

Glenala State High School

Operational Plan

2009



GLENALA STATE HIGH SCHOOL

ANNUAL OPERATIONAL PLAN – 2009

Principals are asked to satisfy the requirements of the School Improvement and Accountability Framework - revised for 2009 and Destination 2010 Action Plan 2006-2008 - revised 2008 and the DETA Strategic Plan 2008 - 2012 to deliver on DETAs key priorities and advance the vision of a Clever, Skilled and Creative Queensland.

Purpose of the AOP

The annual operational plan (AOP) is a subset of the school's strategic plan and synthesises the school's priorities for the next 12 months. The priorities will be determined from both the school's strategic plan and current systemic initiatives. The financial statement is an integral component of the AOP, and provides evidence to assure the community that resources are managed efficiently and effectively.

Documentation for the annual planning cycle

The **mandated elements** of the AOP comprise the following two distinct, yet interrelated components.

Firstly, there is a plan that focuses on the **key improvement strategies and outcomes** for the next 12 months, and that addresses:

- the direction and progress in achieving the school's three-year school strategic plan
- the relevant strategies, performance indicators and targets with respect to Learning, Schools and Workforce objectives of *Destination 2010*
- priorities and contingencies arising from the local context
- cost codes and other funding information relevant to these strategies.

Secondly, a financial statement (forwarded to Regional Senior Finance Manager) incorporating:

- annual financial report generated from School Management System (SMS) and produced after the end-of-year rollover and the update of budget data
- the school budget, using the approved budget tools listed on the Finance Branch website
- an asset replacement summary, generated from SMS
- a financial commentary

CERTIFICATION

This Annual Operational Plan was developed in collaboration with the school and community. It includes the Plan focussing on the key improvement strategies and outcomes for the next 12 months, Annual Financial Report, School Budget, Asset Replacement Summary and Financial Commentary.

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Michael Knox
Principal
/ / 2009

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David Newman
P&C President
/ / 2009

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Heather Marsh
P&C Treasurer
/ / 2009

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Executive Director Schools,
Moreton East District
/ / 2009

Strategic Priorities for 2009

Priority	Strategic Priority Area	Rationale for each priority area (evidence based)
1	Improve staff and student leadership density	<ul style="list-style-type: none"> • Past history of throwing students into leadership roles without any PD. • No formal student council structure until this year. • 2009 - progression from middle school leaders to senior. • Introduce middle school and senior school leadership camps. • Staff opinion shows formal leadership program required.
2	Introduce school wide positive behaviour strategy	<ul style="list-style-type: none"> • SDA data, planning room and office behaviour referrals • BAS requirement • Funding accessed for external PD • Needs to improve school climate, student and staff wellbeing
3	Enhance pathways for all students	<ul style="list-style-type: none"> • Excellent outcomes SATs • NAPLAN data 2008 – strong work required around literacy and numeracy Quality of work increasing in senior academic subjects – marked increased OP 1-15

Note: These priorities will be determined from both the school strategic plan and current systemic priorities.

Performance Indicator	School Results				D2010 Strategic Targets		Data Source	
	Year	2006	2007	2008	EQ	School		
LEARNING: STUDENT ACHIEVEMENT								
Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, Number.	Reading Writing Number	XX% XX % XX %	XX% XX % XX %	XX% XX % XX %	76% 86% 82%	xx% XX % XX %	Year 2 Net Data	
National Assessment Program – Literacy and Numeracy (NAPLAN) for years 3,5,7 and 9							Yr 3, 5, 7, 9 Tests QSA / NAPLAN	
	Yr 9	R W S G&P N	N/A	N/A	66 % 75 % 67 % 52 % 67 %	90.4% 83.6% 87.3% 88.1% 92.1%	68.0% 80.0% 70.0% 55.0% 70.0%	
Number of students with a disability who have achieved a certificate of Post-Compulsory School Education			XX	XX	4	540	5	QSA
Percentage of OP-eligible students with OP 1-15			24 %	22 %	53 %	64%	55 %	QSA
Percentage of students awarded QCE and awarded a VET qualification.			XX %	XX %	XX %	50%	55 %	QSA
Percentage of students awarded a QCE with OP eligibility or awarded a VET qualification.			XX %	XX %	XX %	92%	71 %	QSA
Percentage of QTAC applicants receiving an offer.			XX %	XX %	100 %	95%	100 %	QSA
SCHOOLS: SATISFACTION								
Percentages of students and parents / caregivers satisfied that they are getting a good education at school.	Students Parents	48 % 64 %	50 % 53 %	44 % 57 %	80% 80%	50 % 60 %	School Opinion Survey	
Percentage of parents/caregivers satisfied that the school is a good school.			XX %	XX %	86.4 %	88%	88 %	School Opinion Survey
SCHOOLS: RETENTION								
Apparent retention of students from Year 8 to Year 12.			66 %	59 %	71 %	72%	72 %	Enrolment data
WORKFORCE CAPABILITY								
Percentage of workforce engaged in professional development opportunities.			85 %	75 %	77 %	83%	83 %	CDW -School Opinion Survey
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives.			77 %	65 %	57 %	75%	62 %	CDW -School Opinion Survey
Percentage of staff members satisfied with morale in the school.			59 %	69 %	65 %	80%	70 %	CDW -School Opinion Survey
Percentage of general component of school grants budget or equivalent expended on professional development for school staff.			XX %	XX %	17 %	10% of budget or equivalent	17 %	School Information
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE IBD, VET qualification					93 %			

MORETON REGION
Tracking of D2010 and priority items - 2009

School: GLENALA STATE HIGH SCHOOL Date: 20 MARCH 2009

	Content	District Office Only	Applicable in A - all, P - primary, S - secondary contexts	Strategic focus in 2009 - included in the AOP	Level of Implementation by end of 2009		
					Planning Commenced	Significant progress	Embedded in school practice
	Certification / signature page – Principal, P&C President/School Council Chairperson, EDS	<input type="checkbox"/>					
	Rationale for the choice of 2009 key improvement strategies and outcomes	<input type="checkbox"/>					
	Performance Indicators, 2006 - 2008 School Results, and Strategic Targets	<input type="checkbox"/>					
	Cost codes and other funding information relevant to chosen strategies	<input type="checkbox"/>					
LEARNING	LE1 – Improved learning outcomes for the diverse range of students in EQ schools				Please tick the appropriate box/es below		
	Literacy and Numeracy						
	Support PD designed to improve literacy and numeracy outcomes for all students in all learning areas		A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Engage in a process of whole school literacy and numeracy planning using student achievement data and focussing on: literacy requirements of each subject area; mathematics as it contributes to numeracy across the curriculum. Refer Literacy and Numeracy		A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Inclusive Practices – improve learning outcomes for all students by continuing to:						
	Address the guiding principles of the Inclusive Education Statement		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Implement the Education Adjustment Program (EAP) by identifying and applying learning adjustment for students with disabilities		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Continue to Implement Embedding Indigenous Perspectives in Schools		A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Implement Moreton Region Partners for Success Plan						
	Implement the Framework for Gifted Education		A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support children and young people in the care of the state through the development and implementation of Education Support Plans		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	LE2 – Improved alignment of curriculum, planning, teaching, assessment and reporting through a learning framework that engages our diverse range of students						
Curriculum, Planning, Teaching, Assessment and Reporting							
Implement the P-12 Curriculum Framework for Qld State Schools		A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Continue whole-school planning to implement the Early Years Curriculum Guidelines in the Prep Year and the Queensland Curriculum, Assessment and Reporting (OCAR) framework in Years 1 to 9		A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Continue to embed the use of ICTs as an integral component of curriculum, planning, teaching and learning		A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	LE3 - An increased number of students completing Senior Phase of Learning (if applicable)				
	Learning across the phases				
	Work with Year 10 students to develop Senior Education and Training (SET) plans	S	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Work with other local schools, tertiary and training providers including TAFE institutes, industry and employers, government agencies, and community organisations to ensure students: have access to a range of meaningful and sustainable learning pathways; maximise participation in School-based Apprenticeships and Traineeships	S	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Facilitate access to flexible options in the delivery of educational services by the use of ICT	S	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Implement and maximise opportunities to achieve the Queensland Certificate of Education and the Queensland Certificate of Individual Achievement	S	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Offer a flexible range of senior phase learning options to: engage all students, particularly those at risk of leaving school early; assist disengaged students to reconnect with learning	S	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SC1 - Schools have innovative and distinctive strategies responsive to student, parent and community needs				
	Schools and Community	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Schools and Clusters	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	SC2 - Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies				
	Parents and Community Engagement	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Industry and other Agencies	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Environmental Sustainability				
	Implement strategies and actions in partnership with the community and within the school to reduce the school's ecological footprint , considering the Statement on Sustainability for all Queensland Schools	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SC 3 - Schools provide safe, supportive and disciplined learning environments				
	Supportive Learning Environments				
	Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by				
	o continuing to embed the school Responsible Behaviour Plan for Students as outlined in Code of School Behaviour	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	o utilising resources of the National Safe Schools Framework	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Continue to embed				
	o Smart Choices - the Healthy Food and Drink Supply Strategy for Queensland Schools	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	o Key components of the Smart Moves - Physical Activity Programs in Queensland State Schools	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	o				
	SC 4 - Schools have effective school planning and reporting processes				
	School Planning and Reporting				
	Continue to implement School Improvement and Accountability Framework and the revised Destination 2010	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	WO1 - A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing professional development opportunities				
	Teacher Professionalism				
	Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the annual Professional Development Agenda	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Use the Professional Standards for Teachers as a framework for reflection, planning and professional development to strengthen and extend the professional practice of teachers to maximise student-learning outcomes	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Ensure all teachers in the school complete the introductory session on Crossing Cultures: It's Everyone's Business package	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure all teachers have completed The Big Picture - A Hidden History	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Provide opportunities for staff to gain their ICT Pedagogical Licence through the Smart Classrooms professional Development Framework	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Continuous Professional Development					
Celebrate the achievements of school staff through reward and recognition, including those offered through the New Professionalism program	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide opportunities for staff to gain tertiary credit in postgraduate programs for professional development undertaken in priority areas through the Professional Development Pathways program	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the Developing Performance Framework to continue to develop performance and determine professional development of staff	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W02 - Leadership that drives educational reform, supports productive relationships and promotes innovation					
Leadership					
Ensure Leadership Matters: Leadership capabilities for Education Queensland Principals to used to strengthen the performance and guide professional development of school leaders and aspirants	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implement programs and maintain networks that strengthen the quality of leadership in the school and develop a collaborative organisational climate	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W03 - A healthy workforce engaged in a safe and supportive work environment					
Employee Health and Wellbeing					
Promote safe and healthy learning environments by managing proactively and regularly monitoring workplace health and safety at the school in consultation with the school and the wider community	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implement the key actions of the Health, Safety and Wellbeing Action Plan	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wherever possible resolve grievances and industrial disputes at the school level	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Workforce Diversity and Equity					
Create and maintain school environments that provide equal employment opportunity, free from all forms of unlawful discrimination where people are valued for their diverse culture, experiences, knowledge and abilities	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>