

1. Strategic Plan 2007 – 9

OUTCOME: LE 1 Improved learning outcomes for the diverse range of students at our school.							
Key Performance Measure Student Achievement – All students achieve agreed standards at the key junctures of schooling							
Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
LE1.3 Schools have strategies to improve Year 9 student literacy levels to a standard that allows all students to make satisfactory progress at school	Embedded in Practice	Significant progress	Significant progress	Identification of 'students at risk' on enrolment continues as basis for allocation of support and/or access to programs Implementation of special programs including FOCUS, Foundation English, Practical English, Power Maths, Elementary Maths Mastery, Action Learning, Writing Rules, tutorials, ILC support, RIBIT, GRIN. Total school focus on literacy with leadership of HOD Languages and Literacy Committee to implement Statewide Literacy Framework	Faculty Audit	Embedded in practice	<ul style="list-style-type: none"> ▪ Development of framework for integration of literacy across the curriculum ▪ Professional development for all staff on teaching of reading (as per Literacy Action paper) ▪ All faculties to have representation on Literacy Committee ▪ All teachers to work to improve literacy levels of students through curriculum delivery, especially Year 8 and 9 through regular written tasks, correcting of literacy errors in student work, comprehension practice and 'reading for pleasure' program ▪ Teaching of 'literacy of exam taking' to assist with Year 9 literacy tests ▪ Explicit teaching of CCEs within subject areas.

Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
LE1.4		Significant progress	Significant progress	<p>Careful identification of 'students at risk' on enrolment in order to provide relevant support. Successful implementation of Teaching and Learning Culture, which is based on school philosophy of inclusive education.</p> <p>Development and successful implementation of 'inclusive' Enrolment Management Plan</p> <p>Development and implementation of Code of Respect, Pride and Effort for all school community members.</p> <p>Improved inclusive practices for the entire range of student ability, including with development and implementation of Curriculum Assessment and Reporting Framework.</p> <p>Implementation of new curriculum including 'alternative programs' to cater for 'students at risk' eg Personal Development through Adventure, Rugby League.</p>	Faculty Audit	Embedded in practice	<ul style="list-style-type: none"> ▪ Ongoing efforts with student orientation and staff induction programs to promote our school philosophy of inclusion with Code, Teaching and Learning Culture and expectations of all school community members ▪ Focus on staff professional development and sharing of good practice with effective inclusive teaching strategies ▪ All faculties to ensure curriculum program caters for the full range of student ability, background etc ▪ Implementation of 'Education Adjustment Agreements' for use with students with disabilities, involving class teacher, teacher aide and SEU teacher team ▪ Greater use of 'regrouping' of students in Year 8 and 9 subjects for improved engagement and learning ▪ Effective deployment of support staff to cater for students with specific needs eg ILC, BMC, H1 Advisory Teacher, SEU, ESL Support, Youth Support Coordinator, Work Placement Coordinator, School Based Nurse, School Based Police Officer, staff to support indigenous students. ▪ Development and

							<p>implementation of strategies to academically challenge gifted students by all staff in all curriculum delivery</p> <ul style="list-style-type: none">▪ Development and implementation of Education Support Plans for students in care▪ Scrupulous management of student truancy / lateness to involve all teachers
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Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
FINAL	Embedded in practice		2005 target achieved of embedded in practice	<p>See above and school has invested a lot of effort to implement Framework for Students at Risk policy including:</p> <ul style="list-style-type: none"> ▪ Case management of 'at risk' students re behaviour ▪ Support for students with learning difficulties ▪ Programs for gifted and talented ▪ ESL support where required ▪ HI support ▪ Support from additional specialised personnel ▪ Support for students with disabilities through SEU ▪ Work experience <p>There have been staffing issues with School Based Police Officer role and support for indigenous students</p>		▪	

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LE1.5	Embedded in practice	Significant progress	Significant progress	<p>Effective leadership of HOD Performing Arts to line manage welfare and learning for indigenous students until 2006</p> <p>Transition to HOD Student Welfare to oversee welfare and learning of all indigenous students</p> <p>Monitoring / tracking of all indigenous students re attendance, pride, effort and achievement</p> <p>Very positive outcomes for majority of indigenous students</p> <p>Need for clarification of Roles of Community Education Counsellor and any other staff</p> <p>Establishment of Year 12 Committee to assist with promotion of indigenous origins of our country</p> <p>Insurmountable challenges re development and implementation of WOSI Project</p>	<p>Student outcomes</p> <p>Attendance</p> <p>Retention</p> <p>Completion</p> <p>Literacy</p>	Embedded in practice	<ul style="list-style-type: none"> ▪ Continuing promotion of culture of respect for indigenous origins of this country across whole school ▪ Development and implementation of WOSI Project ▪ Professional development for staff re updated Partners for Success policy ▪ Implementation of Partners for Success policy within Teaching and Learning Culture ▪ Clarification of roles of CEC, and other staff employed to support indigenous students ▪ Early intervention and support for indigenous students ▪ Monitoring and support by indigenous staff of all indigenous students ▪ Continued monitoring / tracking of all indigenous students re attendance, pride, effort and achievement ▪ 'Case management' of indigenous students who are 'at risk' ▪ Implementation of strategies to promote cultural awareness across the school

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LE2.3	Embedded in practice	Significant progress	July Significant Progress	<p>Affirmation of Year 8 and 9 curriculum, including new subjects, Bridges, Power Maths and Media Studies and co-curricular programs.</p> <p>Involvement of wide range of staff in Middle Schooling Research to Action Project has led to improved understanding of primary school processes and issues of transition and positive response to address these.</p> <p>Participation in Year 7 and 8 teachers' meetings has been productive</p> <p>Further sharing and learning needs to take place re middle schooling issues with primary school teachers and across faculties</p>	<p>Faculty audit</p> <p>Student academic outcomes</p> <p>Student attendance</p>	Embedded in practice	<p>Review and revision of Year 8 and 9 curriculum in order to:</p> <ul style="list-style-type: none"> ▪ Implement QCARF, including the 'essential learnings' ▪ Include the language for the 'CCEs' in assessment tasks to prepare students for their senior studies and the QCS Test ▪ Promote engagement through greater relevance to students' interests and focuses (It's All About Me) ▪ Provide greater emphasis on intellectual challenge, depth and critical thinking and promote a strong work ethic for all students of all abilities ▪ Promote healthy choices eg regular physical activities, nutrition, sleep, drug and alcohol education, effective relationships and conflict resolution ▪ Transition successfully from primary school emotionally and academically ▪ Transition effectively to senior phase of learning and viable diverse pathways for students <p>Continued dialogue with primary school teachers and across faculties re transitional and student performance issues and implementation of 'essential learnings'</p> <p>Investigate more effective groupings of students in level settings to promote better engagement in learning</p> <p>Review of assessment tasks to promote schoolwide consistency with presentation, language, expectations and marking schema</p>

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LE2.4 Schools have strategies to implement the Spotlight on Science Action Plan		Significant progress	Significant progress	<p>Strong staff team in Science faculty have achieved progress with –</p> <ul style="list-style-type: none"> ▪ Development and implementation of new Year 10 Horticulture subject ▪ Review of Year 8 and 9 science programs ▪ Review of senior programs ▪ Link with Southbank Institute of TAFE with Laboratory Techniques Cert III courses for three Year 11 students ▪ Implementation of successful winemaking course in Multi Strand Science 	Audit of Science Faculty	Embedded in practice	<p>Implementation of Spotlight on Science Action Plan as below:</p> <p>Science for Life</p> <ul style="list-style-type: none"> ▪ Continue review of Year 8 and 9 science, focusing on science skills and activities ▪ Continue review of senior sciences with focus on contextual learning ▪ Provide information re careers in science through Guidance Officer ▪ Organise excursions to emphasise science in community <p>Inspiring Science</p> <ul style="list-style-type: none"> ▪ Encourage professional development and sharing ▪ Liaise with primary schools <p>Connecting Science</p> <ul style="list-style-type: none"> ▪ Integrate ICTs into all aspects of Science, resources permitting ▪ Organise excursions, guest speakers etc <p>Science All-Stars</p> <ul style="list-style-type: none"> ▪ Encourage student participation in competitions ▪ Encourage and support teacher sharing and exploring new practices <p>Partners in Science</p> <ul style="list-style-type: none"> ▪ Refine link with South Bank Institute of TAFE ▪ Promote science achievement in media <p>Making it Happen</p> <ul style="list-style-type: none"> ▪ Continued program to improve literacy, including scientific literacy

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FINAL and School Performance Indicator for 2007-9 LE2.5 <ul style="list-style-type: none"> Percentage of students satisfied with the way computers are used for learning. (was LE2.2) 		Target 2005 70%.	52.5% EQ Survey 91% school survey	<ul style="list-style-type: none"> School survey has shown very positive satisfaction levels of students over the last three years, culminating in 91% in 2006 satisfied or very satisfied. Satisfaction of students with access to technology is less positive at 81% in 2006. There has been a lot of progress in this area with a strong commitment from staff to integrate IT and multimedia across the curriculum to improve learning. The leadership of our HOD Learning Technology and his management of facilities with our computer technician over the last three years has been key to our success in provision of equipment in good working order. <p>Other specific achievements have been –</p> <ul style="list-style-type: none"> Levels of staff competence in use of ICTs Levels of staff motivation to use ICTs Move to 'thin client' technology Maintenance of currency of applications for students across faculties Implementation of 	School survey EQ survey	80%	<ul style="list-style-type: none"> Continued implementation of total school focus on integration of information technology and multimedia across the curriculum Implementation of Wireless Network and use of wireless devices to enhance access and flexibility Further development of on-line learning portal Focus on staff development of content for student use out of school hours Further enhancement of resources to assist student learning Review and implementation of ICTs and Girls policy Review of timetable and booking systems to maximise access to ICT resources Effective maintenance of information technology infrastructure and computer hardware

				<p>English-on-line, use of Moodle and other models to allow integration of IT from outside of school</p> <ul style="list-style-type: none"> Use of software 'Examview' to create interactive on-line content <p>Access to computers continues to be a very significant issue.</p>			
Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
<p>FINAL Schools have curriculum planning that integrates curriculum, pedagogy, assessment and reporting in response to student and community needs (was LE2.4)</p>		Significant progress	Significant progress	<p>Significant progress with review of Year 10 curriculum to improve transition to Senior phase of learning</p> <p>Implementation of new curriculum, including Bridges, Rugby League, Horticulture, Power Maths, Media Studies</p> <p>Annual review and refinement of reporting procedures</p> <p>Implementation of SEU Assessment and Reporting Framework for students with disabilities</p> <p>Alignment of curriculum programs from Years 8 – 12 with principles of our Teaching and Learning Culture</p> <p>Learning experiences, assessment and reporting processes are reported to be 'leading examples' in our district</p>			

OUTCOME LE 3 :

An increased number of students successfully, completing Year 12 or equivalent and successfully making the transition to employment, further education and training by following a range of validated and flexible pathways through the senior phase of learning.

Key Performances:

LE3.1 – LE3.6: Successful completion of Year 12 or equivalent.

LE3.7: Student Destination. Percentage of students who successfully make the transition to employment, further education and training.

Performance Indicators and Targets of Destination 2010		Review 2004 - 2006			Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
LE3.1 Apparent retention of students from Year 8 to Year 12	80%	80% Original target 90%	82.6%	Implementation of new HOD Futures position to assist with ETRF agenda. Diversity of curriculum and co-curricular programs have catered successfully for wide range of student ability, interest and motivation Number of students completing VET qualifications and SATs has increased in last three years Alternative programs eg Bricklaying Program, Personal Development through Adventure, Work Experience, Challenge Program have engaged effectively students at risk of leaving school prematurely Significant number of 'students at risk' have progressed significantly through efforts of staff and implementation of support and specific programs	Corporate Data Warehouse	85%	<ul style="list-style-type: none"> ▪ Ongoing implementation of our Teaching and Learning Culture to engage all students in learning ▪ Ongoing review and revision of curriculum to cater for full range of student ability and interest ▪ Leadership of HOD Futures, HOD Senior Schooling and HOD Middle Schooling with embedding of ETRF agenda across the school ▪ Implementation of SETP process ▪ Monitoring of individual student subject selection and progress ▪ Referral to relevant support staff and/or programs for 'students at risk'.

Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
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LE3.2 Percentage of students awarded a Senior Certificate who have achieved 1 or more VET Certificates at AQF Level 1 or higher	43%	60%	67%	<p>This percentage has increased significantly over the last three years. The Recognition of Prior Learning (RPL) of our Year 10 students in Year 11 for the achievement of Certificate II in ICT and the achievement of Certificate I in Trade and Business Maths have increased the access to VET qualifications for our cohort. There has been a focus on 'following-up' students to complete requirements to achieve Certificates.</p> <p>There has been an increase in students completing SATs and continued efforts to strengthen partnerships with local industry.</p> <p>The new QCE requirements and the allocation of only two credit points for completion of VET Cert I will negatively affect this result in the future.</p>	QSA	70%	<ul style="list-style-type: none"> ▪ Review of curriculum to increase VET outcomes in Senior Phase ▪ Careful monitoring of student progress re completion of VET competencies and intervention and support ▪ Development of partnership with TAFE to support student enrolment in Cert II and III courses ▪ Continued promotion and expansion of school-based traineeships and apprenticeships ▪ Development of partnership with CTQ to provide Construction Excellence program ▪ Continued efforts to strengthen partnerships with local industry through Youth Works Inc, Brendale Manufacturing Group etc.

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LE3.3 Percentage of Year 12 students who have a sound or better level of achievement in 3 or more Authority subjects	65%	60%	62.5% Stable over 3 years	<p>There was a fairly consistent result over the last three years, culminating in 60% for the 2005 Year 12 cohort. This result reflects the fact that less than 60% of our cohort is eligible for an OP.</p> <p>There has been a big focus on supporting students to make appropriate subject choices leading towards suitable career pathways.</p> <p>The range of curriculum offerings, the focus on quality teaching, the monitoring of student academic outcomes and the culture of high expectations placed upon students associated with the celebration of achievement have contributed to solid outcomes.</p>	QSA	65%	<ul style="list-style-type: none"> ▪ Promotion of culture of pride and effort in pursuit of 'personal best achievement' across the school ▪ Promotion of positive and productive learning environments with high expectations of all students ▪ Program for staff to assist with career advice / counselling for students ▪ Scrupulous management of student truancy / lateness to involve all teachers ▪ Ongoing monitoring of all students by all teachers re academic progress coordinated by HOD ▪ Prompt and comprehensive access for students of assessment task results and student profile ▪ Timely intervention when student is experiencing difficulties eg parent advice, HOD / GO referral ▪ Explicit processes in place in all classes to ensure the effects on Senior students by work experience, SATs etc are minimised

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LE 3.4 Percentage of students who complete at least one Science, Maths or Technology subject	90%	80%	81.3% Slight increase over 3 years	This percentage was consistent over the last three years, culminating in 81.8% for the Year 12 2005 cohort. This again reflects the fact that less than 60% of our Year 12 cohort is eligible for an OP. Students have been encouraged to select and complete the highest level of Maths and Science possible. Curriculum initiatives in Science have led to greater interest from students in the senior curriculum. Technology Studies and Horticulture (Year 10) are new subjects implemented in recent times	QSA	80%	<ul style="list-style-type: none"> ▪ Continued promotion of value of Maths, Science and Technology subject to students and parents ▪ Continued encouragement of students to select and complete the highest level of Maths and Science of which they are capable

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LE3.5		Significant progress	Significant progress	<p>Pine Rivers State High School has provided leadership with the SETP trial, with our model being used by QSA as an exemplar</p> <p>The leadership of the new HOD Futures has resulted in significant progress working with the ETRF Coordinators (2005, 2006), Year 10 PREP teachers and Year Level Coordinators.</p> <p>Individual Year 10 interviews conducted in 2005 and Year 11 interviews in 2004 were very successful in supporting the subject selection process</p>	School Review	Embedded in practice	<ul style="list-style-type: none"> ▪ Development of Career Education program for students Years 8 – 12 ▪ Further refinement of SETP process for Year 9 and Year 10 students ▪ Training for staff to support subject selection process ▪ Comprehensive checking of all subject choices, pathway preferences by PREP teacher etc and individual student interview process ▪ Careful monitoring of student subject choices and progress towards suitable destinations ▪ Investigate the tracking of student destinations post school

SCHOOLS							
OUTCOME SC1: Schools have innovative and distinctive responses to community and student needs							
Key Performance Measure: Enrolment trends and student participation. The number of students enrolled and the number of students who leave at key exit points.							
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	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
<p>SC1.1 Number of students enrolled in state schools</p> <p>SC1.2 Percentage of Queensland school students attending state schools</p> <p>SC1.3 Percentage of students continuing schooling across key junctures</p>	<p>7⇒8 92%</p> <p>10⇒11 91%</p>	NA	95.1%	<p>Year 8 enrolment in 2004 at highest level ever at 394. Development and implementation of 'inclusive' Enrolment Management Plan reduced Year 8 enrolment to 10 classes in 2005 and 2006. Successful development of culture of staff and student pride in their work and their school</p> <p>Pine Rivers State High School provided continuing leadership with cluster promotion of public education with Year 7 visits and parent evenings</p> <p>Strategic role of key parents in promotion of our school</p> <p>Intensive work with Year 10 students to assist with Year 10 – 11 transition.</p>		NA	<ul style="list-style-type: none"> ▪ Development of marketing strategy ▪ Continued efforts to promote culture of staff and student pride in their work and our school ▪ Continued focus on school vision, values and Teaching and Learning Culture and promotion of this to staff, students and parents ▪ Staff and student induction programs to build commitment to our school ethos ▪ Continued efforts to promote our school achievements ▪ Strengthening of relationships with key primary school personnel ▪ Continued efforts to work with neighbouring secondary schools to promote public education ▪ Further refinement of Year 7-8 transition program ▪ Ongoing review of support structures and programs to assist with Year 10 – 11 transition

Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EO Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
FINAL Schools have a clear educational rationale responsive to community needs, for their distinctive approach to improving learning outcomes (WAS SC1.1)	Embedded in practice		2005 Target achieved Embedded in practice	Regular promotion of school vision, values, Teaching and Learning Culture and more recently Code of Behaviour to students, staff and parents. Comprehensive student and parent orientation and staff induction programs Embedding of our total school focus of integration of information technology and multimedia across curriculum achieved to a level beyond our expectations, leading to issue with excessive demand for access to IT facilities Ongoing opportunity for all to have a say and influence with ongoing process of review, including recent triennial review			
FINAL Schools have strategies to increase community access to school facilities and further enhancement of schools as hubs for community activities (WAS SC2.1)	Embedded in practice		2005 Target achieved Embedded in practice	Ongoing success of and support for Community Education program at Pine Rivers State High School Hosting of numerous events and programs within local district, involving leadership of staff, provision of personnel, resources and facilities Role of Parent Committees, eg Aquatics Club and Pine Rivers Instrumental Music Group to provide enhanced opportunities for young people in the local area			

OUTCOME SC2 Schools have productive partnerships with their community, business, industry and other government agencies to implement the Education and Training Reforms for the Future initiative

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				<p>Proactive role of school in informing parents, industry and other community members of ETRF initiative</p> <p>Increased communication with parents / caregivers re student progress and implications</p> <p>Difficulties with establishment of WOSI Committee to develop WOSI plan</p> <p>Leadership role with Youth Works Inc with Local Community Partnership between local schools in Pine Rivers Shire, industry and Council</p> <p>Leadership role with partnership between local schools and industry with Brendale Manufacturing Group to address skill shortages in manufacturing industry</p> <p>Preliminary work to establish REA (Re-Engineering Australia Forum) Schools Innovation Design Challenge for local schools</p> <p>Preliminary work to establish partnership between Pine Rivers State High School and Construction Training Queensland with mentor project</p> <p>Establishment of links with private providers, other government agencies etc to support students at risk.</p>		<p>Community Engagement</p> <ul style="list-style-type: none"> ▪ Focus on development of positive respectful relationships with all parents / caregivers and members of the wider community ▪ Support and promotion of Community Education Program ▪ Support to establish and sustain productive partnership with indigenous parents / caregivers with WOSI Committee <p>Schools and Industry Partnerships</p> <ul style="list-style-type: none"> ▪ Continued leadership role with Youth Works Inc with Local Community Partnership between local schools and industry and Council ▪ Continued efforts to develop links with industry to support viable future pathways for students eg REA, CTQ partnership ▪ Further development of links with other government agencies, universities, TAFE and other providers to provide support and programs for our students 	

OUTCOME SC3 Schools provide safe, tolerant and disciplined learning environments							
<i>Key Performance Measure: Learning Environment. Strategies are developed to ensure a safe and healthy learning environment for all</i>							
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SC3.1 Percentage of parents / caregivers satisfied that the school is a good school	88%	85%	99% School Survey 91% EQ Survey	Despite increased enrolment, perception is one of culture of positive respectful relationships involving students, staff and parents Significant progress in this area involving – <ul style="list-style-type: none"> ▪ Review of Behaviour Management Plan ▪ Establishment of Behaviour Data Base ▪ Development of new Code – Respect, Pride and Effort ▪ Refinement of procedures to manage behaviour ▪ Development of successful alternative programs / structures to support students at risk ▪ Professional development of staff re management of bullying, harassment and conflict resolution ▪ Management of behaviour remains a major issue in order to achieve optimum outcomes for students ▪ Significant work to implement Healthy Schools Strategy but still room for development 	School Survey EQ Survey	90%	<ul style="list-style-type: none"> ▪ Promotion of culture of respect, pride and effort in all students ▪ Implementation of Positive Behaviour Plan in accordance with Code of Behaviour for State Schools ▪ Total school focus on consistency with implementation of Code, Positive Behaviour Plan, especially non-negotiable school rules ▪ Promotion of culture of mutual support and zero tolerance of harassment for all school community members ▪ Further refinement of procedures with BMC to improve long term outcomes ▪ Focus on clarification of roles of and support for specialist support personnel eg School Based Police Officer, School Based Nurse, Youth Support Coordinator, CEC and other staff to support indigenous students and students from other cultures, District Behaviour Management staff

				<ul style="list-style-type: none"> Issues with staffing, including School Based Police Officer position and staff to support indigenous students 			<ul style="list-style-type: none"> Embedding of ETRF including development of programs within and across faculties to address the needs of students 'at risk' including students with challenging behaviours. Implementation of Healthy Schools Strategy
Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
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OUTCOME SC4 Schools have effective school planning and reporting processes to coordinate teaching and learning with the management of human and physical resources, including information technology							
				<p>Key role of School Council with annual monitoring and review process, development of Annual Operation Plan, triennial review process and development of Strategic Plan 2007-9</p> <p>Roles of deputy principals aligned to three objectives of Learning, Schools and Workforce to facilitate school planning and reporting process</p> <p>Implementation of clearly defined roles and reporting structures to ensure accountability within school and to parents and wider community</p> <p>Implementation of Work Place Health and Safety requirements, including WHS training, WHS Committee meetings, risk assessment, WHS audit</p>			<p>Implementation of Strategic Plan 2007-9 in context of Destination 2010 and SIAF to include –</p> <ul style="list-style-type: none"> Leadership of principal and School Council Clearly defined planning, actioning and reporting structures and processes involving principal, deputy principals, HODs, HOSSES and GO Celebration of achievements through Annual Highlights, School Report, Annual Report, school events, assemblies and meetings Scrupulous management of finance, facilities and resources <p>Implementation of revised Education (General Provisions) Act 1989</p> <p>Implementation of WHS procedures</p>

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OUTCOME SC5							
School provides quality professional environment of service delivery with well maintained buildings and grounds and quality facilities for all school community members							
						<p>Percentage of students / parents satisfied with buildings etc</p> <p>Percentage of students / parents satisfied with grounds</p> <p>Percentage of students satisfied with access to technology</p> <p>Level of satisfaction of staff with management of support structures, especially office and finance</p>	<ul style="list-style-type: none"> ▪ Focus for all staff on public relations and positive management of 'moment of truth' interactions ▪ Support for facilities officer and others to assist with small maintenance jobs as necessary ▪ Development of Security Management Plan ▪ Development of Facilities Management Plan ▪ Development of Grounds Enhancement Plan ▪ Provision and management of specialist facilities to ensure best outcomes for students ▪ Management of photocopying facilities to ensure appropriate replacement schedule ▪ Management of water resources ▪ Implementation of effective and efficient management of administrative staff and financial and physical resources

WORKFORCE							
OUTCOME WO1 Workforce has the capability and flexibility to deliver the strategic objectives of the Department through ongoing professional development opportunities							
<i>Key Performance Measure: The characteristics of the workforce match those of the desired workforce</i>							
Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
WO1.1 Percentage of workforce engaged in learning and development opportunities.	83%	85%	85%	High levels of participation by staff in professional development Diverse range of professional development available both in and outside of school hours Access problems for some staff owing to lack of information, suitable programs, time constraints, excessive demand for funds Increased professional development budget in recent years Need to share learning from professional development High level of expertise and experience of staff a quality resource for professional development	EQ Survey	95%	<ul style="list-style-type: none"> ▪ Promotion of school as a learning community and establishment of whole school performance development culture ▪ Implementation of Professional Standards for Teachers. ▪ Ongoing completion of staff professional development plans and logs by all staff ▪ Development of professional development plan to assist with priority school and systemic needs and budget ▪ Continued enhancement of staff induction program ▪ Identification of key staff with specific skills to assist with professional development of other staff ▪ Provision of opportunities for sharing of staff exemplar practices and learnings from staff professional development ▪ Focus on professional development in following areas – <ul style="list-style-type: none"> - Implementation of QCARF, including 'essential learning' - Implementation of new syllabuses - Teaching of reading
WO1.2 Percentage of workforce satisfied with access to learning opportunities that relate to school and systemic initiatives	80%	80%	78%		EQ Survey	85%	
WO1.3 Percentage of school grant expended on learning and development of staff	10% budget or equivalent	15%	17%		Budget documentation	15%	

							<ul style="list-style-type: none">- Teaching of 49CCEs and QCS preparation- Behaviour management- Conflict resolution- Productive pedagogies, including use of ICTs- Management of stress, health, motivation and well-being Targeted professional development for staff experiencing difficulties
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OUTCOME WO2 Leadership that drives educational reform, supports productive relationships and promotes innovation

Key Performance Measure:

WO2.1 Workforce Capability: School leadership contributes to positive staff relationships

WO2.3 Workforce Capability: The characteristics of the workforce match those of the desired workforce

Performance Indicators and Targets of Destination 2010		Review 2004 - 2006			Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
WO2.1 Percentage of staff members satisfied with morale in the school		85%	91%	Staff morale levels consistently above state benchmarks with EQ survey in last 3 years Staff identification of staff morale, commitment and mutual support as best things about this school in review Slight decline attributed to increased work loads and pressure on staff Staff acknowledgement of democratic decision-making processes Strong evidence of leadership of staff with programs, meetings, events, innovation and reform Encouragement of staff to consider leadership pathways Mediation training for large number of staff	EQ Survey	95%	<ul style="list-style-type: none"> ▪ Continued efforts to empower staff in decision-making ▪ Continued efforts to value staff and acknowledge individual and team contributions ▪ Intervention and support for staff having difficulties ▪ Continued focus on team-building activities ▪ Ongoing efforts to provide resources and facilities for staff ▪ Mentoring and support for staff with leadership aspirations ▪ Continued promotion of role of unions re broader issues, support of resolution of grievances

OUTCOME WO3 Employment practices are equitable within a workforce that reflects the diversity of the community it serves							
Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
WO3.1				Achievement of Band 5 and Band 7 positions at this school by 3 women Promotion of Band 6 male to Deputy Principal of Special School Support for male and female students to enter teaching profession Employment of students with disabilities as school based trainees at school site.			<ul style="list-style-type: none"> ▪ Ongoing encouragement and support for members of school community to enter workforce and aspire to leadership positions
OUTCOME WO4 A healthy workforce engaged in a safe and supportive environment							
Performance Indicators and Targets of Destination 2010			Review 2004 - 2006		Evidence Sources of Review & PA	Partnership Agreement	
	2008 EQ Target	Target Set 2006 (from AOP)	Target Achieved 2006	Comments		Target 2009	Key Strategies 2007-2009
				Support for flu vaccine program in school Support for staff with work-related injuries or illness to return to school in timely fashion Efficient management of TRS budget			<ul style="list-style-type: none"> ▪ Focus on fostering a healthy and resilient staff ▪ Ongoing encouragement and support for members of school community to enter workforce and aspire to leadership positions

Destination 2010 – School Targets 2008 – Sunshine Coast South District – 2102 Pine Rivers State High School

Destination 2010 Targets	State Information				School Information								
	Results			Target	Results						Target	Target	
	2002	2005	2006	2008	2002	2003	2004	2005	2006	2007	2008	2009	
Number of students with a disability who have achieved a certificate of Post-Compulsory School Education	-	526	**	540	-	0	0	0	0	0	0	0	
Percentage of OP eligible students with OP 1 – 15	-	60	**	60	-	62	66	63	70	60	60	60	
Percentage of students awarded a Senior Certificate and awarded a VET qualification	-	42	**	50	-	52	63	65	67	65	67	70	
Percentage of students awarded a Senior Certificate with OP-eligibility or awarded a VET qualification	-	86	**	92	-	90	90	93	93	95	95	95	
Percentage of QTAC applicants receiving an offer	87	95	**	95	-	88	95	94	95	93	95	95	
Percentage of students, satisfied that they are getting a good education from school	77	78	78	80	73	66	64	68	65	75	75	80	
Percentage of parents and caregivers, satisfied that they are getting a good education from school	78	79	77	80	81	96	73	75	79	80	80	80	
Percentage of parents / caregivers satisfied that the school is a good school	84	84	84	88	90	96	77	86	91	90	90	90	
Apparent retention of students from Year 8 to Year 12	76	73	72	72	88	91	87	78	83	80	70	85	
Percentage of workforce engaged in professional development opportunities	-	79	79	83	-	93	92	88	85	95	95	95	
Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives	73	73	73	75	87	84	84	83	78	85	85	85	
Percentage of staff members satisfied with morale in the school	79	79	79	80	95	95	90	87	91	90	95	95	
Percentage of general component of school grant budget or equivalent expended on professional development for school staff	-	-	-	10	-	20	22	17	16.87	15	15	15	
Staff Attendance – average attendance rate based on unplanned absences of sick and emergent leave for periods of up to 5 days	-	-	**	*	-	-	-	-	93		93	93	
Staff Retention – proportion of teaching staff (as a percentage) retained in a program year from the previous year	-	-	**	*	-	-	-	-	95		95	95	