

Trinity Beach State School

2010 Annual Operational Plan

Key School Planning Priorities for 2010	Specific strategies to achieve the priorities	Performance measurement indicator										
<i>Improve reading, viewing and writing results across the school</i>	<ul style="list-style-type: none"> • Implement <i>Whole School English Plan</i> with a focus on the teaching of reading, spelling and a focus on EQ initiatives and requirements. • Implement Whole School Literacy Plan via curriculum Roadmap – refer to Mercalli SS Program • Review use of human and non-human resources to support the teaching and learning of reading/writing/spelling - Implement recommendations • Utilise data to inform planning, teaching and learning – SunLANDA, Oneschool, inschool teaching • Continue with PD initiatives – <i>First Steps - Writing / Literacy</i> workshops 	<p>Improved results in NAPLAN</p> <p>See School Improvement Targets 2010 – 2013 for specific targets</p>										
<i>Improve number results across the school</i>	<ul style="list-style-type: none"> • Implement <i>Numeracy Plan</i> to align with EQ requirements and initiatives – using curriculum Roadmap refer to Fibonacci State College model • Implement strategies for preparing students for the year 3/5/7 test with a focus on teaching the testing discourse • Review use of human and non-human resources to support the teaching of number – Implement recommendations • Utilise data to inform planning, teaching and learning – using SunLANDA, Oneschool, inschool monitoring (PAT Maths) • Continue with PD initiatives – <i>First Steps - Number</i> 	<p>Improved results in NAPLAN</p> <p>See School Improvement Targets 2010 – 2013 for specific targets</p>										
<i>Improve market share in all Enrolments</i>	<ul style="list-style-type: none"> • Actively promote Trinity Beach SS via local newspaper, school sign, newsletter, website, P&C meetings, parent meetings, staff interactions, community involvement – use positiveness of BikeBus programs. • Engage further with local childcare and kindergarten providers, in terms of early childhood shared activities, open days, transition activities, staff PD opportunities and networks. 	<p>Maintain or Increase enrolments for 2010 school year.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">2006</th> <th style="text-align: left; border-bottom: 1px solid black;">2007</th> <th style="text-align: left; border-bottom: 1px solid black;">2008</th> <th style="text-align: left; border-bottom: 1px solid black;">2010</th> <th style="text-align: left; border-bottom: 1px solid black;">Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">755</td> <td style="text-align: left;">772</td> <td style="text-align: left;">720</td> <td style="text-align: left;">720</td> <td style="text-align: left;">720</td> </tr> </tbody> </table>	2006	2007	2008	2010	Target	755	772	720	720	720
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<i>Enhance and encourage staff professional development</i>	<ul style="list-style-type: none"> • Make links with opportunities provided through Professional Development and Leadership Institute. • Specifically encourage staff uptake of PD as a channel towards expanding qualifications. • Increase emphasis on Professional Standards framework and terminology as a reflection and measurement tool. • Use “Head of Subject” model to value existing personnel and support school programs. 	<p>Improved results in <i>School Opinion Survey – Workforce</i></p> <p>See School Improvement Targets 2010 – 2013 for specific targets</p>										

* Source for priorities are:-

- School Strategic Plan and community requirements.
- Destination 2010 new developments
- FNQ Regional priorities
 - a. Whole-school literacy and numeracy
 - b. Bound for success scope and sequence
 - c. First Steps reading, writing and number
 - d. QCAR
 - e. Increasing the school's ICT index rating
 - f. Service commitment for senior schooling

This Annual Operational Plan, incorporating the budget was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

Principal

Trinity Beach State School – Ian Moller-Nielsen

Date – February 2010

President

P& C Association – Ian Stone

Date

District

Executive Director – Colin Allen-Waters

Date

Objective - 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

<p>Literacy & Numeracy</p>	<ol style="list-style-type: none"> 1. Support professional development designed to improve literacy and numeracy outcomes for all students in all learning areas. 2. Review whole-school literacy and numeracy planning processes with a renewed focus on literacy and numeracy in the curriculum. 	<ol style="list-style-type: none"> 1.1 Continue literacy professional development of yr 1-3 teachers. 1.2 Commence literacy professional development of Yrs 4-7 teachers. 2.1 Rewrite school Literacy Plan with a focus on integration of the Essential Learnings across the KLA's. 2.2 Implement School Literacy Plan 2.3 Implement strategies from First Steps Literacy and Numeracy. 2.4 Commit to the strategies as outlined in the NAPLAN Response
<p>Inclusive Practices</p>	<p>Improve learning outcomes for all students by continuing to:</p> <ol style="list-style-type: none"> 1. Address the guiding principles of the <i>Inclusive Education Statement</i> 2. Implement the <i>Education Adjustment Program</i> by identifying the learning adjustment needs for students with disabilities 3. Implement the <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i> 4. Implement the <i>Rural and Remote Education Framework for Action</i> to maintain and improve the attendance, retention and achievement of students in rural and remote communities 5. Implement the <i>Framework for Gifted Education and revisit the Thinking Skills Framework</i> 6. Support children and young people in the care of the state through the development and implementation of <i>Educational Support Plans</i> 7. Support students enrolled under the RIS, ESL and EQI program via well-developed work programs . 	<ol style="list-style-type: none"> 1.1 Teachers continue application of inclusive practices in classroom and other school settings. This is to apply to the homework area as well 2.1 Managed by HOSE (primary) in collaboration with SWD teachers, aides, class teachers, parents and others stakeholders. 2.2 Documentation and implementation through case conferences, IEPs, EAP processes. 3.1 DP and selected CT to attend C/wealth Values Ed and EATSIPS PD to facilitate implementation of these frameworks in school operations. 3.2 Continue employment of Indigenous TAs for home/school liaison and integrated cultural perspectives, as well as regular literacy & numeracy support. 5.1 Identify and support gifted and talented students through modified classroom programs, nomination in State and Federal programs and cluster activities. 6.1 Access support for students in care to meet their academic, personal, social and emotional needs, through collaboration with relevant stakeholders (eg: DoCS).

Outcome LE2:

Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students

<p>Curriculum, Teaching, Assessment and Reporting</p>	<ol style="list-style-type: none"> 1. Commence whole school planning to implement the <i>Queensland Curriculum Assessment and Reporting (QCAR)</i> framework in Years 1 to 9. 2. Embed the use of Information and Communication Technologies (<i>ICT</i>) as an integral component of curriculum and teaching and learning. 	<ol style="list-style-type: none"> 1.1 Access staff training provided by district facilitator. 1.2 Analyse and engage with Bound for Success Scope and Sequence documentation, in relation to Essential Learnings. 2.1 Timetable planning and support role of T/L and ICTs co-ordinator for access by all teachers. 2.2 Offer training opportunities for teachers via cluster PFD programs and others. (eg LDC – ICTs)
<p>Phases of Learning: Early and Middle Years</p>	<ol style="list-style-type: none"> 1. Consolidate the <i>Preparatory Year</i> implementation. 2. Implement responsive curriculum programs in the early years to promote continuity of teaching and learning guided by the <i>Early Phase of Learning Action Plan</i> 3. Continue to implement the <i>Middle Phase of Learning State School Action Plan</i> to provide learning programs that maximise student engagement and achievement, and support the transition from primary to secondary education. 	<ol style="list-style-type: none"> 1.1 Implement Prep to 3 sector meetings to discuss philosophical literacy and numeracy teachings and results. 2.1 Prep to Year 3 teachers work together on continuity of planning activities. 3.1 Continue focus on integrated units incorporating real-life and authentic subject matter and/or materials and activities. <p>Budget for Learning Outcomes \$289595</p>

Objective – 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

<p>School and Community</p>	<ol style="list-style-type: none"> 1. Participate in communication strategies, including digital, to enable the sharing of best practice in curriculum and teaching across the phases of learning. 2. 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. 	<ol style="list-style-type: none"> 1.1 Expand use of Learning Place and other educational sharing web-based communities. 1.2 Continue to facilitate school intranet and curriculum server structures to enable teacher access, sharing and management of digital materials. 2.1 Continue practices of home/school liaison visits, meetings at local indigenous organisations settings, employment of key indigenous staff.
<p>School and Smithfield SHS</p>	<ol style="list-style-type: none"> 1. Support successful student transition by developing schooling as a seamless learning continuum from Prep to Year 12 <ul style="list-style-type: none"> - co-operative alliances and planning processes between primary, secondary, special schools, and TAFE institutes - 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. 	<ol style="list-style-type: none"> 1.1 Cluster primary/secondary teacher network and planning days and end of year transition activities for yr 7s. 1.2 Year 7 teachers and HOSES (primary and secondary) co-ordinate overall programming, operations and resourcing across campuses. 1.3 Continue and expand application of co-operation with local Kindy and Day Care providers and families through open days, visits, early year's activities and transition to Prep activities.

Outcome SC2:

Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies

<p>Parents and Community Engagement</p>	<ol style="list-style-type: none"> 1. Develop the school as a public asset, a centre for learning, and community engagement. 2. Continue to involve parents in the implementation of school-wide policies and initiatives 	<ol style="list-style-type: none"> 2.1 Communicate and engage with school community through newsletter, school sign, P and C meetings, committee meetings, and parent information sessions.
<p>Environmental Sustainability</p>	<ol style="list-style-type: none"> 1. Implement strategies and actions, in partnership with the community and within the school, to reduce the school's ecological footprint. 	<ol style="list-style-type: none"> 1.1 Plan elements of class programs (incorporated in SOSE, Science) to heighten awareness and responses to environmental impacts. 1.2 Implement re-cycling and energy reduction strategies. 1.3 Implement School Energy Wise Program.

Outcome SC3:

Schools provide safe, supportive and disciplined learning environments

Supportive Learning Environments	<ol style="list-style-type: none">1. Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by:<ul style="list-style-type: none">- consolidate the school Responsible Behaviour Plan for Students that responds to the expectations outlined in the <i>Code of School Behaviour and implement Stage Two of the SWPB program</i>- utilising the resources of the <i>National Safe Schools Framework</i>2. Continue to implement <i>Smart Choices – the Healthy Food and Drink Supply Strategy for Queensland Schools</i>.3. Consolidate the key components of <i>Smart Moves – Physical Activity Programs in Queensland State Schools</i>.	<ol style="list-style-type: none">1.1 Code applied by individual teachers, admin, and whole of school approach.1.2 Consolidate use of high five proactive strategies.1.3 Expectations clearly outlined in parent information handbook.2.1 Continue to monitor tuckshop menu offerings, in consultation with convenor.2.2 Continue daily mid morning session health break.3.1 Staff PD provided by PE teacher.3.2 Half hour daily moderate exercise programs across whole school.
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Outcome SC4:

Schools have effective school planning and reporting processes

School Planning & Reporting	<ol style="list-style-type: none">1. Implement the <i>School Improvement and Accountability Framework</i> and <i>Destination 2010</i>.2. Ensure the effective and accountable use of human, physical and financial resources.3. Align school planning, reporting and accountability processes with the Regional Indigenous Education Plan.4. Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2005), where applicable, are met.	<ol style="list-style-type: none">2.1 Cohesive approach by admin team to ensure all areas of responsibility covered, in terms of HR, facilities, grounds, financial management.3.1 Funding sources such as ITAS, IESIP, RIS, EQI are equitably and effectively managed by BSM (financial) and DP (curriculum). <p>Budget for School Outcomes \$271407 Plus Provisions To Carry Forward to 2010 \$39724</p>
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Objective – 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.

<p>Teacher Professionalism</p>	<ol style="list-style-type: none"> 1. Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the annual <i>Professional Development Agenda</i>. 2. Use the <i>Professional Standards for Teachers</i> as a framework for reflection, planning, and professional development to strengthen and extend the professional practice of teachers to maximise student-learning outcomes. Utilise the QCT Standards as well. 3. Support supervision and development of pre-service and beginning teachers in practicum, internships and teacher induction programs. 4. Ensure all teachers in the school complete the introductory session of the <i>Crossing Cultures: It's Everyone's Business</i> package. 5. Provide opportunities for staff to gain their <i>ICT Pedagogical Licence</i> through the <i>Smart Classrooms Professional Development Framework</i> 	<ol style="list-style-type: none"> 1.1 Access opportunities provided through Regional PD newsletter. 1.2 Northern Beaches Cluster PD, providing an array of PD offerings, based on needs analysis, for all staff in cluster. 2.1 Use staff meeting opportunities to engage teaching staff with the elements of the PST. Draw links between our PD requirements and these elements. 4.1 As accessed through trained facilitators in FNQ Region. 5.1 As outlined in the Professional Development Agenda.
<p>Continuous Professional Development</p>	<ol style="list-style-type: none"> 1. Celebrate the achievements of school staff through reward and recognition, including those offered through the <i>New Professionalism</i> program. 2. Provide opportunities for staff to gain tertiary credit in post-graduate programs for professional development undertaken in priority areas through the <i>Professional Development Pathways</i> program. 3. Phased implementation of the <i>Developing Performance Framework</i>. 4. Provide an induction program for all new employees. 	<ol style="list-style-type: none"> 1.1 Ensure all staff are aware of professional development opportunities available. 4.1 Principal meets with new teachers to conduct induction programs based on the "Flying Start Induction Toolkit".

Outcome WO2:

Leadership that drives educational reform, supports productive relationships and promotes innovation

<p>Leadership</p>	<ol style="list-style-type: none"> 1. Ensure <i>Leadership Matters: Leadership capabilities for Education Queensland Principals</i> is used to strengthen the performance and guide professional development of school leaders and aspirants. 2. Consolidate the programs and maintain the networks that strengthen the quality of leadership in the school and develop a collaborative organisational climate. 	<p>Budget for Workforce Outcomes \$17000</p>
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Outcome WO3:

A healthy workforce engaged in a safe and supportive work environment

<p>Employee Health and Wellbeing</p>	<p>1. Promote safe and healthy learning environments by managing proactively and regularly monitoring workplace health and safety at the school, in consultation with staff and the wider community.</p> <p>2. Consolidate the key actions of the <i>Health, Safety and Wellbeing Action Plan 2007-2008</i>.</p> <p>3. Wherever possible resolve grievances and industrial disputes at the school level.</p>	<p>1.1 Principal and WHSO meet to review status of grounds, facilities and practices.</p> <p>1.2 Remind staff of risk assessment and risk management procedures and documentation.</p> <p>1.3 Make links with EPPR information. Proformas and links set up on school intranet.</p>
<p>Workforce Diversity and Equity</p>	<p>1. 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>2. Consolidate the key actions of: o <i>Workforce Diversity and Equity Framework For Action 2006-2008</i> o <i>Aboriginal and Torres Strait Islander Framework for Action</i>.</p>	<p>1.1 Review Diversity and Equity requirements with staff on PFD.</p>