



# GYMPIE CENTRAL STATE SCHOOL



Queensland  
Government  
Education Queensland

## Annual Operational Plan 2006

### STRATEGIC DIRECTIONS (2006-2007)

- Lifelong learning skills
- Engaging students
- How Children Learn
- School Image

### 2006 PRIORITIES:

- Consolidating lifelong learning skills in curriculum units
- Engaging students in Yrs 6 & 7
- Preparation for introduction of Prep Year to Primary Campus

### CERTIFICATION

This AOP (Annual Operational Plan – with Financial Report and Budget) was developed in consultation with the school community.

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SANDRA VAN WYK  
Principal

28/ 02 /2006

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Vicki Hutley  
P&C President/School Council Chair

28/ 02 /2006

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ROSS ZELOW  
A/Executive Director Schools

28/ 02 /2006

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# STATEMENT OF PURPOSE

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## Our School...

Gympie Central has a strong focus on having a positive attitude. Our teaching and learning programs, our behaviour management approach, are all strongly tied together by the attitudes required to turn a young child into a genuine 'lifelong learner'. Our 2006 initiative to begin extracurricular activities and improve parent involvement will serve to enhance school success.

## EARNING...

Our Curriculum is structured under the 8 (standard) Key Learning Areas and is underpinned by a set of principles of Lifelong Learning (think, create, investigate, participate, reflect, know). Teachers plan integrated work units and combine these activities with focussed lessons in trying to meet the learning styles of the children in their care.

Student achievement data (system and school-based) is carefully analysed each year and combined with other information about students to inform our planning. Formal systemic assessment information is combined with school testing and teacher-generated assessment to give the best possible picture of where each child is at. Our focus continues to be on preparing students for learning and then supporting them in their learning and development allowing the tracking of 'distance travelled' by each child in each area of learning. Class and year level results serve only to focus teachers, through a variety of learning conversations, on their own programming needs. Analysis of such data in the past three years has resulted in a greater focus on writing in the middle grades and a review of reading strategies and resources in the lower school. At school level, we have always compared favourably with other schools including like schools and other local schools. Teachers are to be congratulated for their willingness to debate the various issues that sit around school and system achievement data and the efforts they make to help each child improve.

Our Special Needs Group is very active in the life of the school. The group aims to cater for ALL children with ANY form of special need that is difficult for classroom teachers to meet in the class situation. The heavy workload associated with both appraisements and ascertainments has, however, resulted in a narrowing of what the group has been able to achieve. Beyond this disappointment, however, all identified students have individual or group plans in place and are having their achievements closely monitored by their case manager. There are currently 14 students involved in our Special Education Class and a further 54 on the caseload of our STLD. Parent involvement throughout the entire programming process is highly valued in both scenarios. These numbers are expected to slightly increase over this three year period which has resulted in a need to consider alternative ways of handling the cases of children who fall outside of the appraisal and ascertainment processes e.g., behavioural, gifted, social etc.

Though there always seems to be still a long way to go, we are quite advanced in our integration of Information and Communication Technologies into our teaching and learning programs. Our student/computer workstation ratios have been at or better than EQ expectations for the past two years, all relevant teachers have attended the LDC-Technology over the past three years, we have an active school intranet that makes access easy to our priority software and sites and several ICT innovative projects have been trialled or introduced. This has, however, been a costly exercise and has contributed to a need for budget tightening during the 2005-2007 period. Teacher, Vic Luck, is to be highly commended for the passion and the time he puts into helping others in this area.

Staff Learning and Parent Learning are important at Gympie Central. We are a small enough school to have most 'bigger picture' discussions at the 'whole staff' level. We have worked hard to break down an upper/lower school staff barrier that was in existence a few years ago and have largely succeeded. Many curriculum/T&L issues, however, are dealt with in the 'one-on-one' situation during planning meetings with our Curriculum Leader. Parents are heavily involved in the process of two-way communication. They have many opportunities to be involved e.g., attending regular forums on topics of current interest, responding to information requests in Tidings, once a term random telephone surveys. Satisfaction levels, as expressed in Opinion Surveys and in many other ways, have always been a highlight of our school's yearly data.

Extracurricular activities have become a matter of complexity over the past 5-10 years. The crowded and changing nature of the primary school curriculum has caused 'extra' activities to be the source of some stress for teachers in trying to 'fit it all in'. Our approach has been to completely empty the timetable and start from scratch in determining the relative value of each activity for children's learning. Currently, we are planning to include offerings that relate to the priorities in the Annual Operational Plan.

Student learning is reported to parents in many ways at Gympie Central: Each teacher conducts a parent meeting early in the year; a written report comes home each semester; three way conferences are held to give children a chance to physically be involved in the reporting process. Our very best strategy is, however, to encourage parents to keep close contact through the year with their child's teacher and to encourage teachers to pick up the telephone and contact parents early when they have concerns about their students progress. Often communication books can be utilized to ensure feedback is a two-way process which is consistently reflected through our School Opinion Survey. Our levels of home-school contact are very high showing a high level of satisfaction from parents in relation to our school.

## Schools...

### Learning Environment

Our school is in its 138<sup>th</sup> year of operation. Gympie Central enjoys an excellent reputation within the local community, most particularly for the quality of our choirs and musical ensembles. The school participates in a broad range of community activities and is regularly invited to participate in civic activities, the school also demonstrates excellence in sporting achievements too, particularly .....

*Student behaviour* in 2006 will become a major strength. Like all schools, we have our share of children who are difficult to manage but we apply a 'never give up' attitude to these situations. No student has been excluded from this school during the past ten years and there have been very few short term suspensions. Our preference is to work with the family in overcoming behavioural and social issues to effect a lasting positive outcome. Our five school 'rules' have served us well as a framework for student management for many years – these relate to LEARNING, SAFETY, RESPECT, COMMUNICATION and PROBLEM SOLVING. We are currently developing a consistent structure as a framework for dealing with consequences for misbehaviour. (rights/responsibilities/values all will be listed).

We are well advanced in terms of ICTs – ratios are excellent, networks are fully operational and our intranet is serving us well in supporting teaching and learning in classrooms. Additional I.C.T. time will be sought in order to eradicate daily breakdowns and glitches. Staff Professional Development in I.C.T.'s will also be a focus in 2006 to enhance staff confidence in dealing with this as part of their curricular program.

Our teachers and support staff are highly experienced people who show a commendable commitment to their students on a daily basis. These experienced teachers also support a reasonable number of trainee teachers from any of a number of universities each year.

### Community

We have experienced a drop in enrolments in recent years. This has resulted from an unexpected increase in numbers in the early 90s – as these families have moved through Central and on to high school, they have not been replaced from within the local community. Surveys done over the past 5 years show families depart due to a multitude of reasons including dissatisfaction with Central. It will be the focus in 2006 to encourage the sorting out of any issues prior to departure via the enhancement of strategies used to deal with the public. Gympie is currently experiencing growth due to the cheap land releases and it is expected that Central enrolment will benefit from this

Gympie Central has a close and productive working relationship with relevant government departments (e.g., Child Safety, Police) and community groups (e.g., Cooloola Shire Council, Centrelink). We deal almost daily with one or more of these organisations to facilitate the two-way flow of information that is often necessary for the provision of effective care for a child/children.

Our parent group is our biggest asset. Several times a year, we host forums for parents to hear about and discuss information relating to their children's education. These are always well attended and the feedback is always positive. These parents tend to help 'spread the word' to many other families and, in doing so, actively contribute to the 'Lifelong Learning' culture of our school community.

Gympie Central is a SBM EO1 school. School Council disbanded in 2003 as it was found to be replicating duties performed elsewhere.

### Resources

Socio-economically, we are at the lower end of average. Our P&C Association does supply funding but financial restraint is a regular consideration in decision making here at Central. Community resources do include: the R.S.L.- Anzac Day; Gympie Library; Past Teacher Involvement etc. While we fundraise via Easter and Fathers Day raffles and the Spring Fete we will investigate other avenues to enhance this during 2006.

Costs associated with curriculum reform in recent years have eaten into our provisional budgets. This is currently being addressed with the aim being to be back to a satisfactory provisional budget situation by 2007.

## Workforce...

### Staff

Our staff is very experienced and very stable. There is usually very little movement at transfer time. We are fortunate to have an excellent team of specialist teachers in place, most of whom will provide an element of stability over the next few years. Aides also play a prominent role in the success of our school. Purchase of additional aide time (to the value of \$16K this year) is our major intervention spending.

Several staff members have been supported to gain additional qualifications in this and recent years. Aides, ICT personnel and Admin have all benefited from these additional skills.

All staff participate in a range of Professional Development activities every year, ranging from fortnightly meeting discussions to workshops/seminars to one on one curriculum sessions with our Curriculum Leader.

Central has lost two male teachers in recent years. This has left us with 3 male teachers from a total of 32 staff members. Our enrolments situation has caused the loss of some key staff members over the past three years. Others are currently at risk. Contingency plans are under consideration to ensure minimal disruption if these losses were to occur during this three year period.

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

### Outcome LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools

Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Manager / Funds	Key strategies 2006
<b>LE1.1</b> Percentages of students not requiring additional support for each area of the year 2 Diagnostic Net: Reading, Writing, and Number	<b>64% N</b> <b>67% R</b> <b>82% W</b>	<b>85% N</b> <b>75% R</b> <b>85% W</b>	<b>85% N</b> <b>75% R</b> <b>85% W</b>	<b>80% N</b> <b>75% R</b> <b>85% W</b>	CDW – Yr2 NET	L1IN LS SE	Kathie, Josephine & Louisa \$16000 \$ 2000 \$ 2000	<b>Literacy and Numeracy</b>  Enhance student literacy and numeracy achievement through targeted strategies. <ul style="list-style-type: none"> <li>▪ Ongoing monitoring of Yr 1 &amp; 2 cohorts</li> <li>▪ Professional sharing of literacy and numeracy strategies across all year levels</li> <li>▪ Proactive intervention strategies in Years 1 &amp; 2</li> <li>▪ Enhance and reorganise Maths resource collection</li> <li>▪ Creative use of ICTs to enhance literacy and numeracy learning</li> <li>▪ Monitor quality of teaching and learning activity in these areas within classrooms</li> <li>▪ Ongoing PD re literacy blocks</li> </ul>
<b>LE1.2</b> Percentage of students achieving national Year 3, 5 & 7 reading benchmarks	<b>Yr 3 – 93%</b> <b>Yr 5 – 83%</b> <b>Yr 7 – 75%</b>	<b>Yr 3 – 97%</b> <b>Yr 5 – 85%</b> <b>Yr 7 – 95%</b>	<b>Yr 3 - 97%</b> <b>Yr 5 - 85%</b> <b>Yr 7 - 95%</b>	<b>Yr 3 - 95%</b> <b>Yr 5 - 85%</b> <b>Yr 7 - 95%</b>	Yrs 3, 5 & 7 QSA Tests		Principal	<b>Inclusive Practices</b>  Improve learning outcomes and school completion rates of Aboriginal and Torres Strait Islander students through the <i>Partners for Success Action Plan</i> . <ul style="list-style-type: none"> <li>▪ Special Needs group meets fortnightly to co-ordinate Learning Support and Special Education services</li> <li>▪ Sharing of Literacy and Numeracy issues at regular staff / PD meetings</li> <li>▪ Use of school-based aide scheme to provide flexibility in meeting student needs</li> <li>▪ Encourage liaison with indigenous playgroup staff and parents</li> <li>▪ Investigate 'Success for Boys' program</li> </ul>
<b>LE1.3</b> Schools have strategies to improve Year 9 student literacy levels to a standard that allows all students to make satisfactory progress at school	n/a							Improve learning outcomes for students with disabilities through implementation of the <i>Education Adjustment Program</i> . <ul style="list-style-type: none"> <li>▪ Effective use of Special Needs Committee to monitor and manage needs of the range of students with special needs</li> <li>▪ Keep SN teachers abreast of all EAP systems and issues</li> <li>▪ Continue to modify EAP related systems to ensure time and resource efficiency</li> </ul>
<b>LE1.4</b> Schools have inclusive practices to meet the educational needs of all students		<b>All Schools</b>	<b>Embedded</b>	<b>Embedded</b>	QSA School data			Improve learning outcomes for gifted students by implementing the <i>Framework for Gifted Education</i> . <ul style="list-style-type: none"> <li>▪ Investigate options for supporting high achieving students. Consider broadening offerings rather than extending.</li> </ul>
<b>LE1.6</b> Schools have strategies to implement the Partners for Success Action Plan		<b>All schools</b>	<b>Embedded</b>	<b>Significant progress</b>	School information	L1 CJ	\$ 8375	Develop Education Support Plans for students who are eligible under the strategy, <i>Education Children and Young People In Care of the State</i> . <ul style="list-style-type: none"> <li>▪ ESPs in place for all relevant students</li> <li>▪ Effective liaison with DoCS and other agencies involved</li> </ul>
<b>LE1.7</b> Effective and efficient use of casual staff					School budget and staffing records	L1 TR	\$36 000	

**Outcome LE2: Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students.**

Performance Indicator	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Manager / Funds	Key strategies 2006
<b>LE2.1</b> Percentages of students and of parents and caregivers, satisfied that they are getting a good education at school	<b>P - 81% S - 16% N S - 92% S - 8% N</b>	<b>80% Par 80% Stud</b>	<b>90% Par 90% Stud</b>	<b>90% Par 90% Stud</b>	School Opinion Survey			<p><b>Curriculum, Teaching, Assessment and Reporting</b></p> <ul style="list-style-type: none"> <li>Continue integrated curriculum planning model under Stacey's leadership</li> <li>Ensure alignment of curriculum, teaching, assessment and reporting within school framework</li> <li>Investigate 'Spotlight on Science' options throughout year</li> </ul> <p>Implement the Key Learning Area syllabuses with a focus on English and Mathematics.</p> <ul style="list-style-type: none"> <li>Staff development focussed on the new Maths and English syllabuses</li> </ul> <p>Develop ICTs as an integral component of curriculum, teaching and learning.</p> <ul style="list-style-type: none"> <li>Further develop web site as a tool for learning and information</li> <li>Promote use of ICTs through use of cameras, projectors, whiteboards etc. within teaching and learning programs</li> </ul> <p><b>Phases of Learning – Early and Middle Years</b></p> <p>Implement responsive curriculum programs in the early years to promote continuity of teaching and learning.</p> <ul style="list-style-type: none"> <li>Extensive staff PD on Early Years Curriculum Guidelines</li> <li>Formalise Early Years Philosophy Statement</li> <li>Investigate options for further links to private child care providers</li> <li>Firm decisions made re 'Beginning Prep 2007' procedures</li> </ul> <p>Prepare for the full implementation of Preparatory Year in 2007.</p> <ul style="list-style-type: none"> <li>Consolidate facilities planning for Prep building and surrounding area</li> <li>Effective use of grant funds to resource new facility</li> <li>Select and support EC staff for Prep roles</li> <li>Full staff awareness of Prep transition issues</li> </ul> <p>Implement the <i>Middle Phase of Learning Action Plan</i> to provide learning programs that maximise student engagement and achievement and support the transition from primary to secondary education.</p> <ul style="list-style-type: none"> <li>Strong and proactive focus on behaviour management in Years 6 and 7</li> <li>Year 4-7 staff to further investigate 'engagement' issues for the current cohort</li> </ul>
<b>LE2.2:</b> Schools have strategies for the implementation of Prep in 2007 and beyond	<b>Facilities and philosophy in place</b>	<b>All primary schools</b>	<b>Embedded</b>	<b>Significant progress</b>	School Opinion Survey	L2 PR	\$ 9085	
<b>LE2.3:</b> School have strategies to implement the Middle Phase of Learning Action Plan		<b>All Schools</b>	<b>Embedded</b>	<b>Significant progress</b>	School Information	L2IT ME CE	\$46905 \$ 1200 \$ 3500	
<b>LE2.4:</b> Schools have strategies to implement the Spotlight on Science Action Plan		<b>All schools</b>	<b>Embedded</b>	<b>Significant progress</b>	School Information			
<b>LE 2.5</b> Quality curriculum programs planned and delivered					Planning meetings  SMS Budget	L2 PE CM IM LO PS RC CJ CS CP	\$ 1500 \$ 1000 \$19102 \$ 200 \$ 2000 \$ 6000 \$ 1500 \$ 1500 \$ 5000	

**TOTAL LEARNING BUDGET: \$ 162,867**

Schools Objective: Create learning communities that meet diverse student and community needs.								
Outcome SC1: Schools have innovative and distinctive strategies responsive to community and student needs.								
Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Program Manager	Key strategies 2006
<p><b>SC1.1</b> Clear and known communication systems in place for two way communication throughout the school community</p>					<p>Staff and parent forums</p> <p>Community feedback</p>			<p><b>Schools and Community</b></p> <p>Develop innovative approaches to schooling that are based on a clear educational rationale and respond to the distinctive needs of students in each phase of learning within the context of the school community.</p> <ul style="list-style-type: none"> <li>▪ Encourage 'word of mouth' as our most potent advertising tool</li> <li>▪ Continue and enhance social skilling programs</li> <li>▪ Effective advertising of Prep Year procedures</li> <li>▪ Continue ongoing exposure of musical groups in the community</li> <li>▪ Encourage parental involvement in school activities, camps, excursions etc.</li> <li>▪ Enhance middle phase engagement through links with relevant local groups and businesses</li> </ul> <p>Implement strategies to enable school communities to participate in professional dialogue and to share best practice in curriculum and teaching across the phases of learning.</p> <ul style="list-style-type: none"> <li>▪ Ongoing opportunities for staff and parents to participate in discussion forums related to school and community priorities</li> <li>▪ Best practice sharing via Alliance initiatives</li> </ul> <p><b>Schools and Clusters</b></p> <p>Support the successful transition of students between the stages of schooling by addressing:</p> <p>Learning as a continuum from Preparatory Year to Year 12 with a focus on the middle phase of learning.</p> <ul style="list-style-type: none"> <li>○ Continue close links with both high schools including special needs areas</li> <li>○ Promote state school transition issues in the wider community</li> </ul> <p>Cooperative alliances between primary, secondary and special schools.</p> <ul style="list-style-type: none"> <li>○ Continue involvement in Gympie Alliance and related groups e.g., curriculum, welfare and resourcing groups.</li> </ul>
<p><b>SC1.2</b> Involvement in networks that benefit the school community</p>					<p>Gympie Alliance</p> <p>High schools</p>			

Outcome SC2: Schools have productive partnerships with their community and with business, industry and other government agencies to implement the Education and Training Reforms for the Future initiatives.								
Performance Indicator/Planning Strategies	School	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Program Manager	Key strategies 2006
<b>SC2.1</b> School facilities used productively by local community	Primary P-10 Secondary Special				School Information			<p><b>Community Engagement</b></p> <p>Develop and promote genuine partnerships between schools and community through the implementation of <i>Partners for Success</i> and the phases of learning through ETRF.</p> <ul style="list-style-type: none"> <li>▪ Involvement with Indigenous Playgroup under Partners for Success program</li> <li>▪ Use of school facilities by a number of community groups e.g., Zodiacs, Barbershop Chorus, various community-related courses, Council.</li> </ul> <p><b>School and Industry Partnerships</b></p> <p>Improve students' access to a range of resources and cross-government services that support their social needs and improve their capacity to complete 12 years of schooling and to support the quality of their schooling.</p> <ul style="list-style-type: none"> <li>▪ Continue and enhance close links with relevant govt agencies e.g., Health, Child Safety, Police, Mental Health.</li> </ul>
<b>SC2.2</b> Maintain positive working relationship with government and community agencies as needed	Primary P-10 Secondary Special				School Information			

Outcome SC3: Schools provide a safe, tolerant and disciplined learning environments.								
Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Program Manager	Key strategies 2006
<b>SC3.1</b> Percentage of parents/caregivers satisfied that the school is a good school	96%	88%	95%	95%	School Opinion Survey			<b>Supportive Learning Environments</b> <ul style="list-style-type: none"> <li>▪ Continue proactive parent involvement practices e.g., open door policy, forums, social events.</li> <li>▪ Re-establish and maintain high behavioural expectations for all students</li> <li>▪ Parent meetings/open days/conferences to allow for two way flow of information between home and school</li> <li>▪ Review token reinforcement system to focus more closely on appropriate behaviours/values</li> </ul> Respond to the recommendations of the <i>Safe and Healthy Schools Program</i> and other healthy-related priorities. <ul style="list-style-type: none"> <li>▪ Finalise tuckshop review of menu and operations</li> <li>▪ Encourage safe and healthy lifestyle through curriculum planning model</li> </ul> Implement support strategies to address the needs of student with challenging behaviours. <ul style="list-style-type: none"> <li>▪ Work with AVT-BM team to provide appropriate support programs for children at risk of suspension/exclusion from school</li> <li>▪ Support staff through provision of time-out areas away from classroom for disruptive children</li> </ul> Utilise the resources of the <i>National Safe Schools Framework</i> to support planning processes to address bullying, harassment, child abuse and neglect. <ul style="list-style-type: none"> <li>▪ Whole staff and Special Needs Group to address relevant issues</li> <li>▪ Liaise closely with local agencies to support children identified as 'at risk'</li> </ul>
<b>SC3.2</b> Refocus on student behaviour management					School Information			
<b>SC3.3</b> Further enhance opportunities for parents to be involved in the range of school activities					School Information			

**Outcome SC4: Schools have effective school planning and reporting processes to co-ordinate teaching and learning with the management of human and physical resources including information technology.**

Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Manager / Funds	Key strategies 2006
<b>SC4.1</b> Effective teacher planning systems in place					School Information	L1 CJ CS CP	Principal	<b>School Planning and Reporting</b> <ul style="list-style-type: none"> <li>Stacey Seed to co-ordinate and manage integrated curriculum planning model</li> <li>Curriculum funds allocated for planning, and junior/senior resourcing</li> <li>Further classroom use of school website</li> <li>Further develop 'school image' aspect of the website</li> <li>Continue well accepted reporting processes e.g., three way conferencing, telephone contact, communication books</li> </ul> Implement the revised <i>School Improvement and Accountability Framework and Destination 2010</i> . <ul style="list-style-type: none"> <li>Keep the focus on enhancing the quality of children's educational experience and completion of 12 years of schooling</li> </ul> Implement the <i>Changes to Schools' Reporting for Queensland Schools</i> . <ul style="list-style-type: none"> <li>All mandated reporting systems requirements met on time</li> </ul> Improve school accountability practices to ensure that physical and human resources, finances and facilities are effectively used to respond to student and community needs. <ul style="list-style-type: none"> <li>Respond to audit report issues as appropriate</li> <li>Involve admin and P&amp;C in general budget processes</li> <li>Review resource management systems as appropriate for each area of school operations</li> </ul> Develop and implement strategies for risk assessment and the management of a safe and healthy workplace. <ul style="list-style-type: none"> <li>Review workplace health and safety committee procedures</li> </ul>
<b>SC4.2</b> Effective curriculum resource management					School Information		Principal	
<b>SC4.3</b> Effective use of ICTs for teaching and learning					School Information		Principal	
<b>SC4.4</b> Effective and efficient management of finances and other resources to allow optimal focus on learning as core business					School Information	S3FA \$ 500 S3HS \$1500 S5AA \$21000 S5CL \$1000 S5ER \$4000 S5EM \$1500 S5GR \$5000 S5MW \$1500 S5PC \$8000 S5PO \$500 S5UE \$9000 S5UR \$19000 S5US \$400 S5UT \$8000 S5AD \$13983 S5FU \$41060 S5AP \$2500 Prov. \$32000 Ecode \$48231	Kathie	

**TOTAL SCHOOLS BUDGET: \$ 138 443 plus \$80 231 (provisions and cluster funds)**

**Workforce Objective: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing learning and development opportunities.**

**Outcome WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing learning and development opportunities.**

Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Manager / Funds	Key strategies 2006
<b>WO1.1</b> Percentages of workforce engaged in learning and development opportunities.	<b>100%</b>	<b>83%</b>	<b>100%</b>	<b>100%</b>	School Opinion Survey		Principal	<p><b>Staff Professionalism and Training</b> Implement strategies of professional development focused on key learning priorities.</p> <ul style="list-style-type: none"> <li>▪ Mandated PD for all staff including Early Years Curriculum and Prep Implementation.</li> <li>▪ Seek further PD for teachers in Middle Schooling areas such as student engagement, social skilling etc.</li> <li>▪ Support staff all provided with opportunities for learning e.g., traineeships, courses etc.</li> <li>▪ Registrar and office staff involved in necessary SMS, AIMS and other relevant training and other opportunities of their choosing</li> </ul> <p>Celebrate teacher achievement through reward and recognition.</p> <ul style="list-style-type: none"> <li>▪ Ongoing local recognition of best practice</li> <li>▪ Formal service recognition by EQ</li> </ul> <p>Enable localised and sustainable professional development programs and networks to provide opportunities for the workforce to share effective professional practices.</p> <ul style="list-style-type: none"> <li>▪ Alliance driven PD opportunities as needed e.g., Maths and English Syllabus</li> <li>▪ Continue to foster the notion of leadership density – provision of leadership opportunities to key staff members, both teaching and non-teaching</li> <li>▪ Define management structure under new Principal</li> </ul>
<b>WO1.2</b> Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.		<b>80%</b>	<b>80%</b>	<b>80%</b>	School Opinion Survey			
<b>WO1.3</b> Percentage of general component of school grants budget or equivalent expended on learning and development for school staff.	<b>18%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	School Information	W1PD	\$7000	
<b>WO1.4</b> Effective transition to leadership paradigm of new Principal		<b>NA</b>			School Information			

Outcome WO2: Leadership that drives educational reform, supports productive relationships and promotes innovation.								
Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Program Manager	Key strategies 2006
<b>WO2.1</b> Percentage of staff members satisfied with morale in the school	89%	To be est.	90%	90%	School Opinion Survey			<p><b>Leadership</b></p> <p>Implement programs and networks that strengthen the quality of leadership and develop a constructive organisation climate.</p> <ul style="list-style-type: none"> <li>Ongoing recognition of the high experience levels of existing staff and the leadership roles they play in the school community</li> <li>Staff and community social events e.g., dinners, disco etc.</li> <li>Local and district-level induction program for new Principal</li> </ul> <p>Provide opportunities for educational reform through innovative practices.</p> <ul style="list-style-type: none"> <li>Support innovative staff members e.g., Vic (ICTs), Spec Needs staff (various), Stacey (planning).</li> </ul> <p>Implement strategies to resolve grievances and industrial disputes at the school level.</p> <ul style="list-style-type: none"> <li>Close liaison with union representatives</li> <li>Foster free speech at staff meetings</li> </ul>
<b>WO2.2</b> Percentage of school workforce satisfied with their professional competencies and opportunities to engage in educational reform		NA			School Information			
<b>WO2.3</b> Percentage of Principals who have undertaken leadership development programs	100%	NA			School Information			
<b>WO2.4</b> Effective Induction program for new Principal		NA			School Information		Kathie G Alliance	

Outcome WO3: Employment practices that are equitable within a workforce that reflects the diversity of the community it serves.								
Performance Indicator/Planning Strategies	School Results 2005	EQ Target (2008)	School Target (2008)	School Target (2006)	Data Sources	Cost Code	Program Manager	Key strategies 2006
<b>WO3.1</b> Numbers of: <ul style="list-style-type: none"> <li>Women at Band 8</li> <li>Women &gt; Band 5</li> <li>Male teachers</li> <li>ATSI people</li> <li>NESB backgrounds</li> <li>Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> <li>0</li> <li>3</li> <li>1</li> <li>1</li> <li>0</li> </ul>	NA			SMS data			<ul style="list-style-type: none"> <li>Support and encourage people in these groups to apply for suitable classified positions as they arise</li> <li>Proactive support for those aspiring to leadership positions</li> <li>Promote awareness among staff of preventative health measures</li> <li>Implement effective rehabilitation programs for relevant staff</li> </ul>
<b>WO4.1</b> A healthy workforce engaged in a safe and supportive environment		NA			School Information			

**TOTAL WORKFORCE BUDGET: \$ 7 000 (+ TRS funds within Learning budget)**