campuses / cluster schools 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<p>Respect</p>	<ul style="list-style-type: none"> • Address the guiding principles of the <i>Inclusive Education Statement</i> • Implement <i>Response to Intervention</i> Policy • Implement student support referral / monitoring systems and processes across the college • Implement EAP by identifying the learning adjustment needs for students with disabilities • Develop and implement Support Plans for all students with learning difficulties / disabilities – those below “national benchmark” • Implement the <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i> • Develop and implement Individual Education Programs for all indigenous students • Implement Education Support Plans for all young people in the care of the state • Implement <i>the Rural and Remote Education Framework for Action</i> • Implement the Framework for Gifted Education • Continue to develop strategies to engage boys 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

SCHOOLS: Create learning communities that meet diverse student and community needs

Schools Outcome 1: Schools have innovative and distinctive strategies responsive to community and student needs.

Schools Outcome 2: Schools have productive partnerships with their community and with business, industry and other government agencies to implement the Education and Training Reforms for the Future initiatives.

Schools Outcome 3: Schools provide safe, tolerant and disciplined learning environments

Schools Outcome 4: Schools have effective school planning and reporting processes to coordinate teaching and learning with the management of human and physical resources including information technology.

Outcomes	Strategies	Indicate (✓) the AOP year/s in which the strategies are to be implemented		
		2009	2010	2011
Respect	<ul style="list-style-type: none"> • Early Years and Middle Phase of Learning philosophies embedded in practice • Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by <ul style="list-style-type: none"> ○ implementing the school <i>Responsible Behaviour Plan for Students</i> as outlined in Code of School Behaviour ○ utilising the resources of the <i>National Safe Schools Framework</i> • Develop strategies to use to address the needs of students with challenging behaviours • Align school planning, reporting and accountability processes with <i>Regional Indigenous Education Plan</i> [Urban Indigenous Strategy] 	✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓

	<ul style="list-style-type: none"> • Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2005) where applicable are met • Continue to develop and implement strategies for risk assessment and the management of a safe and healthy workplace • Improve accountability ensuring the physical and human resources, finances and facilities are effectively used to respond to student and community needs 	<p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>
<p>Contribute</p>	<ul style="list-style-type: none"> • Participate in communication strategies inc. digital, to enable the sharing of best practice in curriculum/teaching • Implement strategies for proactively engaging & working with all Indigenous families in the school community • Support successful transition of students between phases – <ul style="list-style-type: none"> ○ Prep-Yr 12; ○ cooperative alliances and planning processes between primary, secondary, special schools and TAFE; • transition into school from home, and through the phases of learning and beyond • Develop school as a public asset, a centre for learning, and community engagement • Continue to involve parents in the implementation of school-wide policies and initiatives Strengthen partnerships to <ul style="list-style-type: none"> ○ increase student involvement in the workplace and community organisation sites <ul style="list-style-type: none"> ○ ensure school programs are connected to knowledge-based economy • Expand links between schools and industry/employers to enhance employment and learning outcomes • Continue to work with other government agencies • Continue to promote vision, initiatives and successes through the school newsletter, website and promotional materials • Upgrade signage and bulletin boards in keeping with the community streetscape • Develop design /master plan for campuses / college • Upgrade of Jubilee Hall 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

	<ul style="list-style-type: none"> • Continue to implement <i>Smart Choices – the Healthy Food and Drink Supply Strategy for Queensland</i> • Implement the key components of <i>Smart Moves – Physical Activity Programs in Queensland State Schools</i> • Implement the revised SIAF and D2010 	✓	✓	✓
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WORKFORCE: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010.

Workforce Outcome 1: *A workforce that has the capability and flexibility to deliver the strategic objectives of the Department through ongoing professional development opportunities.*

Workforce Outcome 2: *Leadership that drives educational reform, supports productive relationships and promotes innovation.*

Outcomes	Strategies	Indicate (✓) the AOP year/s in which the strategies are to be implemented		
		2009	2010	2011
Strive	<ul style="list-style-type: none"> • Implement, through a range of modes inc ICT, PD focused on key school priorities in the annual <i>Professional Development Agenda</i> • Use the Professional Standards for Teachers for reflection, planning and PD to maximise student-learning outcomes • Support supervision and development of pre-service and beginning teachers, internships and teacher induction programs • Ensure all teachers have completed the introductory session on Crossing Cultures: It's Everyone's Business package • Provide opportunities for staff to gain their ICT Pedagogical Licence • Utilise <i>Leadership Matters: Leadership capabilities for Education Queensland Principals</i> to strengthen performance and guide PD for school leaders and aspirants • Implement programs and maintain networks to strengthen the quality of leadership in the school and develop a constructive organisational climate 	✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓
		✓	✓	✓

