



Annual Operational Plan 2009

STRATEGIC DIRECTIONS (2009-2011)

- To maximise results for all students
- To ensure seamless transitions for students at key educational junctures
- To upgrade and maintain facilities meeting educational & safety standards
- To continue effective links with the school's community, like-schools, Warwick SHS, QSA and business partners
- To progress our focus on Literacy aligning this with EQ'S Literacy Framework in addressing our school's NAPLAN Action Plan.
- To progress ICTS throughout the school in line with EQ'S ICTS for Learning Strategy
- Maintain focus on Middle Phase of Learning Strategy and progress Curriculum Pathways and QCAR
- Progress the management of student behaviour in our quest to maintain a happy and safe learning / working environment
- Action our Workforce Plan which aligns itself to the learning directions of the school
- To promote a healthy lifestyle by encouraging all students to play at least one sport and eat healthily

2009 PRIORITIES:

- Progress focus on Literacy Framework
- Continue focus on QCARF and Essential Learning and Standards
- Address our school's NAPLAN Action Plan.
- Review behaviour management practices.
- One School & MOE (develop competence)
- ICTS (Smart Classrooms initiatives)
- Smart Moves (Sporting Excellence School)
- Promote Green and Healthy School initiatives

APPROVAL

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

SHAUN KANOWSKI
Principal

11 March 2009

MICHELLE VETTIGER
P&C President

/ /2009

DON GROBE
Executive Director Schools

/ /2009

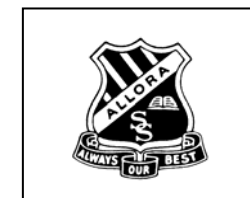


Key Focus Areas	LEARNING Key Actions for 2008	Cost Centre	SCHOOLS Key Actions for 2008	Cost Centre	WORKFORCE Key Actions for 2008	Cost Centre
QCARF	Provide a quality curriculum to: <ul style="list-style-type: none"> Maximise the capacity of all students to achieve the QCARF Essential Learnings and Standards in all KLAS from Years 1-9; Develop Student Support Plans for targeted students to maximise potential and success Ensure every Year 10 student undertakes Senior Education and Training (SET) Planning and to exit from schooling with the capabilities and values to be active and responsible citizens; Engage in whole-school Literacy planning, implementation and evaluation; Provides access to Aboriginal and Torres Strait Islander perspectives (DDSW Region <i>Partners for Success Strategic Directions 2008-2011</i>); Incorporate Asian Studies in LOTE and ICIS through the <i>Leading 21st Century – Engage with Asia</i> project 	LCAR LELE LESP LIED LINT LLIT LNUM LSNE LSPE LSSS LTAS LUPL LVET	Regularly report relevant information to parents on student achievement and learning. Progress knowledge of One School Reporting Suite		Assessment Immersion in-service for teachers	WPRO LCAR

	Learning <i>Implement a learning framework to prepare students for living in a complex, multicultural, networked societies</i>		Schools <i>Create learning communities that meet the diverse student, parent and community needs</i>		Workforce <i>Ensure the workforce has the capability and flexibility to deliver the objectives of QSE-2010</i>	
Key Focus Areas	LEARNING Key Actions for 2008	Cost Centre	SCHOOLS Key Actions for 2008	Cost Centre	WORKFORCE Key Actions for 2008	Cost Centre
NAPLAN	Implement School's NAPLAN Action Plan (see appendix) which includes using data from 2008 and 2009 Test preparation to inform teaching and learning	LELE LMTS LENS	Monitor and assess individual student achievement and evaluate it against state-wide and national standards, regularly using collaborative processes to support teachers in making consistent judgments		Year 4-7 Staff engage in Literacy Framework Training Principal engages in Primary Principal Literacy Leadership Professional development Workshop Functional Grammar imbedded in literacy program Action School Literacy Strategy (2008 Action Research Project with Jason Locke)	WPRO
QCATS	2008 and 2009 QCATS used by staff to inform curriculum plans and ways of working	LY4P LY6P LENS LMTS LSCS	Implement statewide assessment tasks and certification procedures, and administer nationally prescribed assessments. Year 4, 6 and 9 QCATS in English, Mathematics and Science Tomorrow's Schools - Science Lab refurbished and digitalised		HOC Trained in Social Moderation	
EARLY YEARS CURRICULUM GUIDELINES IN PREP	Students engaged in a play-based curriculum with a focus on early Literacy, Numeracy and Social Development	LY0P LY1P	Curriculum guidelines in Prep used to plan curriculum for prep aged students		Staff have access to professional development opportunities to enhance the implementation of the EYCG in Prep	WPRO

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ICTS	Students enrolled and engaged in on-line learning courses through the Learning Place ICTS imbedded into the curriculum in all classrooms / subjects	SCMP LCRE	Action performance areas as indicated in the 2009 School ICT Plan / Learning Agreement BER Project – digitalising Library	LITS	Staff engaged in and achieving ICT Certificate, Pedagogical Licence and Pedagogical Licence (Advanced) Staff familiar with and mastering One School	WPDT WPOS
SMART MOVES	Action Green and Healthy initiative (Smart Moves, Smart Choices, eco-citizen values organisers)		Action Green and Healthy initiative (environment, re-cycling resources, water wise)			
WORKPLACE HEALTH AND SAFETY			Action facilities and WH&S Committee safety audits to ensure a safe, supportive learning environment	SHEA SMWK SFAC SSIA	Additional WHSO Trained	WPRO

Warwick District P-10 Cluster Schools

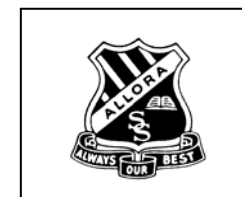


Key Focus Areas	Learning Implement a learning framework to prepare students for living in a complex, multicultural, networked societies	Cost Centre	Schools Create learning communities that meet the diverse student, parent and community needs	Cost Centre	Workforce Ensure the workforce has the capability and flexibility to deliver the objectives of QSE-2010	Cost Centre
Key Focus Areas	LEARNING Key Actions for 2009	Cost Centre	SCHOOLS Key Actions for 2009	Cost Centre	WORKFORCE Key Actions for 2009	Cost Centre
CYAP	<p>Accessing hands-on/VET/Career opportunities</p> <p>Provision of attainable online/face-to-face certification (Blue Card, Work Place Readiness)</p> <p>Transition to Senior High Schools</p> <p>Online Learning Courses (Black Board)</p>		<p>Effective transport/technological solutions for learning outcomes/programs</p> <p>Enhance P-10 partnerships with each other and TAFE</p> <p>Explore funding avenues to provision of electronic resources for effective access to virtual schooling/video conferencing</p>			
P-10 Representation on District/Region/State Committees					<p>Peter – DIERG, P-10 Rep DLC, Regional Strategic HR, Senior Phase Working Party</p> <p>Shaun – President P-10/12, Sec Regional Principals Reference Group, Early Year Reference Group</p> <p>Steven – State Strategic Facilities, CAP, Get Smart</p> <p>Fran – P-10 Rep DLC, CAP</p>	
P-10 Principal Support			<p>Strategic Planning</p> <p>Support through Health and Well-being and problem sharing/solving</p>			

Key Focus Areas	Learning Key Actions for 2009	Cost Centre	Schools Key Actions for 2009	Cost Centre	Workforce Key Actions for 2009	Cost Centre
	Implement a learning framework to prepare students for living in a complex, multicultural, networked societies		Create learning communities that meet the diverse student, parent and community needs		Ensure the workforce has the capability and flexibility to deliver the objectives of QSE-2010	
Pre-service Teacher Support			Liaise with Universities to encourage pre-service practicum's in P-10 settings		Encourage staff to consider mentoring pre-service teachers	



Allora P-10 State School - Student Free Days



SFD	Planned Focus / Foci	Format (e.g. School or Cluster)
25 & 26 Jan	Myers-Briggs – Introduction to Type – Team Building	Jan Alen – Central Office
20 April	Level 0 & 1 Sport Coaching Certificate Courses – Darling Downs School Sport ICT Pedagogical Licence & Certificate Warwick District Digital Learning Conference	Region - Harristown SHS School
13 July	First Aid and Resuscitation Re-Certification Smart Classrooms QCAR Planning NAPLAN Data Analysis	School
19 Oct	Refining Pedagogical Practice; QCAR; Smart Classrooms	School
Ministerial PFD – 12 October	Myers-Briggs – Introduction to Type – Team Building Part 2	Jan Alen School

DESTINATION 2010 SCHOOL PERFORMANCE INDICATORS - MANDATED TARGET SETTING

	National Benchmark					School Information	
	Results				Target	Results	Target
	2008	2009	2010	2011	2012	2008	2009
Percentage of students achieving national Year 3 reading benchmarks.	92					89	85
Percentage of students achieving national Year 3 writing benchmarks.	95					78	85
Percentage of students achieving national Year 3 spelling benchmarks.	93					79	90
Percentage of students achieving national Year 3 grammar punctuation benchmarks.	92					95	85
Percentage of students achieving national Year 3 numeracy benchmarks.	95					84	95
Percentage of student achieving national Year 5 reading benchmarks.	91					82	90
Percentage of student achieving national Year 5 writing benchmarks.	93					83	85
Percentage of student achieving national Year 5 spelling benchmarks	92					90	90
Percentage of student achieving national Year 5 grammar punctuation benchmarks	92					83	90
Percentage of student achieving national Year 5 numeracy benchmarks.	93					86	95
Percentage of student achieving national Year 7 reading benchmarks.	94					96	95
Percentage of students achieving national Year 7 writing benchmarks.	92					96	95
Percentage of student achieving national Year 7 spelling benchmarks.	93					96	95
Percentage of student achieving national Year 7 grammar punctuation benchmarks.	92					92	95
Percentage of students achieving national Year 7 numeracy benchmarks.	95					92	95
Percentage of student achieving national Year 9 reading benchmarks.	93					100	95
Percentage of students achieving national Year 9 writing benchmarks.	87					92	95
Percentage of student achieving national Year 9 spelling benchmarks.	90					96	95
Percentage of student achieving national Year 9 grammar punctuation benchmarks.	90					92	95
Percentage of students achieving national Year 9 numeracy benchmarks.	94					100	98
	State Information						
	2008	2009	2010	2011	2012		
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Reading.	75					91	90
Percentage of students not requiring additional support for Year 2 Diagnostic Net : Writing.	84					87	90
Percentage of student not requiring additional support for Year 2 Diagnostic Net : Number.	81					91	90
Percentage of students, satisfied that they are getting a good education from school.	79				80	78	75
Percentage of parents and caregivers, satisfied that they are getting a good education from school.	78				80	73	80
Percentage of parents/caregivers satisfied that the school is a good school.	84				88	73	90
Percentage of workforce engaged in professional development opportunities.	81				83	90	90

Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	73				75	81?	95
Percentage of staff members satisfied with morale in the school.	79				80	88?	100
Percentage of general component of school grant budget or equivalent expended on professional development for school staff.	10				10	27	20

FOOTNOTES:

1. The CDW indicates that our School Surveys - Staff Opinion Overview All Staff by Workplace Dimensions 2008 is quite different from the figures noted above (outlined by question marks). When you review the report on the CDW, our school data was above State and Like Schools in every component of the Staff Opinion Survey. The results noted above suggest otherwise!
2. Our targets for both the Year 3 and 5 cohorts have been lowered to represent a more realistic figure, having explicit knowledge of the students which make up these classes (many SWD and learning support needs). This does not match up with the next page, which represents the State Trial coordinated by Central Office.

3.

**School NAPLAN Targets (Trial – Central Office)
Allora State School**

Cohort	Field	2008 Percentage At Or Above N.M.S		% above NMS 2009	Additional Targets
		S	A		
Year 3	• Reading	89.5	92.1	95	B5 / B6 increase 10%
	• Spelling	77.8	95.4	95	Decrease B1 /B2 by 10% Increase B5/ B6 10%
	• Writing	78.9	92.4	95	Decrease B1 by 10% Increase B5 / B6 10%
	• Grammar/Punctuation	94.7	91.7	95	Increase B5 / B6 by 10%
	• Numeracy	84.2	95	95	Increase B5 / B6 by 10%
Year 5	• Reading	82.1	90.9	95	Decrease B3 by 10% Increase B7 / B8 by 10%
	• Spelling	82.8	92.5	95	Increase B8 by 10%
	• Writing	89.7	91.7	95	Increase B8 by 10%
	• Grammar/Punctuation	82.8	91.9	95	Increase B8 by 10%
	• Numeracy	85	92.6	95	Increase B8 by 10%
Year 7	• Reading	96	94.2	95	Increase B8 / B9 by10%
	• Spelling	96.2	91.8	95	Increase B7 / B8 / B9 by 10%
	• Writing	96.2	92.4	95	Increase B7 / B8 by 10%
	• Grammar/Punctuation	92.3	91.6	95	Increase B7 / B8 / B9 by 10%
	• Numeracy	92.3	95.4	95	Increase B7 / B8 / B9 by 10%
Year 9	• Reading	100	92.9	95	-
	• Spelling	92	87.2	95	Increase B8 / B9 / B10 by 10%
	• Writing	96	89.7	95	Increase B8 / B9 / B10 by 10%
	• Grammar/Punctuation	92	89.9	95	Increase B8 / B9 / B10 by 10%
	• Numeracy	100	93.6	98	-

NMS: National Minimum Standard – S: School Results – A: Australian Results