



Education Queensland



Leyburn State School Operational Plan

2008

STATEMENT OF PURPOSE:

The Leyburn State School community is focussed on producing clever, skilled and creative citizens, keen to engage in lifelong learning. We aim to foster students' ability to enrich their lives through appreciation of the arts and culture by providing diverse, culturally enriching experiences. We continue to focus on the enhancement of literacy and numeracy skills to enable students to be critically reflective, yet creative, participants in the modern world.

STATEMENT OF SCHOOL VALUES: We value respect for self and others and an understanding of our rights and responsibilities. We value friendship, cooperation and persistence. We encourage students to become responsible and independent learners who are willing to take risks. We promote an understanding and acceptance of difference. We value self discipline and taking responsibility for our own behaviour.

KEY SCHOOL PLANNING PRIORITIES FOR 2008:

- Implementation of QCAR
- Introduce daily exercise to align with Smart Moves
- Promote school values and improve behaviour
- Improve Numeracy outcomes
- Improve physical environment

SCHOOL PLANNING FOR STUDENT FREE DAYS – 2008 :

14April – Prep reflection, ICT

14July – QCAR planning and review with cluster Band 5/6 colleagues

20 October – Teacher Aides Conference, School Curriculum Plan review, ICT conference

CERTIFICATION:

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Amanda Gifford
Principal

/ / 2008

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Marlene Smith
P&C President

/ / 2008

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Don Grobe
Executive Director Schools

/ / 2008

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

Outcome LE 1: Improved learning outcomes for the diverse range of students in Education Queensland schools

Key Strategies	Cost Codes (where applicable)	Performance Indicators			
			2007 school results	2008 targets	evidence source
Continue to emphasise phonic skills through whole school spelling programme Continue home reading for all students Ensure Literacy training completed by all P-3 aides	LLIT LNUM	Percentages of students not requiring additional support for each area of the Year 2 Diagnostic Net:: Reading, Writing and Number	Reading 100 % Writing 75 % Number 100 %	Reading 84 % Writing 84 % Number 100 %	Year 2 Net Data
Implement group reading programme in upper school Continue daily writing programme Upgrade reading resources including novels Continue silent reading and shared reading Administer standardised testing to measure reading progress eg Holborn, TORCH Relocate and upgrade library to promote love of reading and literature and improve research facilities and skills Purchase hands on maths equipment and games for use in learning centres and rotations Continue daily number facts Continue to use maths learning objects Purchase software to enhance numeracy learning	LNUM LLIT LRES	Percentage of students achieving national Year 3, 5 & 7 reading, writing and numeracy benchmarks	Year 3: Reading 67 % Writing 83 % Numeracy 67% Year 5: Reading 70% Writing 80% Numeracy 50% Year 7: Reading 80 % Writing 80 % Numeracy 40%	Year 3: Reading 84 % Writing 100 % Numeracy 100 % Year 5: Reading 84 % Writing 84 % Numeracy 84 % Year 7: Reading 100 % Writing 75 % Numeracy 75 %	Years 3,5 & 7 Tests (National Assessment Program)
Continue to support literacy learning of at risk students through aides, LST, AVT (II) and third teacher Establish minimum reading benchmarks to guide intervention Introduce CARS and STARS reading comprehension programme	LLIT	Literacy & Numeracy	Na	Na	School Information
Track progress of indigenous students and respond to needs Promote understanding and respect for indigenous culture in curriculum planning and delivery	LIES	Inclusive Practices	Na	Na	School Information
Promote understanding and tolerance of others within school Encourage children to value diversity Ensure curriculum and pedagogy cater for needs of all children in intellectually challenging way		Inclusive Practices	Na	Na	School Information

Key Strategies	Cost Codes (where applicable)	Performance Indicators			
			2007 school results	2008 targets	evidence source
Develop and implement Education Adjustment Programmes for students with special needs Attend training on AEP		Inclusive Practices	Na	Na	School Information
Identify gifted students and ensure opportunities are provided for enrichment and self directed learning		Inclusive Practices	Na	Na	School Information
Foster high staff morale to retain staff and provide continuity and stability for students in rural location		Inclusive Practices	Na	Na	School Information
Plan, deliver and monitor Education Support Plans for children in care Continue close contact with carers and case workers		Inclusive Practices	Na	Na	School Information

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

Key Strategies	Cost Codes (where applicable)	Performance Indicators
Rewrite curriculum plan to include Essential Learnings. Begin teacher planning using Essential Learnings and the alignment process Participate in cluster QCAR professional development		Curriculum, Teaching, Assessment and Reporting
Maintain focus on Key Learning Areas of mathematics and English Make Essential Learnings a priority Trial Primary connections and participate in Professional development	LLIT LNUM LLES LSCI	Curriculum, Teaching, Assessment and Reporting
Develop and implement school ICT plan to increase the quality and quantity of use of ICT in the curriculum across the school Prepare for MOE Improve skills of teachers and aides as identified Improve computer ratio to 1 for every 3 students Purchase and use interactive whiteboard to vary and enhance curriculum delivery	LICT	Curriculum, Teaching, Assessment and Reporting
Continue to implement responsive curriculum programmes in Early Years to promote continuity of teaching and learning		Phases of Learning: Early & Middle Years
Continue consolidation of Prep as a part of multi-age early childhood class Ensure teacher and aides have participated in Prep training		Phases of Learning: Early & Middle Years
Participate in cluster 6/7 leadership day at Leslie Dam Continue to participate in year 7-8 transition programme with Clifton SHS		Phases of Learning: Early & Middle Years

SCHOOLS OBJECTIVE: Create learning communities that meet diverse student, parent and community needs

Outcome SC 1: Schools have innovative and distinctive strategies responsive to student, parent & community needs.

Key Strategies	Cost Codes (where applicable)	Performance Indicators
Involve parents and community in redesign of playing area at back of school Continue student run Project Club and encourage fund raising for outside organisations Reintroduce Friday afternoon choices programme in terms 2 and 3 and seek community participation and skill sharing Reintroduce preparation of healthy lunch, once per term, by children (Kids' Kitchen)	SMIN XDEV	Schools & Community
Encourage wider community distribution of newsletter by removing charge Make newsletter more informative to broader community Upgrade website, keep it up to date and promote it as a means of gaining information	LCOM	Schools & Community
Develop strategies to engage indigenous families as required. Continue to communicate regularly with carers of indigenous children		Schools & Community
Continue to participate in year 7-8 transition programme with Clifton SHS Participate in student leadership programme within small schools cluster		Schools and Clusters

Outcome SC 2: Schools have productive partnerships with their parents and community, with business, and industry, with other educational providers and other government agencies

Key Strategies	Cost Codes (where applicable)	Performance Indicators
<p>Encourage community use of pool and multi-purpose court when completed Children participate in community events eg ANZAC Day, Leyburn Sprints, Auction Continue to encourage strong and active P&C Association Encourage students to use mobile library during fortnightly school visits</p>		Parents & Community Engagement
<p>Continue to keep parents and community informed via newsletter, website, interviews and message board at school entrance</p>		Parents &Community Engagement
<p>Use recycle bins. Encourage children and staff to sort rubbish into correct bins Maintain worm farm Recycle water from pool onto grass areas. Install more rainwater tanks, including in pool area for use in topping up water. Install more drip irrigation systems in garden beds.</p>		Environmental Sustainability
<p>Continue relationship with CWA through participation in International Day</p>		Industry & Other Agencies

Outcome SC 3: Schools provide safe, supportive and disciplined learning environments.

Key Strategies/Action Plans	Cost Codes	Performance indicators and/or Strategic Focus Fields	2007 School Results	2008 School Targets	Evidence Source
Analyse survey with staff to identify areas for improvement Promote school and student achievements in newsletter and community Continue to upgrade grounds to ensure school is inviting and attractive Seek grant funding to continue grounds upgrade	SMIN	Percentage of parents/caregivers satisfied that the school is a good school	79%	90 %	School Opinion Survey Data
Promote education and curriculum with parents, ensuring they are aware of the diverse activities their children are engaged in Employ variety of teaching and learning strategies to engage learners Celebrate student success at weekly parade		Percentage of students and parent/caregivers satisfied that they are getting a good education at school	Parents : 71 % Students: 76%	Parents: 80 % Students: 90 %	School Opinion Survey Data
Implement Qbuild safety recommendations Conduct regular risk assessments and safety checks Discuss health and safety at staff meetings and encourage staff members to identify concerns	SMIN	Supportive Learning Environments	Na	Na	School Information
Review Responsible Behaviour Plan for Students with staff, parents and students and revise to be more responsive to school needs Explicitly teach conflict resolution, tolerance and appreciation of difference in all classes.		Supportive Learning Environments	Na	Na	School Information
Continue to embed principles of National Safe Schools Framework to address bullying and harassment Encourage staff to maintain awareness to student welfare and to report concerns		Supportive Learning Environments	Na	Na	School Information
Continue to apply Smart Choices to tuckshop provided by local shop Provide a healthy lunch each term through Kids' Kitchen programme		Supportive Learning Environments	Na	Na	School Information
Smart Moves-Physical Activity Programs in Queensland State Schools Implement according to attached plan	LPHE	Supportive Learning Environments	Na	Na	School Information

Outcome SC 4: Schools have effective school planning and reporting processes

Key Strategies	Cost Codes (where applicable)	Performance Indicators
Report planned outcomes in Annual Operational Plan 2008 Engage in Triennial School Review to assess performance over last 3 years and plan for next three years through production of School Strategic Plan		School Planning and Reporting
Review student reports to ensure alignment with requirements Produce school Annual report and publish on website		School Planning and Reporting
Prepare school budget to reflect school needs and efficient use of school resources Continue regular consultation with AAEP re finances Ensure curriculum resources are adequate and in good condition		School Planning and Reporting
Ensure compliance with the Commonwealth Schools Assistance Act (2005) through appropriate reporting to parents and making school information public as required		School Planning and Reporting
Ensure planning is consistent with strategies of Regional Indigenous Education Plan - Partners for Success		School Planning and Reporting

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

Outcome WO 1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing professional development opportunities

Key Strategies/Action Plans	Cost Codes	Performance indicators and/or Strategic Focus Fields	2007 School Results	2008 School Targets	Evidence Source
Maintain register of staff development Ensure training is accessed and offered to all staff members Participate in Prep and Literacy In-service for aides and teachers Participate in Early Years Conference	WPDV	Percentage of workforce engaged in professional development opportunities	56%	100%	School Opinion Survey Data
Encourage participation in cluster QCAR PD Encourage staff to participate in online PD provided through the Learning Place Ensure equitable distribution of Professional Development funding Fund updating of First Aid certificates		Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%	80%	School Opinion Survey Data
Access services of Behaviour Management advisory teacher and Guidance Officer to provide PD to teachers and aides		Percentage of general component of school grants budget or equivalent expended on professional development for school staff	42%	20%	School Opinion Survey Data
Access the Annual Professional Development agenda as a guide to developing a school based response to staff development		Teacher Professionalism	Na	Na	School Information
Ensure teachers are aware of the Professional Standards for Teachers and use them to inform practice		Teacher Professionalism	Na	Na	School Information
Apply for pre-service teachers from USQ to complete practicum in both classes		Teacher Professionalism	Na	Na	School Information
Ensure all staff have received training in Crossing Cultures: It's Everyone's Business		Teacher Professionalism	Na	Na	School Information
Continue Staff Acquisition of ICT Pedagogical Licence through Smart Classrooms Professional Development Framework		Teacher Professionalism	Na	Na	School Information

Celebrate achievements of School Staff members by nominating for awards through "New Professionalism Program"		Continuous Professional Development	Na	Na
Investigate Professional Development Pathways including online learning through Learning Place		Continuous Professional Development	Na	Na
Use Developing Performance Framework as guide to school's staff development		Continuous Professional Development	Na	Na

Outcome WO2: Leadership that drives educational reform, supports productive relationships and promotes innovation

Key Strategies/Action Plans	Cost Codes	Performance indicators and/or Strategic Focus Areas	2007 School Results	2008 School Targets	Evidence Source
Share data with staff and analyse as group Continue to improve physical work environment involve staff In decision making processes		Percentage of staff members satisfied with morale in the school	100%	100%	School Opinion Survey Data
Increase involvement in cluster groups for all staff through collaborative PD on PFDs Empower staff to make independent decisions by defining and validating work roles and responsibilities		Leadership	Na	Na	School Information
Model and develop capabilities as defined in Leadership Matters framework		Leadership	Na	Na	School Information

Outcome WO3: A healthy workforce engaged in a safe and supportive work environment

Key Strategies/Action Plans	Cost Codes	Performance indicators and/or Strategic Focus Areas	2007 School Results	2008 School Targets	Evidence Source
Promote safe and healthy learning environments by continuing to discuss WH&S issues at staff meetings Continue to conduct regular reviews of grounds and buildings		Employee Health and Well being	Na	Na	School Information
Continue to record and review incidents in line with Health, Safety and Wellbeing Action Plan 2007-2008 Continue to monitor visitor access to grounds Involve staff members in well being initiatives including participation in 10000 steps programme		Employee Health and Well being	Na	Na	School Information
Create a process to resolve grievances at the school level		Employee Health and Well being	Na	Na	School Information
Embrace principles of Inclusive Work Environment – “Workforce Diversity & Equity Framework for Action 2006-2008” & “Aboriginal and Torres Strait Islander Framework for Action” Support trainee from Clifton High to succeed in this workplace		Workforce Diversity and Equity	Na	Na	School Information