



# **VICTORIA POINT STATE HIGH SCHOOL**

## **ANNUAL OPERATIONAL PLAN – 2008**

## **STATEMENT OF PURPOSE**

'Victoria Point State High School is committed to preparing every student to engage successfully with their future'.

## **KEY SCHOOL PLANNING PRIORITIES FOR 2008**

- Improvement of year 12 student achievement and implementation of the Queensland Certificate of Education.
- Curriculum Renewal in years 8, 9 and 10;
- Reorganisation of the school into sub-schools to better meet student welfare and curriculum needs;
- Information and Communication Technologies' Integration with *Smart Classrooms* Initiatives;
- Recognising and valuing positive student behaviour;
- Implementing the new student achievement policy;
- Enhancing school-community relationships.

## **CERTIFICATION**

This Annual Operational Plan was developed in consultation with the school community. It includes the Annual Financial Report, Financial Commentary, 2007 Targeted Fund Accountability Report (for grants received in 2007), School Budget Template, and Asset Replacement Summary.

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Karen Tanks  
Acting Principal

/ / 2008

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Annette Kirk  
P&C President

/ / 2008

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Paula Anderson  
Executive Director Schools,  
South East Brisbane District

/ / 2008

**SCHOOL SELF-ASSESSMENT:** *This process uses information from the previous year's plan to compare what was achieved against what was planned. It will include a review of student and school performance against the outcomes, performance indicators and targets established through the school's strategic planning process.*

**Significant achievements or progress from this assessment:**

- ICT's – installed and expanded the wireless network, upgraded software in Multimedia Centre, and deployed large screen televisions in classrooms for use with Teachers to enhance 'Computers for Teachers' program. 'Student Management and Reporting' software (Spartacus) has been trialled and partially installed.
- SRSA – Introduction and implementation of Scope and Sequence of P-10 Maths KLA and P-10 English KLA. Introduction of Mathematics Mentors to help with the implementation of the Mathematics KLA and the types of learning and assessment to all Mathematics Teachers in the Alliance.
- Supportive School Environment – development of Welfare Teams, Case Management/Mentoring of Students, a strengthening of our relationship with a variety of External Agencies who assist disengaged students, Gifted and Talented Program, Year Level Rewards Program, Aspiring Leaders for Teachers program.
- Key Learning Areas have commenced reviewing programs and assessment to align QCAR essentials, assessable elements and descriptors.
- Development and commenced implementation of strategies to prepare Year 9 students for National Testing.
- Senior Phase of Learning – working with staff to maximise awareness, introduction and implementation of the QCE and other pathways for Senior Students. Monitoring performance of all senior students to ensure QCE and/or OP eligibility and/or completion of VET qualifications.

**Significant priorities, contingencies, and areas for development arising from this assessment:**

- Promotion of School/School Partnerships
- Curriculum Review/Renewal – Effectiveness of semesterisation/curriculum
- Student motivation and attitude to learning, student engagement, student underachievement
- School spirit and culture and student leadership
- Minimising loss of effective teaching and learning time for students

Performance Indicator	School Result 2007		2008 / 2010 Targets			Data Source
			EQ - 2008	School (from SSP)		
<b>LEARNING : STUDENT ACHIEVEMENT</b>						
Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, Number.	Reading XX% Writing XX% Number XX%		Reading 80% Writing 87% Number 82%	Reading XX% Writing XX% Number XX%	Year 2 Net Data	
Percentage of students achieving national Year 3, 5 and 7 reading, writing and numeracy benchmarks.	year 3	Reading XX% Writing XX% Number XX%	Reading 95% Writing 90% Numeracy 92%	Reading XX% Writing XX% Number XX%	Yr 3, 5, 7 Tests (QSA)	
	year 5	Reading XX% Writing XX% Number XX%	Reading 83% Writing 93% Numeracy 87%	Reading XX% Writing XX% Number XX%		
	year 7	Reading XX% Writing XX% Number XX%	Reading 88% Writing 95% Numeracy 83%	Reading XX% Writing XX% Number XX%		
Percentage of OP-eligible students with OP 1-15	55 %		60%	60 %	QSA	
Percentage of students awarded a Senior Certificate and awarded a VET qualification.	59 %		50%	50 %	QSA	
Percentage of students awarded a Senior Certificate with OP eligibility or awarded a VET qualification.	79 %		92%	92 %	QSA	
Percentage of QTAC applicants receiving an offer.	91 %		95%	95 %	QSA	
<b>SCHOOLS : SATISFACTION</b>						
Percentages of students and parents / caregivers satisfied that they are getting a good education at school.	63% Students 93% Parents		80% Students 80% Parents	% Students % Parents	School Opinion Survey	
Percentage of parents/caregivers satisfied that the school is a good school.	93 %		88%	88 %	School Opinion Survey	
<b>SCHOOLS : RETENTION</b>						
Apparent retention of students from Year 8 to Year 12.	71 %		72%	75 %	Enrolment data	
<b>WORKFORCE CAPABILITY</b>						
Percentage of workforce engaged in professional development opportunities.	75 %		83%	90 %	CDW -School Opinion Survey	
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives.	64 %		75%	78 %	CDW -School Opinion Survey	
Percentage of staff members satisfied with morale in the school.	77 %		80%	85 %	CDW -School Opinion Survey	
Percentage of general component of school grants budget or equivalent expended on professional development for school staff.	10 % (\$21557)		10% of budget or equivalent	10 % (\$20618)	School Information	

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

Outcome	Strategies	Resp Off	Cost Centre
<p><b>LE1</b> Improved learning outcomes for the diverse range of students in EQ schools.</p>	<p><b>Literacy &amp; Numeracy</b></p> <ul style="list-style-type: none"> <li>▪ Developing and implementing strategies to improve student outcomes in Literacy and Numeracy in each key learning area, with spelling, reading for meaning, extending students' core vocabulary, numerical calculation, and estimation emphasised;</li> <li>▪ Utilising our Mathematics Mentors to develop improved outcomes and confidence for our students;</li> <li>▪ Continuing development and use of the Alliance Maths and English Scope and Sequence Plans;</li> <li>▪ Implementing SRSA Genre Scope and Sequence in Mathematics and Genres, including professional development for staff at Years 8 and 9;</li> <li>▪ Increasing student learning time for Years 9 and 10 English and Mathematics.</li> </ul> <p><b>Inclusive Practices</b></p> <ul style="list-style-type: none"> <li>▪ Improving the Gifted and Talented Program and provide students with opportunities to develop their knowledge and skills across all year levels and subjects;</li> <li>▪ Reviewing the Learning Assistance Program (LAP) to improve learning outcomes for students in the implementation of the new Student Achievement policy;</li> <li>▪ Reviewing the Educational Adjustment Program (EAP) to improve learning outcomes for SEU students;</li> <li>▪ Improving the attendance and literacy and numeracy outcomes for indigenous students with particular focus on Years 8 and 9.</li> </ul>	<p>Teachers / HODs/HOSES</p> <p>HODs/HOSES Maths</p> <p>HODs/HOSES Maths/English</p> <p>HODs/HOSES Maths/English G. Muller</p> <p>HODs/HOSES</p> <p>M. Samson / L. Richards</p> <p>SEU teachers / class teachers G. Muller/M. Samson/ HODs/HOSES/Teachers</p>	<p>LRES LENG LMTH LLSG LSPT LHLT LSCI LSRS LSUE LG&amp;T LIED LTAS SHUM LTEX</p>

Outcome	Strategies	Resp Off	Cost Centre
<p><b>LE2</b> Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.</p>	<p><b>Curriculum, Teaching, Assessment &amp; Reporting</b></p> <ul style="list-style-type: none"> <li>▪ Reviewing our school's curriculum framework in 2008 to ensure that Essential Learnings, QCATs, senior school transition, Senior School offerings, middle years learning and pedagogy are reflected in our curriculum, teaching and learning and assessment;</li> <li>▪ Trialling Year 9 Mathematics QCATs;</li> <li>▪ Ensuring Teachers and Students have appropriate knowledge of, and preparation for National Year 9 Testing in May 2008;</li> <li>▪ Forming planning teams of teachers to develop new courses of study and cross-curricular initiatives;</li> <li>▪ Ensuring that any such changes produce a differentiated curriculum, alternative student groupings and opportunities to excel;</li> <li>▪ Ensuring that the Essential Learnings are embedded in new Year 8 – 9 programs by the end of the 2008 school year and that Standards of Achievement are developed to apply to all assessment tasks in 2009;</li> <li>▪ Broadening data gathering processes to improve student achievement with a focus on supporting and training teachers in data analysis and interpretation;</li> <li>▪ Developing the school-wide pedagogy model in the middle and senior years of learning;</li> <li>▪ Implementing the school-roll-out of the <i>Smart Classrooms</i> initiatives in student learning and teaching practices with on-line learning emphasised, consistent with the school's ICT Plan;</li> <li>▪ Reviewing physical activity access and program quality for students to ensure alignment with the <i>Smart Moves Strategy</i>;</li> <li>▪ Maintaining and enhancing student access to international visit and exchange programs to promote cross-cultural understandings, to develop higher level LOTE proficiencies, to develop student leadership and to provide student service opportunities in other cultural settings;</li> <li>▪ Investigating and implementing excellence programs within or across existing key learning areas and connecting these programs with advanced placement for Year 6 and 7 students from our partner primary schools.</li> </ul> <p><b>Phases of Learning: Middle Years</b></p> <ul style="list-style-type: none"> <li>▪ Implementing our Middle Years Action Plan;</li> <li>▪ Ensuring the specific needs of talented and disengaged students are met, making greater use of flexible learning arrangements and variable/accelerated progression;</li> <li>▪ Developing a sub school response to identified students' needs in Years 8, 9;</li> <li>• Ensuring that thinking and study skills are embedded in each key learning area.</li> </ul>	<p>Principal</p> <p>HOD Maths / Maths teachers Relevant HODs/HOSES / M. Samson</p> <p>G. Muller / M. Samson</p> <p>Principal / DPs / HOD</p> <p>Principal / DPs</p> <p>Principal / DPs</p> <p>I. Ferguson / R. Grayson</p> <p>M. Samson / R. Adams</p> <p>Principal / K. Venamore / C. Spiers</p> <p>Principal / G. Muller / M. Samson / HODs/HOSES</p> <p>G. Muller / M. Samson HODs/HOSES / Teachers DPs / GOs / HODs/HOSES / M. Pears</p>	<p><b>LENG</b> <b>LMTH</b> <b>LLTG</b> <b>LART</b> <b>LSCI</b> <b>LLGE</b> <b>LLJP</b> <b>LMSC</b> <b>LACC</b> <b>LSEU</b> <b>LRES</b> <b>LSRS</b></p>

Outcome	Strategies	Resp Off	Cost Centre
<p><b>LE3</b> An increased number of students completing the compulsory participation phase of learning</p>	<p><b>Phases of Learning: Senior Years</b></p> <ul style="list-style-type: none"> <li>▪ Ensuring all enrolled students are eligible for, and are on track to receive, a Queensland Certificate of Education with on-going teacher and Administration surveillance, improved pathway guidance and counselling and greater student accountability, key features;</li> <li>▪ Maintaining and enhancing flexible pathways options for students which culminate in credible credentials;</li> <li>▪ Semester auditing of student progress from Year 10 to ensure students' study programs are matched to their abilities, interests and aspirations;</li> <li>▪ Following up at the end of each school term by class teachers of student completion of assessment tasks and progress in meeting SETP Plan and Year 12 Exit Plan goals to develop greater student accountability;</li> <li>▪ Refining SET Plan processes to begin senior phase planning in Semester 2 Year 9;</li> <li>▪ Ensuring that thinking and study skills are embedded in each key learning area.</li> </ul>	<p>Principal / K. Tanks / HOD Senior Schooling / HODs/HOSES / Year 12 teachers</p> <p>Principal / K. Tanks / HOD Senior Schooling / HODs/HOSES / Year 12 teachers</p> <p>K. Tanks / Access teachers / GOs</p> <p>M. Samson / HOD Senior Schooling HODs/HOSES / Teachers</p>	<p><b>LSRS</b> <b>LTRS</b> <b>LWED</b> <b>SAAA</b> <b>WPDE</b> <b>SPPC</b></p>

## Schools: Create learning communities that meet diverse student and community needs

Outcome	Strategies	Resp. Off	Cost Centre
<p><b>SC1</b> Schools have innovative and distinctive strategies responsive to community and student needs.</p>	<p><b>Schools &amp; Community</b></p> <ul style="list-style-type: none"> <li>▪ Implementing a sub school structure in Years 8, 9 and 10 by the appointment of a fourth deputy principal (workplace reform) to allow specific year level responses to students' welfare needs as well as to improve specific curriculum and learning outcomes for students;</li> <li>▪ Developing a co-ordinated service delivery in student support with external agencies eg. Boystown, Mentor One, CHYMS;</li> <li>▪ Using and enhancing Open Day, student performance and display opportunities in the local area to showcase student talent;</li> <li>▪ Enhancing parent contact through Information Evenings, for example, parent/teacher interviews, SETP, subject selection, QCE, Year 7, STEP-IT;</li> <li>▪ Promoting and skilling key school parent groups: School Council and Parents and Citizens Association.</li> </ul> <p><b>Schools &amp; Clusters</b></p> <ul style="list-style-type: none"> <li>• Maintaining and enhancing               <ul style="list-style-type: none"> <li>▪ Year 7 Transition Program;</li> <li>▪ Year 5-7 Arts / Science Programs;</li> <li>▪ Twilight Concerts – primary and secondary bands;</li> <li>▪ Inter-school Sports Programs.</li> </ul> </li> <li>▪ Inaugurating the Advanced Placement program for Year 6 and 7 students from our partner primary schools;</li> <li>▪ Maintaining and enhancing existing partnerships with Metropolitan South Institute of TAFE through the provision of Monday Certificate III Courses and Wednesday afternoon Certificate II and III Courses held on the school campus.</li> </ul>	<p>Principal</p> <p>DPs / GOs</p> <p>G. Muller / HODs/HOSES / Teachers</p> <p>Principal / DPs</p> <p>Principal / DPs</p> <p>G. Muller / M. Samson</p> <p>HODs/HOSES</p> <p>HOD Senior Schooling</p>	<p>LGUI SPPC SAAA SHUM SPRL SSEC SUTI LSRS LMSC WPDE LREP</p>

Outcome	Strategies	Resp. Off	Cost Centre
<p><b>SC2</b> Schools have productive partnerships with their community and with business, industry and other government agencies.</p>	<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>▪ Increasing the use of school, grounds and facilities by outside bodies through Training Centre, Performing Arts, Student Centre;</li> <li>▪ Further developing community partnerships through Community Liaison Officer and increased volunteers in Learning Assistance Program, community mentors;</li> <li>▪ Improving school wide community promotion through media communication plan and appoint a school based teacher with some non-contact time.</li> </ul> <p><b>School &amp; Industry Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ Increasing the number of students and range of students undertaking traineeships and apprenticeships through better promotion of opportunities and successes</li> </ul> <p><b>Tertiary Pathways</b></p> <ul style="list-style-type: none"> <li>▪ Increasing the number of students undertaking early entry university study and the range of school tertiary programs in key learning areas.</li> </ul> <p><b>Environmental Sustainability</b></p> <ul style="list-style-type: none"> <li>▪ Maintaining and enhancing the existing Land for Wildlife initiative with the Redland Shire Council;</li> <li>▪ Applying for Government Grants in solar heating, water conservation and recycling.</li> </ul>	<p>Business Services Manager</p> <p>Principal</p> <p>Principal</p> <p>K. Tanks / HOD Senior Schooling / K. Carmichael / GOs / HODs/HOSES</p> <p>K. Tanks / HODs/HOSES</p> <p>Principal</p>	<p><b>SAAA</b> <b>SEQP</b> <b>SJAN</b> <b>SGRD</b> <b>SHUM</b> <b>SPPC</b> <b>SPRL</b> <b>SUTI</b> <b>SSEC</b> <b>SWHS</b> <b>SGUI</b> <b>SCLE</b></p>

Outcomes	Strategies	Resp Off	Cost Centre
<p><b>SC3</b> Schools provide safe, supportive and disciplined learning environments.</p>	<p><b>Supportive Learning Environments</b></p> <ul style="list-style-type: none"> <li>▪ Reviewing and refining annually the Responsible Behaviour Plan;</li> <li>▪ Developing an Anti-Bullying Policy and Plan as part of the School's Supportive Environment Plan;</li> <li>▪ Monitoring and promoting of a Healthy Schools Policy response within the School's Supportive Environment Plan;</li> <li>▪ Developing Middle and Senior School Welfare Committees to enhance access to student support networks;</li> <li>▪ Developing strategies to improve behaviour and safety of students travelling to and from school;</li> <li>▪ Developing and introducing a school wide student reward program aligned with <i>INSPIRATION</i> with a view to promoting active student citizenship.</li> </ul>	<p>Principal</p> <p>Principal</p> <p>M. Samson</p> <p>DPs / GOsl</p> <p>Principal</p> <p>M. Samson</p>	<p><b>SBHM</b></p> <p><b>SAAA</b></p> <p><b>STAN</b></p> <p><b>SGRD</b></p> <p><b>SHUM</b></p> <p><b>SPPC</b></p> <p><b>SPRL</b></p> <p><b>SCLE</b></p> <p><b>SWHS</b></p>

Outcomes	Strategies	Resp Off	Cost Centre
<p><b>SC4</b> Schools have effective school planning and reporting processes</p>	<p><b>School Planning &amp; Reporting</b></p> <ul style="list-style-type: none"> <li>▪ Developing integrated data surveillance from Years 5 and 7 individual and cohort data to Year 12 exit data to produce individualised tracking of student performance to identify and produce value-addedness in learning;</li> <li>▪ Utilising and refining student reporting formats to parents;</li> <li>▪ Implementing the 2008 – 2010 School Strategic Plan, reviewing the School Strategic Plan annually and publishing School Annual Reports and Destination Study on our website;</li> <li>▪ Ensuring all staff are aware of their position and program accountabilities through Staff Handbook, targeted inservice, student free day programs and accreditation where required;</li> <li>▪ Implementing the Regional Indigenous Plan focused on Year 8 and 9 improved attendance and literacy and numeracy outcomes.</li> </ul>	<p>Principal / I. Ferguson</p> <p>I. Ferguson</p> <p>Principal</p> <p>Principal</p> <p>G. Muller / M. Samson</p>	<p><b>SAAA</b> <b>SEQD</b> <b>SPPC</b> <b>SHUM</b> <b>SJAN</b> <b>SGRD</b> <b>SMWK</b> <b>SWHS</b> <b>LTRS</b> <b>SUTI</b></p>



Outcome	Strategies	Resp. Off	Cost Centre
<p><b>WO2</b> Leadership that drives educational reform, supports productive relationships and promotes innovation</p>	<p><b>Leadership – teachers have been given the opportunity to strengthen leadership and support motivated and upcoming leaders through the following:</b></p> <ul style="list-style-type: none"> <li>▪ Implementing a Workforce Plan to ensure that we have a motivated, well trained and adequately supported staff;</li> <li>▪ Implementing a formal volunteer management program involving recruitment, training, management and evaluation;</li> <li>▪ Maintaining and fostering positive working relationships among all school staff to improve school morale;</li> <li>▪ Continuing the school's internal merit selection system for acting promotional positions;</li> <li>▪ Developing the Aspiring Leaders Program for leadership aspirants;</li> <li>▪ Developing the school's Mentoring Program for new and beginning staff.</li> </ul>	<p>Principal</p> <p>Community Liaison Officer</p> <p>Principal</p> <p>Principal</p> <p>K. Tanks / G. Muller</p> <p>G. Muller</p>	<p>SAAA SHUM SPDE SPRL SPPC SGRD SJAN</p>

Outcome	Strategies	Resp. Off	Cost Centre
<p><b>WO3</b> A healthy workforce engaged in safe and supportive work environment</p>	<p><b>Employee Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>▪ Ensuring that all staff trained in the Code of Conduct and Student Protection Policy to guide appropriate interactions;</li> <li>▪ Utilising our Workplace Health and Safety Committee and Workplace Health and Safety Officers to ensure that all accident reports are investigated with special emphasis on curriculum area incidents;</li> <li>▪ Maintaining training for staff to provide First Aid;</li> <li>▪ Renewing and publicising plans to respond to the needs of students with significant health problems;</li> <li>▪ Ensuring induction for all new staff and volunteers includes risk minimisation procedures in the planning and implementation of any school curriculum activity;</li> <li>▪ Maintaining a systematic recognition by school Administration of staff work and achievements;</li> <li>▪ Utilising our trained Rehabilitation Officer to support staff who are in rehabilitation programs and or returning to work.</li> </ul>	<p>Principal / GOs</p> <p>Principal</p> <p>G. Muller</p> <p>G. Muller</p> <p>Principal / Business Services Manager</p> <p>Principal / DPs</p> <p>Principal</p>	<p><b>SWHS</b></p> <p><b>WPDE</b></p> <p><b>SAAA</b></p> <p><b>SHUM</b></p> <p><b>SCLE</b></p> <p><b>SJAN</b></p> <p><b>SGRD</b></p> <p><b>SMWK</b></p>

