

VICTORIA POINT STATE HIGH SCHOOL



TRIENNIAL SCHOOL REVIEW 2005 – 2007

SCHOOL STRATEGIC PLAN 2008 – 2010

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SCHOOL STRATEGIC PLAN 2008 - 2010

Our Strategic Planning Team:

| | | | |
|--|---|------------------------|---|
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| Matthew Samson | Deputy Principal | Jenny Talbot | Head of Department Member - School Council Staffroom Representative |
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| School Reference Groups: | | | |
| <ul style="list-style-type: none"> • Victoria Point State High School Parents and Citizens Association • Heads of Department • Curriculum Leaders • Staffroom Representatives • Student Council | | | |
| Endorsed by: | | | |
| KAREN TANKS , Chairperson, Victoria Point State High School - School Council Deputy Principal | | | |
| JOHN CORBETT , Principal | | | |
| Verified by: | | | |
| MR PAUL BANCROFT , Executive Director - Schools Greater Brisbane Region | | | |

ACRONYMS USED

| | |
|--------------|--|
| AIMS | Adjustment Information Management System |
| AMPS | All Music Parents Supporters |
| BYTE | Building Youth Technology Excellence |
| DP | Deputy Principal |
| EAP | Education Adjustment Plan |
| ESL | English as a Second Language |
| ETRF | Education and Training Reforms for the Future |
| GO | Guidance Officer |
| HPE | Health and Physical Education |
| HODs | Heads of Departments |
| ICTs | Information and Communication Technologies |
| IEPs | Individual Education Plans |
| IPT | Information Processing and Technology |
| KLAs | Key Learning Areas |
| LAP | Learning Assistance Program |
| LOTE | Languages Other Than English |
| NY | Not Yet |
| OBE | Outcomes Based Education |
| OP | Overall Performance |
| PROS | Positive Role Modelling at School |
| QCAR | Queensland Curriculum Assessment and Reporting |
| QCATs | Queensland Curriculum Assessment Tasks |
| QCE | Queensland Certificate of Education |
| QSA | Queensland Studies Authority |
| QTAC | Queensland Tertiary Admissions Centre |

| | |
|----------------|---|
| SAS | Subject Area Specification |
| SATs | School-based Apprenticeships and Traineeships |
| SDCS | Student Data Capture System |
| SETP | Senior Education Training Plan |
| SEC | Special Education Class |
| SEU | Special Education Unit |
| SMS | School Management System |
| SOSE | Studies of Society and Environment |
| SPC | Student Planning Centre |
| STEP-IT | Student Technology Enhancement Project – Information Technology |
| SWD | Students with Disabilities |
| TAFE | Technical and Further Education |
| VEP | Victoria Point Education Plan |
| YLC | Year Level Co-ordinator |

Our 2008 – 2010 School Strategic Plan is our community’s third Strategic Plan and represents our ongoing process of critically reflecting upon what we have achieved and where collectively our future strategic directions lie.

It responds to the dynamic and changing circumstances and growth and numbers of our students, and community needs and the Southern Redlands rapid development. The Triennial School Review has provided some key strategic issues, as have the changing educational, economic and social contexts of the wider community.

It has enabled staff, parents and students in particular to engage in longer term planning. Regular review of the Strategic Plan by the School Council is intended to reflect changes and challenges in the school and wider community.

OUR SCHOOL VISION FOR THE FUTURE

In our school, we aim to:

- Engage, challenge and support students through both the middle and senior phases of learning to achieve their personal best.
- Enhance and expand Senior Schooling pathways that lead to further education, training and work.
- Provide educational options that are responsive to gender, cultural identity, religion, individual student needs, socio-economic circumstances and localities.
- Develop all members of the school community as skilled, passionate, independent, lifelong learners, who turn their potential into performance.
- Produce students who are confident, well adjusted and possess successful work habits, who can participate as active citizens in a democratic society.
- Enhance and sustain productive partnerships within the school community and with the wider community and beyond.
- Promote school achievements and celebration of success to the wider school community

STATEMENT OF PURPOSE

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

VALUES AND BELIEFS

Our Values and Beliefs encompass:

RESPONSIBILITY

OWNERSHIP

PARTNERSHIP

RESPECT

SAFE, SUPPORTIVE, ENVIRONMENT

PRIDE

PREPARATION FOR LIFE

OPPORTUNITY

RESILIENCE

LIFELONG LEARNING

ACHIEVEMENT

- **Responsibility** – we own our actions, our behaviour, our learning and our future
- **Ownership** – we contribute to school life through consultation and leadership
- **Partnership** – we work together to produce positive outcomes as parents, students and staff and acknowledge that not all learning occurs on the school campus
- **Respect** – we acknowledge ourselves and our positive interactions with others and our environment
- **Safe and Supportive Environment** – we create and encourage a safe and caring environment for every person who comes into contact with our school
- **Pride** – we strive to encourage all of our school community to have pride in themselves, their ability, their presentation and their school
- **Preparation for Life** – we engage in social learning: skills, knowledge and values for life to become active members of our society
- **Opportunity** – as a public school in a democratic society, we undertake to be inclusive and flexible
- **Resilience** – we spring back from adversity – to build this in students and staff
- **Lifelong Learning** – we commit to learning and re-learning throughout life
- **Achievement** – we strive for excellence and provide support for students to reach their personal best

SCHOOL PROFILE

As a recently established school, Victoria Point State High School is well resourced and a plan of controlled development has occurred over the past few years. The school began in 1997 with a population of 250 Year 8 students. 2007 enrolments reached a record intake of 1324 students.

The school is located near to the coast at the southern end of the Redland Shire, approximately 10km from Cleveland and 34 km from Brisbane. This district has been officially endorsed as a growth area in the Shire's Strategic Land Use Plan. While significant tracts of land have been dedicated as bushland or remain as farmland, other areas are being rapidly developed for residential use. The Queensland Government has announced a future urban imprint for South East Queensland which projects a balanced future for the Southern Redlands incorporating residential bushland corridors and habitats and industrial and commercial uses.

Victoria Point State High School is one of five state secondary schools serving the educational needs of a mixture of urban and rural communities in the Redland Shire. Students are drawn from our partner primary schools of Victoria Point, Redland Bay, Thornlands, Mount Cotton, Russell Island and Macleay Island. Some also enrol from local private primary schools (eg. St Rita's, Faith Lutheran School). Students come from a range of socio-economic backgrounds. The Southern Redlands School Alliance (SRSA) commenced in 2005. The Alliance has provided many opportunities for both staff and students. These have included:

- Whole schools' professional development days
- Year 7 to 8 transition days
- English and Mathematics Scope and Sequencing Years 1 – 9
- Development of the Queensland Curriculum and Assessment and Reporting Framework
- Numeracy Mentoring Program for teachers
- Middle Schooling initiatives
- Year 5-7 Arts Program
- Year 5-7 Science Program
- Primary / Secondary Instrumental Music Links with each of our partner schools

Specialist programs exist in sport, with the two sports academies in Rugby League and Australian Rules Football. Multimedia and music programs, including instrumental music also provide talented students with pathways to high level performance and certificate accreditation. Partnerships with the Metropolitan Institute of TAFE exist in Multi Media, Children's Services, Hospitality and Retail with certificates being delivered on the school campus.

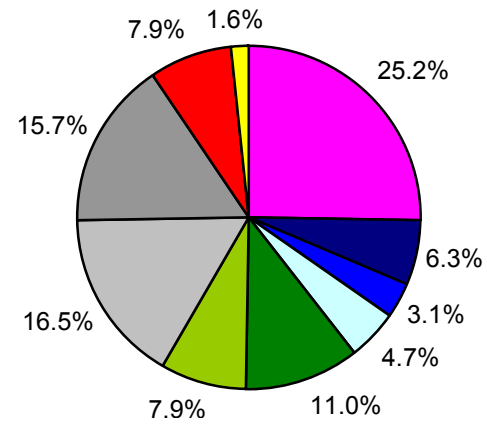
The student community consists of students with a range of post-school aspirations: tertiary, training and employment pathways.

Our curriculum provides a broad and diverse range of pathways for students based largely on Queensland Studies Authority syllabuses and programs. In addition, off campus learning opportunities for students have grown rapidly with the provision of school-based apprenticeships and traineeships and TAFE / entry tertiary study links, in addition to student completion of their Senior Certificate.

The staff is highly committed to a diverse curriculum and to the values of public education. They have also integrated a strong behaviour management program based on the Student Planning Centre. Staff are also involved in and committed to continuous professional development through individual learning and development plans. The retention of teaching staff each year exceeds 94 per cent.

The School Council oversees the broad strategic direction of the school. An active Parents and Citizens Association contributes to the school budget and school decision making through the various school committees (such as AMPS) and operates the school canteen and uniform shop.

The following pie chart shows the main destinations of our Year 12 completers in 2006:



University (degree) (25.2%)

VET Cert IV+ (6.3%) *

VET Cert III (3.1%) *

VET Cert I-II/other (4.7%) *

Apprentice (11.0%) *

Trainee (7.9%) *

Working FT (16.5%)

Working PT (15.7%)

Seeking work (7.9%)

Not studying/NILF (1.6%)

* included in VET total
VET total = 33.1%

WHAT MAKES OUR SCHOOL DIFFERENT

- A strong focus on student achievement of learning outcomes in Years 8, 9 and 10 as illustrated by our NY Completed System, Saturday School, tutorials and winter and summer schools.
- A strong emphasis on student presentation and behaviour continued since the school's foundation.
- Specialist programs in:
 - Sport – Academy programs in Australian Rules, Rugby League
 - Information and Communication Technology – STEP-IT
 - TAFE programs delivered on site in Multimedia, Children's Services, Retail and Hospitality
 - Performing Arts – school bands, ensembles, Music Extension, Eisteddfods, Productions, Tours, Theatre Sports
- Multiple flexible student pathways in Years 10, 11 and 12 offering students a range of academic and vocational learning at the school, in the workplace or at TAFE, university or a private training provider.
- An emphasis on individualised learning pathways plans for all students from Years 8 to 12 with student/parent conferencing a centre piece at Year 8 (Entry Plan), Year 10 (Senior Education Training Plan) and Year 12 (Exit Plan)

Achievements from 2005 – 2007 have included:

- Electro Group Host Employer for School Based Trainee
- Success in Musical performances
- District and Metropolitan East champions in numerous sports
- District, Metropolitan East and State representatives in several sports
- Indigenous Training Scholarships
- Indoor Netball U/15 and Open State Champions
- Finalist of Premier's Multicultural Photographic Awards 2006
- Redland Bay Uniting Church Historical Mural 2005
- Finalists and first-place winner in German competitions (2006)
- Successful Accounting outcomes in ECOMAN Business Simulation Competition
- English, Maths, Science and Geography state and national competitions

Our current school initiatives include:

SUPPORTIVE SCHOOL ENVIRONMENT

- Single Gender Classes
- Annual Ski Trip
- Education Forum
- Indigenous Scholarships
- Chaplaincy
- Work Education Programs
- School Musical
- Fashion Extravaganza
- Hall of Fame
- School Magazine Committee
- Active Student Council
- Year 12 Leadership Camp
- Year 11 Leadership Conference
- Year 8 Transition Program
- Case Management of Students
- Welfare Teams
- SRSA Visual Arts Showcase Exhibition
- Twilight Concerts
- MMADD Night
- Behaviour Management Teacher
- SPC Process
- School Nurse
- Year Level Reward Programs
- Boystown Youth Pathways Program
- Boystown Mentor-One Program
- *SHINE* program for Year 8 girls
- *STRENGTH* program for Year 8 boys
- Indigenous Support Worker
- Rock and Water Program
- Middle School Leadership Program

CURRICULUM

- STEP-IT
- Semesterisation Options in Years 9 and 10
- Winter / Summer / Saturday School
- Not Yet Completed System
- Sports Academy Programs (AFL, Rugby League)
- Tutorials
- Enrichment Camps
- Readers' Circle
- Instrumental Music Program
- Extension Music – Senior students
- Eisteddfod Teams
- Annual Music Trip
- Senior Schooling Program (4 day week)
- Accelerated Learning (Year 8 students completing Year 9 Maths)
- Strike System in Senior School Assignments
- Tournament of Minds
- Artist in Residence and Community Based Art projects
- Ministers Awards for Excellence in Art Education
- Literacy Groups
- Exchange Programs (Japan)
- Multimedia Centre - Film and TV and New Media – 24 editing suites with AVID software
- Special Education Unit
- School Traineeships / Apprenticeships
- Japanese Trip / Takahama Students Visit
- German Exchange Program
- Learning Assistance Program (LAP) for students with Learning Difficulties
- English Pathway Options – Year 10 Semester Two
- Maths and Science Extension Program
- Curriculum Links with Partnering Primary Schools (Numeracy and Literacy)
- Wide range of VET Certificate pathways offered
- Accounting ECOMAN Program

TEACHING PRACTICE

- Phase One Productive Pedagogy School
- Participation / Attendance – Year 11 and 12 Records
- Student Planning Centre
- Leaders in Professional Standards
- Professional Development Program
- Innovative Beginning Teacher Program
- Reflective Teacher Practice Meetings
- Head of Department Leadership and Management Conferences
- Mentoring Program
- Aspiring Leaders Program
- ICT Pedagogical Licences

CURRICULUM PLAN OVERVIEW

The curriculum teaching and learning framework will undergo significant transformation from 2009. The school based implementation of changes to the Senior Phase of Learning to formally include Year 10 and the curriculum reorganisation following QCAR introduction in 2009, will involve major school decision making regarding a future teaching and learning model for Victoria Point State High School. It is anticipated that consultation by an external curriculum reviewer will occur during Semester 1, 2008. Practical implementation of the new changes will commence with intensive staff planning in Semester 2, 2008.

For 2008, students will study the eight Key Learning Areas in Year 8, but a number of areas are semesterised. Thus in any one semester, students study a maximum of six subjects with some parts of subject areas being integrated.

The structure for Year 8 in 2008 is:

- English (3 lessons / week for whole year)
- Maths (3 lessons / week for whole year)
- Science (4 lessons / week for one semester)
- Social Education (4 lessons / week for one semester)
- LOTE (German or Japanese – 2 lessons per week for the whole year)
- Technology (Business or Industrial Technology - 4 lessons / week for one semester)
- APH (8 lessons / week for one semester)
- The Arts (elective of Music, Visual Arts, Drama, Dance – 4 lessons / week for one semester)
- Access (1 lesson per week)
- Sport (1 lesson per week)

Classes are generally randomly formed (although LOTE, STEP-IT, The Arts and Sports Academy are contributing factors).

All classes will be organised as four teaching blocks of time each day. Therefore, students will need fewer materials at school on any day.

The structure for Year 9 and Year 10 in 2008 is:

- English (3 lessons / week for whole year)
- Maths (3 lessons / week for whole year)
- Science (2 lessons / week for whole year)
- Social Education (4 lessons / week for one semester)
- APH (4 lessons / week for one semester)
- Students will also study 2 option subjects per semester – (3 lessons / week for one semester)

Certificates in Community Recreation I, Hospitality I, Work Education I and Information Technology I are available to Year 10 students.

Options are chosen from a large selection of subjects based on the 8 Key Learning Areas. In 2008 the fifth year of our three year STEP-IT class (commenced in Year 8 in 2004) will continue to operate in Years 9 and 10.

A major focus of the school's curriculum development continues to be the integration of learning technology into regular classroom teaching and learning. Through fibre optic cabling which links the school, students have access to the internet and to the school's developing intranet.

The Year 10 curriculum will undergo significant change from 2009 following the consultation process outlined above.

The Senior Curriculum provides a range of opportunities for students with large numbers of Authority, Authority Registered Subjects and VET qualifications. Year 11 and 12 students are required to select:

- English or English Communication

And one of the following Mathematics subjects:

- Mathematics A or Mathematics B or Pre-Vocational Mathematics

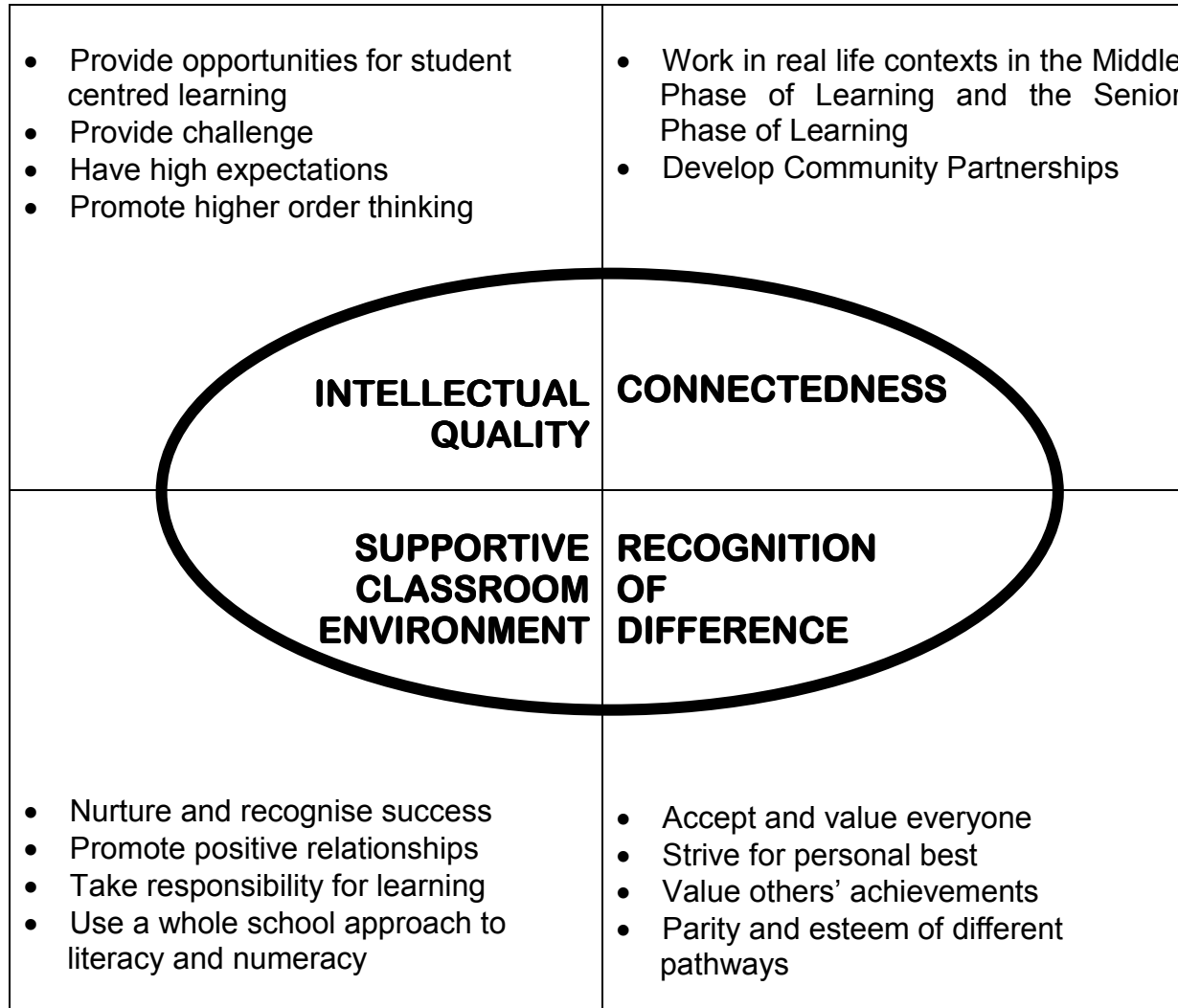
Students may then choose four (4) subjects. Subjects offered are taken from the list below:

- Accounting
- Ancient History
- Biological Science
- Business Communication and Technologies
- Chemistry
- Certificate II Business
- Certificate II Children's Services
- Certificate III Community Recreation
- Certificate II Hospitality
- Certificate II Information Technology
- Certificate II Multimedia
- Certificate II Music Industry
- Certificate II in Visual Arts
- Certificate II Tourism Operations

- Certificate II Workplace Practices
- Certificate I Furnishing
- Dance
- Drama
- Drama Studies
- Early Childhood Practices
- Film, Television and New Media
- Geography
- German
- Health Education
- Home Economics
- Hospitality Practices
- Information Processing and Technology
- Japanese
- Legal Studies
- Manufacturing
- Marine Studies
- Mathematics C
- Modern History
- Multi Strand Science
- Music
- Music Extension
- Physical Education
- Physics
- Recreation – General, Rugby League, Australian Rules
- Graphics
- Technology Studies
- Visual Arts

SCHOOL-WIDE PEDAGOGY

We recognise maximising student engagement produces improved educational outcomes for our students. We implement an agreed approach to teaching and learning as follows:



VICTORIA POINT STATE HIGH SCHOOL – CURRICULUM PLAN

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|---|---|--|--|---|
| <p>1. CORE LEARNINGS:</p> <p>Middle Phase of Learning</p> | <ul style="list-style-type: none"> • Developed a shared vision for the middle phase of learning • Team teaching approaches • Integrated units of work • Collaborative curriculum development and planning • Dedicated teacher-team planning days / afternoons • Multi-Age Learning (2005 – Year 9) • Implementation of outcome-based syllabuses in KLAs • STEP-IT collaborative curriculum development, planning and implementation • Implementation of current outcome based syllabuses in KLAs • Continuation of IEPs to meet the individual needs of students • Trial of SETP • Special Education Class • Learning Assistance Program | <ul style="list-style-type: none"> • Further work on embedding higher order thinking skills and implementation of other dimensions of Productive Pedagogies • QCAR implementation 2008-9 • Alignment of Curriculum Pedagogy, Assessment and Reporting • Development of integrated units across KLAs in Year 8 and 9 in Social Ed/English, Maths/Science • Expand community based programs • Improvement of connected tasks • Teacher Planning Time • Integrated units of work to be created by a leading team of Middle Phase teachers • Collaborative curriculum development, planning and implementation and evaluation • SEU to remain flexible to student needs • Dedicated teacher team planning days / afternoons to be expanded beyond STEP-IT • STEP-IT to continue • Refining of Year level Behaviour / Case Management Teams to meet the needs of students • Reporting on Gifted and | <ul style="list-style-type: none"> • Teams of teachers to develop middle school programs responsive to the needs of adolescents • HODs to monitor the implementation and future development of outcomes-based units • Staff learning and development as a school priority • Parent and community consultation • Year 8-10 Outcomes approach to Learning: Winter / Summer / Saturday School • Strengthening of Inclusive practices across all curriculum areas, learning experiences and timetabling • Mapping across all curriculum areas and programs to identify Essential Learnings and develop QCATS • Investigate a Middle Phase of learning Gifted and Talented group or Co-ordinator position • Appoint external reviewer to develop preferred curriculum options following QCAR and Senior Phase changes • Amended role description to allow senior schooling HOD and middle schooling to focus on student welfare | <ul style="list-style-type: none"> • Improved percentage of parents and students satisfied that they are getting a good education at school • Implementation of outcomes-based education • Increased teacher collaboration in curriculum development (integrated units), implementation and review • Improvements noted at year level case management meetings • Development and Implementation of Parent Workshops to enhance student success in learning • Accessing community to increase opportunities to learn • Opening the doors and putting out the welcome mat • PROS – Positive Role Modelling of Schools • Number of students from target groups meeting learning outcomes eg ATSI, SEU • Number of students who progress to Year 9-12 without requiring further assistance from LAP • Remodelled student reports |

| | | | | |
|--|--|--|--|--|
| <p>Middle Phase of Learning continued</p> | | <p>Talented students' program outcomes</p> <ul style="list-style-type: none"> • Continuation of alliance with feeder schools in the Middle School • Continuation of learning pathways plans including SETPs at Year 8, 10, and 12 • Recording co-curricular and extra-curricular activities in semester reports • Middle Phase Gifted and Talented program to include individualised project • Development of teaching teams / pods with rotational electives • Adjustment of planning to accommodate preparation for Year 9 national testing • Investigate into teaching of Philosophy instead of Access to increase engagement and students thinking skills • Mapping of Essential Learnings of SOSE and Science with partner schools • Talented programs for Specialist programs: Performing Arts / Visual Arts / HPE / Step It • Flexible programs and learning arrangements for disengaged students | | |
|--|--|--|--|--|

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|----------------------------------|--|--|---|---|
| Literacy | <ul style="list-style-type: none"> • Staff professional development in teaching and learning literacy • Research of literacy practices implemented across all curriculum areas | <ul style="list-style-type: none"> • Revised Whole School Literacy Plan extended across middle and senior phases of learning (2008 – 2010) • Completion of School Literacy Plan – 2008 • Development of SRSA Style Guide to meet needs of P-12 curriculum areas | <ul style="list-style-type: none"> • Review Plan • Inservice staff • Implement strategies in whole School Literacy Plan • Convene and enlarge Literacy Committee (SRSA) • Staff Professional Development in the teaching and learning of literacy practices • Future implementation of plan across Middle and Senior Phases of Learning | <ul style="list-style-type: none"> • Identify Literacy targets to be achieved • Student target for literacy achieved • All curriculum areas plan for and explicitly teach literacy practices identified in work programs |

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|-------------------------------------|--|--|---|---|
| Partner Primary School Links | <ul style="list-style-type: none"> • Curriculum links and Middle year programs exist with partner primary schools • Secondary / Primary interaction programs across selected faculties • Shared vision of Middle Years of sub cluster • Developing literacy scope and sequence P-10 • Establishment of Numeracy Scope and Sequence P-10 • Maths Mentor Program • Arts workshops operationalised • Science demonstrations operationalised • Involvement in Mount Cotton enrichment program | <ul style="list-style-type: none"> • Progressively extend curriculum mapping of outcomes across all KLAs beginning from semester 2 2008 • Refine years 6, 7 and 8 program • Continuity of learning from Secondary Schools to Primary Schools at teacher level in curriculum, pedagogy and assessment • Literacy / Numeracy links – common programs and language • Arts program with partner schools • Utilisation of Year 5 and 7 data to inform value - addedness of learning • Improve enrolment interview practices to get more parents involved | <ul style="list-style-type: none"> • Develop processes for exchange of student achievement • Implement P-12 consultation process with feeder schools with an emphasis on a shared understanding of middle phase of learning • Progressively extend curriculum mapping of outcomes across all KLAs • Implement P-12 consultation process with feeder schools to understand the Middle Phase of Learning • Alignment of curriculum, pedagogy and assessment for Middle Years • Parent/community workshops to assist with transition • Teacher Exchange (Years 6, 7, 8) • Use of technology to assist program implementation | <ul style="list-style-type: none"> • High levels of student satisfaction • Transfer of student outcome data on transition is enhanced • Teacher satisfaction • Evidence of curriculum, pedagogy and assessment continuity • High levels of student/parent satisfaction • Teacher satisfaction |

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|--|--|---|---|--|
| <p>Senior Phase of Learning</p> | <ul style="list-style-type: none"> Maintenance and refinement of SETP process as part of the overall Pathways planning including teacher interview training Student Welfare Management Teams operational– DP, YLC, HODs, GOs, Nurse, Chaplain Flexible Pathway Planning – with Year 10 – 12 students, determined on a needs basis Currently a significant proportion of students on flexible programs Curriculum offerings broadened to access external providers eg TAFE and other | <ul style="list-style-type: none"> Better access to Pathways plans using an IT solution Centralised storage of hard copies of all pathways plans 8-12 Better It – centralised tracking and recording of individual students Coordination of outside support agencies Maximise effectiveness of student usage of flexible learning times. Increasing range of certificate courses into Year 10 – 12 Further partnerships with | <ul style="list-style-type: none"> Design, trial and implement SETP process within the Spartacus software Ongoing teacher interview training Access teachers will monitor student progress in all years with regard to pathways planning Student Management Teams to meet the needs of students using a formalised decision making and recording process Professional Development for staff regarding their new role as a teacher in relation to the new needs of a changing clientele Amended role description to allow senior schooling HOD to focus on student welfare Time management skills courses introduced in Access lessons Review of progress of students on flexible programs Enhance Vocational Education offerings for all students through school | <ul style="list-style-type: none"> Improvement in Year 10 senior subject selections Decrease in the number of subject changes Student / parent satisfaction with interviews measured and data collected for further consideration Successful training of interview teams Students needs are catered for both within and outside the classroom environment Fewer students exhibiting stress symptoms during the final years of school Individual parent / student satisfaction with learning needs of students involved in flexible programs Staff satisfaction with the achievement and skill development of students involved in programs Maximised QCE completion rates for students on flexible pathways Increased balance between vocational offerings and authority offerings available |

| | | | | |
|--|--|--|---|--|
| | <p>RTOs</p> <ul style="list-style-type: none"> • Maximising student QCE eligibility and completion • Incorporation of QCE credit points in any course revamped | <p>TAFE to have courses delivered on-site</p> <ul style="list-style-type: none"> • Introduction of Non-Authority subject offerings in Science • A student monitoring and conference system introduced • Vetting of subject selection continues to improve | <p>offerings and external training organisations</p> <ul style="list-style-type: none"> • Investigate student vocational interests and identify relevant courses • Enhanced vetting of subject selection choices to ensure both eligibility and student academic success <ul style="list-style-type: none"> • Train staff • Monitor to ensure students progress towards QCE completion • Meeting tasks and goals of QCE | <ul style="list-style-type: none"> • Inclusion of Year 10 competency achievements in data on Student Data Capture System • Increased numbers of students completing vocational certificates • Completion rates of students receiving their QCE within school target range |
|--|--|--|---|--|

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|----------------------------------|--|---|--|--|
| 2. PEDAGOGY | <ul style="list-style-type: none"> • Maintain and enhance Professional Learning Community and shared leadership across the school • Collaboratively identified school-wide pedagogy that reflects school vision • Staff inservice | <ul style="list-style-type: none"> • Align pedagogies to particular student requirements/needs • Shift teacher focus from basic skills to problematic knowledge, higher order thinking skills • Implementation of a repertoire of successful strategies based on teacher-HOD action research • Improving student engagement in learning • Develop pedagogy in Middle Phase of Learning that reflects the school's vision • Connectedness of Pedagogy to reflect real world learning experiences | <ul style="list-style-type: none"> • Review of assessment practices and associated pedagogy by HOD • Enhance learning support teacher's role in modifying curriculum, pedagogy and assessment for high level students • Teachers complete productive pedagogy / Professional Development Action Plans • Focus on strategies related to Intellectual Quality and Connectedness • Create and sustain productive partnerships with feeder schools, and the wider community | <ul style="list-style-type: none"> • Improved Learning Outcomes • Successful implementation of action plan strategies as gauged by HOD • Teacher/Parent satisfaction with student progress • Student satisfaction with their progress and delivery of curriculum • Teacher confidence and satisfaction with curriculum implementation |

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|----------------------------------|--|---|---|--|
| 3. ASSESSMENT | <ul style="list-style-type: none"> • A range of assessment techniques and instruments are used across middle and senior phases of learning programs • Internal moderation of awarding of results each semester • 'Not Yet' system, winter / summer school • Centralised assignment collection and reporting system for years 11 and 12 • Integrated assessment tasks commenced in year 8 • Alignment to QCAR ways of working | <ul style="list-style-type: none"> • Realignment of assessment practices with targeted productive pedagogies across the whole school • Full implementation of moderation of all KLAs across all year levels • Alignment with Professional Standards guidelines • Every student receives constructive feedback on every assessment task • All current initiatives to continue • Ensuring authenticity of student work • Centralised collection of assessment items now possible in years 8-12 with Spartacus • Spartacus to enable weekly communication with parents re academic progress, non submission of work etc • The final draft of QCAR released in early 2008. Implementation at VPSHS from 2009 onwards | <ul style="list-style-type: none"> • Model correct student responses / approaches • HOD mapping of current practices to ensure appropriate spread and development • Implement appropriate assessment practices to maximise student outcomes • Develop assessment items through a collaborative approach • Implementation of Assessment and Reporting initiatives • Annual review of all test instruments to ensure their relevance, validity and alignment with criteria / outcomes • Development of assessment instruments at the time of curriculum planning • To ensure that assessment for learning occurs, relevant and specific feedback is provided for all students • Modify current assessment framework to ensure alignment with QCAR implementation | <ul style="list-style-type: none"> • Inclusive assessment tasks should ensure that all students are given the opportunity to be engaged in the task via scaffolding etc • High quality assessment tasks are evident which involve: <ul style="list-style-type: none"> - a range of task formats - a range of response models - clear criteria for assessment which are shared with the learner - constructive and realistic feedback to the learner |

| Elements of Curriculum Framework | Current Initiatives (Where are we?) | Future Initiatives / Directions (Where do we want to be?) | Strategies | Performance Measures |
|---|---|--|--|---|
| <p>4. REPORTING</p> <p>What we report</p> | <ul style="list-style-type: none"> • Interim Reports – twice a year (approximately Terms 1 and 3) • Term 1 – no academic achievement • End of Semester Reports • 15 point scale used to award overall level of achievement (A+, A, A-, B+) in most subjects • Vocational subjects reported either A or E where A= all competencies met, E= some or none met | <ul style="list-style-type: none"> • Using Spartacus to report on student progress at any time as required. • To use One School Entrée to be able to report 4 times a year. • Compliance with State and Federal Government mandates | <ul style="list-style-type: none"> • Spartacus software to be used in profiling and reporting from 2008 • Revision of reporting comments etc using One School Entree • In-service on Reporting sections of Spartacus and One School Entrée. • Extra-curricular activities also now recorded and reported | <ul style="list-style-type: none"> • Survey of parents and staff shows that reporting takes place that: <ul style="list-style-type: none"> - is easy to produce - communicates effectively - shows student progress - is understood by parents - is efficient and effective in its implementation by staff |

| | | | | |
|---|--|---|---|--|
| <p>Parent / Teacher conferencing</p> | <ul style="list-style-type: none"> • Parent-Teacher Interviews: 8-12 end of Term 1 and 3. Year 8, 10, and 12 – SETP mid August. Year 10 will also meet with GO in Term 4 to discuss subject selections • Centralised storage of student pathway plans • Use of computerised appointment schedule for parent teacher and pathways conferences • Letters sent to parents advising them of student progress with regard to non-submission of student work, progress towards attainment of QCE | <ul style="list-style-type: none"> • Current pathways cycle is: <ul style="list-style-type: none"> • Year 12 Pathways Plan – Start of Term 1 • Year 8 and 10 Pathways Planning early Term 3 | <ul style="list-style-type: none"> • Use of Spartacus system to generate letters to parents advising them of student progress with regard to non-submission of student work, progress towards attainment of QCE <ul style="list-style-type: none"> • Guidance Officer involvement in vetting student career choices and pathways plans | <ul style="list-style-type: none"> • Higher parent participation in teacher / parent conferences • Pathways plans reduce subject changes at Years 9 and 11 |
|---|--|---|---|--|

TRIENNIAL SCHOOL REVIEW - 2007

In August 2007 the Victoria Point State High School Council agreed to a review of significant school data gathered during the period 2005 to 2007 to help determine strategic directions for the school community in the period 2007- 2010.

The School Council was mindful at the time to access existing data sources wherever possible and to incorporate both quantitative as well as qualitative data in its analysis.

Throughout, it was guided by the three overarching principles of:

- **STUDENT ACHIEVEMENT**
- **STUDENT ENGAGEMENT IN LEARNING**
- **RETENTION OF STUDENTS TO YEAR 12 OR ITS EQUIVALENT**

ANALYSIS OF SCHOOL DATA

SCOPE OF DATA REVIEW

Students' levels of achievement were compared for the period 2004 – 2006 in Years 12.

STUDENT PERFORMANCE DATA 2004 - 2006

The following areas were analysed:

- Year 12 Academic Results

YEAR 12

IMPROVEMENT IN YEAR 12 PERFORMANCE NOTED IN:

- Certificate II in Information Technology
- Information, Processing and Technology
- Pre-Vocational Mathematics
- Mathematics A
- Modern History
- Music
- Physics
- Technology Studies
- Accounting
- Drama
- English

FURTHER IMPROVEMENT REQUIRED IN:

- Film, Television and New Media
- Multi-Strand Science
- Marine Studies
- Graphics
- Health Education
- Modern History
- Chemistry

CONSISTENT PATTERN OF PERFORMANCE (WITHIN AGREED VARIATION) NOTED IN:

- Mathematics B
- Japanese
- Ancient History
- Biological
- Science
- Music
- Physical Education
- Visual Arts
- German
- Business, Communication and Technologies

SCHOOL OPINION SURVEYS 2005 - 2007

STAFF

The workplace dimensions include:

- Physical work environment
- Relationships
- School operations
- Staff morale
- School support, resources and training
- Work roles
- Work values and recognition

The data show:

- Improvement in School Support, Resources and Training
- Data results were similar to Like Schools for 2005 – 2006
- There has been improvement from 2005 in most dimensions, in most cases, however, the school mean is slightly below the comparable Like School mean for 2007.
- Overall, 2007 results counterbalanced the negative trend that was evident in the previous years.

PARENTS

For parents, the performance areas are:

- Student Outcomes
- Curriculum
- Pedagogy
- Learning Climate
- School Climate
- School / Community Relations
- Resources

The data show:

- Significantly improved means in all dimensions with the greatest increase in School / Community Relations, Resources and Student Outcomes
- Having been below the state mean in 2004, it is now exceeds in Student Outcomes, Pedagogy, and School Community Relationships.
- Our results are within comparable range for Like Schools, in all dimensions
- Overall parent satisfaction has improved across all dimensions

STUDENTS

For students, the performance areas are:

- Physical Work Environment
- Relationships
- School Operations
- Staff Morale
- School Support, Resources and Training
- Work Roles
- Work Values and Recognition

The data show:

- There has been a significant improvement in all dimensions
- Except for Resources, in 2007 all dimensions were comparable or exceeded the Like Schools mean
- In 2007, results represented a positive shift in satisfaction
- Over the three year period 2005 – 2007, there has been a noticeable improvement in comparison with other District schools

AREAS FOR IMPROVEMENT

- **Parents:** Resources
- **Students:** School Climate, Resources, Pedagogy
- **Staff:** School Operations

DESTINATION 2010 – WORKING TOWARDS TARGETS

Education Queensland has set targets based upon the *QSE-2010* vision for state schooling in Queensland. These targets are the first stage in achieving the ten-year vision for state school education in Queensland.

Victoria Point State High School, through its School Council, has set what it believes are achievable yet challenging and responsive targets to meet student and community needs.

STRENGTHS

2005 – 2007 Commentary: School Opinion Survey shows that the following are Strengths (improvements over the years):

Staff: Physical work environment; Staff morale; Support, resources and training; Work roles; Work value and recognition;

Parents: All dimensions – Student outcomes, Curriculum, Pedagogy, Learning climate, School climate, School-community relations; Resources;

Students: All dimensions – Student outcomes, Curriculum, Pedagogy, Learning climate, School climate, School-community relations; Resources;

Other information:

- The percentage of QTAC applicants receiving an offer has reached 93% in 2004, 2005, 2006
- The percentage of parents and caregivers, satisfied that they are getting a good education from school has increased significantly – 2007: 92%. (2004: 63%, 2005: 83%; 2006:95%)
- The percentage of parents/caregivers satisfied that the school is a good school has increased significantly – 2007: 93%. (2004: 71%, 2005: 78%; 2006:95%)
- The percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives has increased – 2006: 71%. (2004: 65%, 2005: 64%)
- The percentage of staff members satisfied with morale in the school. (2004: 80%, 2005: 46%, 2006: 69%;2007; 75%). As can be seen the percentage has risen significantly since 2005.

AREAS FOR FURTHER IMPROVEMENT:

2005 – 2007 School Opinion Surveys shows that the following are areas for further improvement:

Staff: Relationships and School Operations

Key State Targets requiring improvement:

- The percentage of students getting a good education at this school fell from 67% in 2006 to 62 % in 2007
- The percentage of OP eligible students with OP 1-15. (2004: 58%, 2005: 59%, 2006: 58%)
- The percentage of students awarded a Senior Certificate and awarded a VET qualification. (2004: 61%, 2005: 63%, 2006: 47%)
- The percentage of students awarded a Senior Certificate with OP-eligibility or awarded a VET qualification. (2004: 91%, 2005: 90%, 2006: 83%)
- The apparent retention of students from Year 8 to Year 12. (2004: 71%, 2005: 70%, 2006: 65%)
- The percentage of general component of school grant budget or equivalent expended on professional development for school staff. (2004: 18%, 2005: 15%, 2006: 12%)

SCHOOL-BASED RESEARCH 2007

PURPOSE

The Triennial School Review, along with Verification, ensures that the outcomes of the self-assessment and the strategic directions set for the next three year planning cycle are relevant and meaningful for the school. (School Improvement and Accountability Framework p12)

SYNOPSIS

The **Triennial School Review** survey was completed by the following groups of people:

- Year 8 students
- Year 10 students
- Year 12 students
- Staff
- Parents and Caregivers

Once the surveys were completed, they were collated and results analysed:

- Year 8 students – a sample group of students were surveyed and **all** data were analysed.
- Year 10 students – a sample group of students were surveyed and **all** data were analysed.
- Year 12 students – a sample group of students were surveyed and **all** data were analysed.
- Staff – all staff were given the opportunity to complete the survey, as well as participating in Focus Groups. These included Staffroom groups, and whole staff groups and **all** data were analysed.
- Parents and Caregivers – all parents and caregivers were given the opportunity to complete the survey. There were 102 samples returned – **all** data were analysed.

AREAS SURVEYED

- Reputation
- Curriculum, Teaching and Learning
- Home-School Communication
- Values
- School and Community Partnerships
- Supportive School Environment – Parents
- Future School Organisation – Staff

REPUTATION – STUDENTS

STRENGTHS

- 51% thought that the school was promoted in some way
- Sporting successes are seen as a way to generate positive reputation
- Students' perception of the school prior to coming altered significantly after being at school for six months
- Students expressed pride in their school

RECOMMENDATIONS FOR IMPROVEMENT

- Identify what the public perception is of VPSHS
- Report in feeder school newsletters any positive happenings on a regular basis
- Strengthen relationships with local businesses
- Write a media strategy and a team of interested staff/students/parents to ensure positive media coverage is the norm
- Need to recognise all areas, as sporting achievements seem to be the only avenue
- Identify strategies to address community perceptions of the school generated by a minority of our students
- Identify strategies to improve pride in students

REPUTATION – PARENTS

STRENGTHS

- 49% thought that the school was well promoted in some way.

RECOMMENDATIONS FOR IMPROVEMENT

- Local media
- Internal communications and celebrations of success and consistency, not just at year 8 talks
- Shopping Centre competitions
- Newspaper advertisements with other high schools
- Appoint a media officer

REPUTATION – STAFF

STRENGTHS

- 32% thought that the school was well promoted in some way.

RECOMMENDATIONS FOR IMPROVEMENT

- Media person appointed
- Use local newspapers
- Have a clear message the school wants to promote
- More advertising of the great work and achievements of students and teachers. Need to hear more about the good things

CURRICULUM, TEACHING AND LEARNING – STUDENTS

STRENGTHS

- Excellence programs are seen as very positive
- Semesterisation well accepted
- Enthusiastic teachers who use humour and clear explanations
- Helpful and supportive teachers
- Hands on activities that help them to learn
- Physical environment (that is, visually engaging and colourful classrooms, student work)
- Sports Academies

RECOMMENDATIONS FOR IMPROVEMENT

- Social promotion not supported in Maths and English – particularly strong opinion about this in year 12
- Excellence programmes wanted in more sports but quite a strong trend towards the arts and some academic programs
- More time allocated to English and Maths
- Less time wanted in core subject - Social Education, Music in Year 8,.
- More feedback for draft work of assignments
- Extra TAFE courses offered to students eg. Hospitality

CURRICULUM, TEACHING AND LEARNING – PARENTS

STRENGTHS

- Semesterisation is viewed as a positive but some parents don't agree for core subjects.
- Parents strongly support interaction with their children around time management (however they are often unaware of their children's workloads and feel powerless to help).
- Excellence programmes seen as a strength and growth in this area is supported.

RECOMMENDATIONS FOR IMPROVEMENT

- Better communication with parents is required prior to the end of semester regarding NYs.
- Maths and English deserving more lesson time in order to improve numeracy and literacy outcomes.
- Decrease the amount of time devoted to LOTE in year 8 and Access to whole school.

- Parents would like to see more opportunities for girls in Sports Excellence, Science, Performing Art and Visual Arts.

OTHER

- Although 73% of parents agree with at risk students being supported, the comments are very clear that this shouldn't be at the expense of the majority who sit in the middle.
- Only 31% of parents disagreed with reducing the numbers of teachers per class in grade 8, and almost 50% were in favour to reduce the stress of transition.

CURRICULUM, TEACHING AND LEARNING – STAFF

STRENGTHS

- All staff agree that the family plays an important part in supporting students with time management
- 4 day week and triple lessons in Senior School
- Transition days for Year 7

RECOMMENDATIONS FOR IMPROVEMENT

- Students with NYs should not be promoted
- Reassessment of the NY system
- All staff support additional English and Maths time
- More Excellence Programs
- Access could be a place for ethics/resilience lessons.
- A Pastoral Care system to be reintroduced
- Less interruptions to teaching time in senior and more time to teach curriculum
- More core subject time in Middle years and less elective choices and time allocated
- Teach students study skills
- More options for disengaged students
- Multiple pathways to cater for all students
- Certificate based courses in The Arts

OTHER

- Only 18% of teachers disagree with reducing Year 8 teacher numbers.
- Unclear message on semesterisation and Year 10 transition to senior

- With regards to 'at risk' students, despite the majority supporting this priority, comments suggested that it shouldn't be at the expense of others

VALUES – STUDENTS

What are the most important Values:

- Doing Your Best
- Respect

VALUES – PARENTS

What are the most important Values:

- Responsibility
- Care and Compassion
- Integrity
- Doing Your Best

VALUES – STAFF

What are the most important Values:

- Doing your best
- Freedom
- Care and Compassion

HOME – SCHOOL COMMUNICATION – PARENTS

Most preferred way of communication for each option.

| | |
|--|-----------------------|
| Reports | Australia Post |
| Assignments | Email/ Australia Post |
| Progress Information During Term | Email/ Australia Post |
| Behaviour issues | Home Phone |
| Opportunities, for example: camps, competitions, performances | Email/ Student letter |
| Fees and accounts | Australia Post |
| General School Information | Email/Newsletters |

- The majority believe that the overall communication between home and school is sound or higher but there is room for improvement
- Improved system to approach aspects such as academic and behaviour problems
- Definitely a desire for more email communication
- Problems with students taking notes/newsletters home

HOME – SCHOOL COMMUNICATION – STAFF

Most preferred way of communication for each option and for what reason?

| | |
|--|----------------------|
| Reports | Australia. Post |
| Assignments | Email |
| Progress Information During Term | Email |
| Behaviour issues | Home or Mobile Phone |
| Opportunities e.g. camps, competitions, performances etc | Newsletters |
| Fees and accounts | Australia Post |
| General School Information | Newsletters |

- 82% indicated sound or above communication
- Recommended that more information is given to parents eg: seminars, email

SCHOOL – COMMUNITY PARTNERSHIPS – PARENTS

STRENGTHS

- 62% believe there is some effectiveness in the formal home/school partnerships
- 53% of parents would contribute their own skills to support students
- 21% parents would be happy to help with resource support – working bees, text books etc.
- 34% parents are keen to support students – in what way?
- 14% parents would be happy to mentor students

RECOMMENDATIONS FOR IMPROVEMENT

- Demand for guest speaker, information sessions, career talks with parents, study skills etc - advertising these opportunities needs to go home directly, not via students
- 77% would support a business that supports VPSHS – we need to use this data to encourage partnerships
- Areas of support include: ICT, career options, job types, sharing experiences, setting strategic direction, performance and risk management, repair of school electronic equipment, careers/transition

SCHOOL – COMMUNITY PARTNERSHIPS – STAFF

STRENGTHS

- 55% believe that there is some effectiveness in the formal home-school partnerships

RECOMMENDATION FOR IMPROVEMENT

- Professional Development and parent information sessions, guest speakers, email, parent education

SUPPORTIVE SCHOOL ENVIRONMENT – PARENTS

STRENGTHS

- Our parents are happy that the school is caring for their children and supporting them to their potential “most of the time”.

RECOMMENDATIONS FOR IMPROVEMENT

- Improved procedures for the safety of all children with regards to fights and bullying
- Improved communication to students about support that they can access

SUPPORTIVE SCHOOL ENVIRONMENT – STUDENTS

STRENGTHS:

- Teachers who enforce and who consistently apply effective behaviour classroom management
- Teachers who show enthusiasm and a passion for teaching as well as always willing to help individuals
- A range of school facilities were rated to be of a high quality

AREAS FOR IMPROVEMENT:

- Cleanliness and maintenance of the toilets
- Rubbish on the grounds – therefore more bins
- Better signage of school facilities eg classrooms (especially for the beginning of the year for Year 8 students)

SUPPORTIVE SCHOOL ENVIRONMENT – STAFF SURVEY

STRENGTHS:

- SRSA and links to feeder schools
- Tutorials
- Pathways to Senior

AREAS FOR IMPROVEMENT:

- School spirit
- Reducing truancy and disengagement
- Students have more opportunity to make informed choices about possible careers

FUTURE SCHOOL ORGANISATION - STAFF

The following were suggested for the future of our school:

- Restructuring at student management level using the sub school model

STAFF RANKING OF SURVEY RESULTS

From the surveys and focus group discussions, representatives from each Staffroom analysed the data and identified the following to build on in the Strategic Plan:

- Promotion of School/School Partnerships
- Curriculum Renewal
- Achievement (Personal Best, Potential Achieved, Student Recognition, Motivation)
- Technology (Staff and Students)
- Supportive School Environment
- Communication

From this information were identified the following as five priorities:

- Student motivation and attitude to learning, student engagement, student underachievement
- Effectiveness of semesterisation – core and electives
- Access to and distribution of resources
- Lost effective teaching and learning time
- School spirit and culture and student leadership

2010 PERFORMANCE TARGETS

| Performance Indicator | 2004 | 2005 | 2006 | 2007 | 2010 Target |
|---|------|------|------|------|-------------|
| Number of students with a disability who have achieved a certificate of Post-compulsory School Education | | | | | |
| Percentage of OP-eligible students with OP 1-15 | 58 | 59 | 58 | | 60 |
| Percentage of students awarded a Senior Certificate and awarded a VET qualification | 61 | 63 | 47 | | 50 |
| Percentage of students awarded a Senior Certificate with OP eligibility or awarded a VET qualification | 91 | 90 | 83 | | 92 |
| Percentage of QTAC applicants receiving an offer | 93 | 93 | 93 | | 95 |
| Percentage of students satisfied that they are getting a good education at school | 58 | 54 | 68 | 63 | 80 |
| Percentage of parents/caregivers satisfied that they are getting a good education at school | 63 | 83 | 95 | 93 | 83 |
| Percentage of parents/caregivers satisfied that the school is a good school | 71 | 78 | 95 | 93 | 88 |
| Apparent retention of students from Yrs 8-12 | 71 | 70 | 65 | | 75 |
| Percentage of workforce engaged in professional development opportunities | 84 | 79 | 83 | 75 | 90 |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 65 | 64 | 71 | 64 | 78 |
| Percentage of staff members satisfied with morale in the school | 80 | 46 | 69 | | 85 |
| Percentage of general component of school grants budget or equivalent expended on professional development for school staff | 18 | 15 | 12 | | 19 |
| Staff Attendance - average attendance rate based on unplanned absences of sick and emergent leave for periods of up to 5 days | | | 95 | | |
| Staff Retention - proportion of teaching staff (as a percentage) retained in a program year from the previous year | | | 95 | | |

MAJOR STRATEGIC ISSUES 2008 - 2010

LEARNING

- Middle Phase of Learning (including QCAR), Senior Phase of Learning, Flexible Learning Pathways
- Student achievement, motivation and attitude to learning, student engagement, student achievement
- Information and Communication Technologies
- Resilient, well adjusted, healthy students
- Lifelong Learning
- Student Leadership
- Effective learning and teaching

SCHOOLS

- Southern Redlands State School Alliance
- Responsive educational options including re-organisation of the school into sub-schools
- Strong positive school culture and spirit
- Managing and enhancing resources effectively to meet future needs
- Relevant and dynamic curriculum, renewal of teaching and learning practices, assessment and reporting framework
- Promotion of School / School Partnerships / Media Plan / Strategies
- Communication

SCHOOL WORKFORCE

- Professional Learning Community
- Collaboration in all facets of teaching and leadership
- Skilled flexible workforce

STRATEGIC DIRECTION 2008 – 2010

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

| Outcome | Strategies |
|---|---|
| <p>LE1 Improved learning outcomes for the diverse range of students in EQ schools.</p> | <p>Literacy & Numeracy</p> <ul style="list-style-type: none"> ▪ Developing strategies to improve student outcomes in Literacy and Numeracy in each key learning area ▪ Utilising our Mathematics Mentors to develop improved outcomes and confidence for our students ▪ Continuing development and use of the Alliance Maths and English Scope and Sequence Plans ▪ Implementing SRSA Genre Scope and Sequence in Mathematics and Genres, including professional development for staff ▪ Increasing student learning time for Years 9 and 10 English and Mathematics <p>Inclusive Practices</p> <ul style="list-style-type: none"> ▪ Improving the Gifted and Talented Program and provide students with opportunities to develop their knowledge and skills across all year levels and subjects ▪ Reviewing the Learning Assistance Program (LAP) to improve learning outcomes for students ▪ Reviewing the Educational Adjustment Program (EAP) to improve learning outcomes for SEU students ▪ Improving the attendance and literacy and numeracy outcomes for indigenous students with particular focus on Years 8 and 9 |
| <p>LE2 Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.</p> | <p>Curriculum, Teaching, Assessment & Reporting</p> <ul style="list-style-type: none"> ▪ Reviewing our school's curriculum framework in 2008 to ensure that Essential Learnings, QCATs, senior school transition and middle years learning and pedagogy are reflected in our curriculum, teaching and learning and assessment ▪ Implementing any changes arising from such a review, commencing in 2009 ▪ Ensuring that any such changes produce a differentiated curriculum, alternative student groupings and opportunities to excel ▪ Broadening data gathering processes to improve student achievement with a focus on supporting and training teachers in data analysis and interpretation ▪ Developing the school-wide pedagogy model in the middle and senior years of learning ▪ 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 <p>Phases of Learning: Middle Years</p> <ul style="list-style-type: none"> ▪ Implementing our Middle Years Action Plan ▪ Ensuring the specific needs of talented and disengaged students are met, making greater use of flexible learning arrangements and variable/accelerated progression ▪ Developing a sub school response to identified students' needs in Years 8, 9 and 10 from 2008 ▪ Ensuring that thinking and study skills are embedded in each key learning area |

| | |
|---|---|
| <p>LE3 An increased number of students completing the compulsory participation phase of learning</p> | <p>Phases of Learning: Senior Years</p> <ul style="list-style-type: none">▪ Ensuring all enrolled students are eligible for, and are on track to receive, a Queensland Certificate of Education▪ Maintaining and enhancing flexible pathways options for students▪ Semester auditing of student progress from Year 10 to ensure students' study programs are matched to their abilities, interests and aspirations▪ Refining SET Plan processes to begin senior phase planning in Year 9▪ Ensuring that thinking and study skills are embedded in each key learning area |
|---|---|

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

| Outcome | Strategies |
|--|--|
| <p>SC1 Schools have innovative and distinctive strategies responsive to community and student needs.</p> | <p>Schools & Community</p> <ul style="list-style-type: none"> ▪ 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 ▪ Developing a co-ordinated service delivery in student support with external agencies eg. Boystown, Mentor One, CHYMS ▪ Using and enhancing Open Day, student performance and display opportunities in the local area to showcase student talent ▪ Enhancing parent contact through Information Evenings, for example, parent/teacher interviews, SETP, subject selection, QCE, Year 7, STEP-IT ▪ Promoting and skilling key school parent groups: School Council and Parents and Citizens Association <p>Schools & Clusters Maintaining and enhancing</p> <ul style="list-style-type: none"> ▪ Year 7 Transition Program ▪ Year 5-7 Arts / Science Programs ▪ Twilight Concerts – primary and secondary bands ▪ Inter-school Sports Programs |
| <p>SC2 Schools have productive partnerships with their community and with business, industry and other government agencies.</p> | <p>Community Engagement</p> <ul style="list-style-type: none"> ▪ Increasing the use of school, grounds and facilities by outside bodies through Training Centre, Performing Arts, Student Centre ▪ Further developing community partnerships through Community Liaison Officer and increased volunteers in Learning Assistance Program, community mentors ▪ Improving school wide community promotion through media communication plan and appoint school based teacher with some non-contact time <p>School & Industry Partnerships</p> <ul style="list-style-type: none"> ▪ Increasing the number of students and range of students undertaking traineeships and apprenticeships through better promotion of opportunities and successes <p>Tertiary Pathways</p> <ul style="list-style-type: none"> ▪ Increasing the number of students undertaking early entry university study and the range of school tertiary programs in key learning areas. |

| | |
|---|---|
| <p>SC3 Schools provide safe, supportive and disciplined learning environments.</p> | <p>Supportive Learning Environments</p> <ul style="list-style-type: none"> ▪ Reviewing and refining annually the Responsible Behaviour Plan ▪ Developing an Anti-Bullying Policy and Plan as part of the School's Supportive Environment Plan ▪ Monitoring and promoting of a Healthy Schools Policy response within the School's Supportive Environment Plan ▪ Developing Middle and Senior School Welfare Committees to enhance access to student support networks ▪ Developing strategies to improve behaviour and safety of students travelling to and from school ▪ Developing and introducing a school wide student reward program aligned with <i>INSPIRATION</i> with a view to promoting active student citizenship |
| <p>SC4 Schools have effective school planning and reporting processes</p> | <p>School Planning & Reporting</p> <ul style="list-style-type: none"> ▪ 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 ▪ Utilising and refining student reporting formats to parents ▪ Implementing the 2008 – 2010 School Strategic Plan, reviewing the School Strategic Plan annually and publishing School Annual Reports and Destination Study on our website ▪ Implementing the Regional Indigenous Plan focused on Year 8 and 9 improved attendance and literacy and numeracy outcomes |

Workforce: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010

| Outcome | Strategies |
|---|---|
| <p>WO1 A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing learning and development opportunities.</p> | <p>Teacher Professionalism: Ensuring teachers meeting requirements of the ‘Developing Performance Framework’ – teachers have been involved and had the opportunity to complete Professional Development through the school program as well as external opportunities in the following areas:</p> <ul style="list-style-type: none"> ▪ Ensuring school and Education Queensland priorities are met: Literacy, Numeracy, Crossing Cultures, Whole School approach to Professional Standards for Teachers Framework, Teaching and Learning / Behaviour Management Strategies, ICTs, QSA syllabi requirements, VET accreditation requirements, QCAR and Essential Learnings and QCATS, Senior / Middle Phase of Learning strategies, SETP, student pathways planning ▪ Developing individual staff development plans to match school needs ▪ Leading and utilising the Alliance to enhance networking, sharing, and professional development, which focus on reflection and moderation ▪ Continuing to host Pre-service Teachers undertaking practicums and or internships ▪ Enhancing support and feedback to staff in relation to their performance linked with the implementation of the <i>Developing Performance Framework</i> ▪ Refining and enhancing staff collaboration in curriculum redesign and implementation by utilising the skills of Heads of Department, Key Teachers, year level planning days and professional sharing ▪ Enhancing our reward, recognition and acknowledgement of people’s work accessing Education Queensland’s <i>New Professionalism Program</i> |
| <p>WO2 Leadership that drives educational reform, supports productive relationships and promotes innovation</p> | <p>Leadership – teachers have been given the opportunity to strengthen leadership and support motivated and upcoming leaders through the following:</p> <ul style="list-style-type: none"> ▪ Developing a Workforce Plan to ensure that we have a motivated, well trained and adequately supported staff ▪ Renewing and implementing a formal volunteer management program involving recruitment, training, management and evaluation ▪ Maintaining and fostering positive working relationships among all school staff to improve school morale ▪ Continuing the school’s internal merit selection system for acting promotional positions ▪ Developing the Aspiring Leaders Program for leadership aspirants ▪ Developing the school’s Mentoring Program |
| <p>WO3 A healthy workforce engaged in safe and supportive work environment</p> | <p>Employee Health and Wellbeing</p> <ul style="list-style-type: none"> ▪ Ensuring that all staff trained in the Code of Conduct and Student Protective Policy to guide appropriate interactions ▪ 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 ▪ Maintaining training for staff to provide First Aid ▪ Renewing and publicising plans to respond to the needs of students with significant health problems ▪ Ensuring induction for all new staff and volunteers includes risk minimisation procedures in the planning and implementation of any school curriculum activity ▪ Maintaining a systematic recognition by school Administration of staff work and achievements ▪ Utilising our trained Rehabilitation Officer to support staff who are in rehabilitation programs and or returning to work |

