

# STRATEGIC PLAN 2008 - 2010

Tannum Sands State High School's *School Strategic Plan 2008-2010* outlines our school directions over three years. Its genesis lies in our *Statement of Purpose* (below) and naturally flows from one of our Key Values viz. *Seeking Excellence*. This is an agreement between the school and our school community and, thus, the plan is an important part of our school's Accountability Framework.

This Partnership Agreement is cognisant of the directions of *Education Queensland*, outlined in documents such as *Queensland State Education 2010*. More importantly, our plan takes into account local issues, needs and resources. These were identified during a Triennial School Review (TSR), held in 2007. This review identified current strengths of our school and the desired areas for enhancement, development or improvement. The TSR was overseen by a Reference Committee consisting of the Principal, teaching and non-teaching staff, parents and students. The Committee consulted a wide range of stakeholders in conducting the review, using a variety of means, including web surveys and face to face. The Triennial School Review culminated in this School Strategic Plan, from which Annual Operational Plans will be developed and reviewed each year.

The Plan has the endorsement of the School Staff, the school's Parents and Citizens Association and the Executive Director Schools (representing *Education Queensland*). The Tannum Sands State High School community is pleased to present this document as our school's charter for growth and development over the next three years.

\_\_\_\_\_  
Ray Johnston  
School Principal

\_\_\_\_\_  
Mark Petrie  
P&C President

\_\_\_\_\_  
David Manttan  
Executive Director Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# TABLE OF CONTENTS

<b>Goals:</b>	<b>Page No.</b>
1. Statement of Purpose .....	3
2. Organisational Chart .....	4
3. A Vibrant Community High School.....	5
4. Quality Learning .....	6
5. Excellent School Organisation .....	8
6. Highly Skilled Workforce .....	10

## STATEMENT OF PURPOSE

We strive to provide, in partnership with the whole community, a quality learning environment, where students can maximise their potential to create positive futures

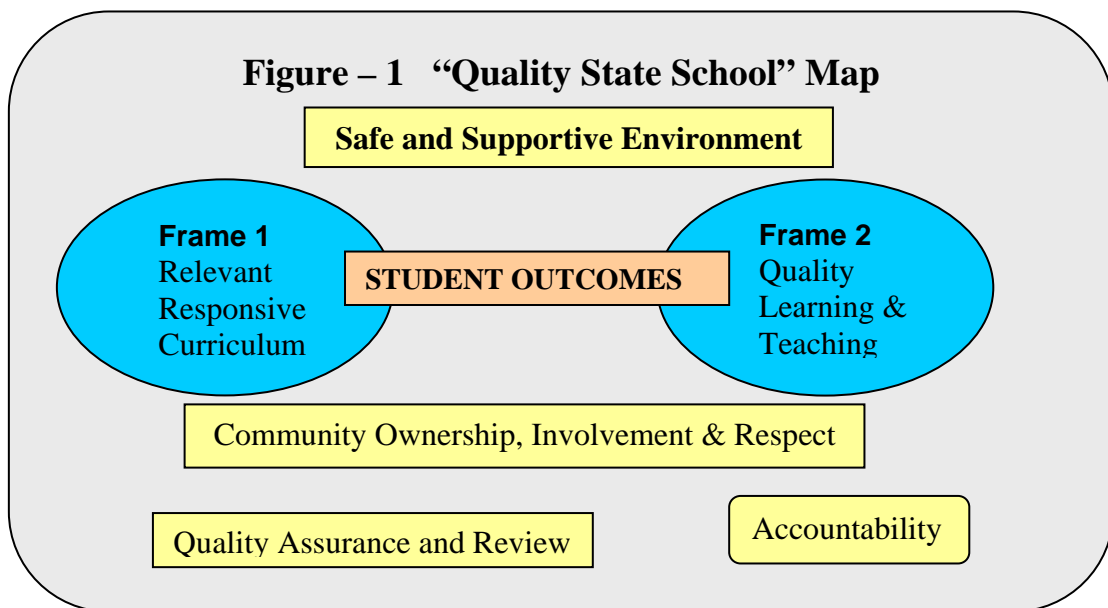
## SCHOOL MOTTO

*Creating Our Futures*

## KEY SCHOOL VALUES

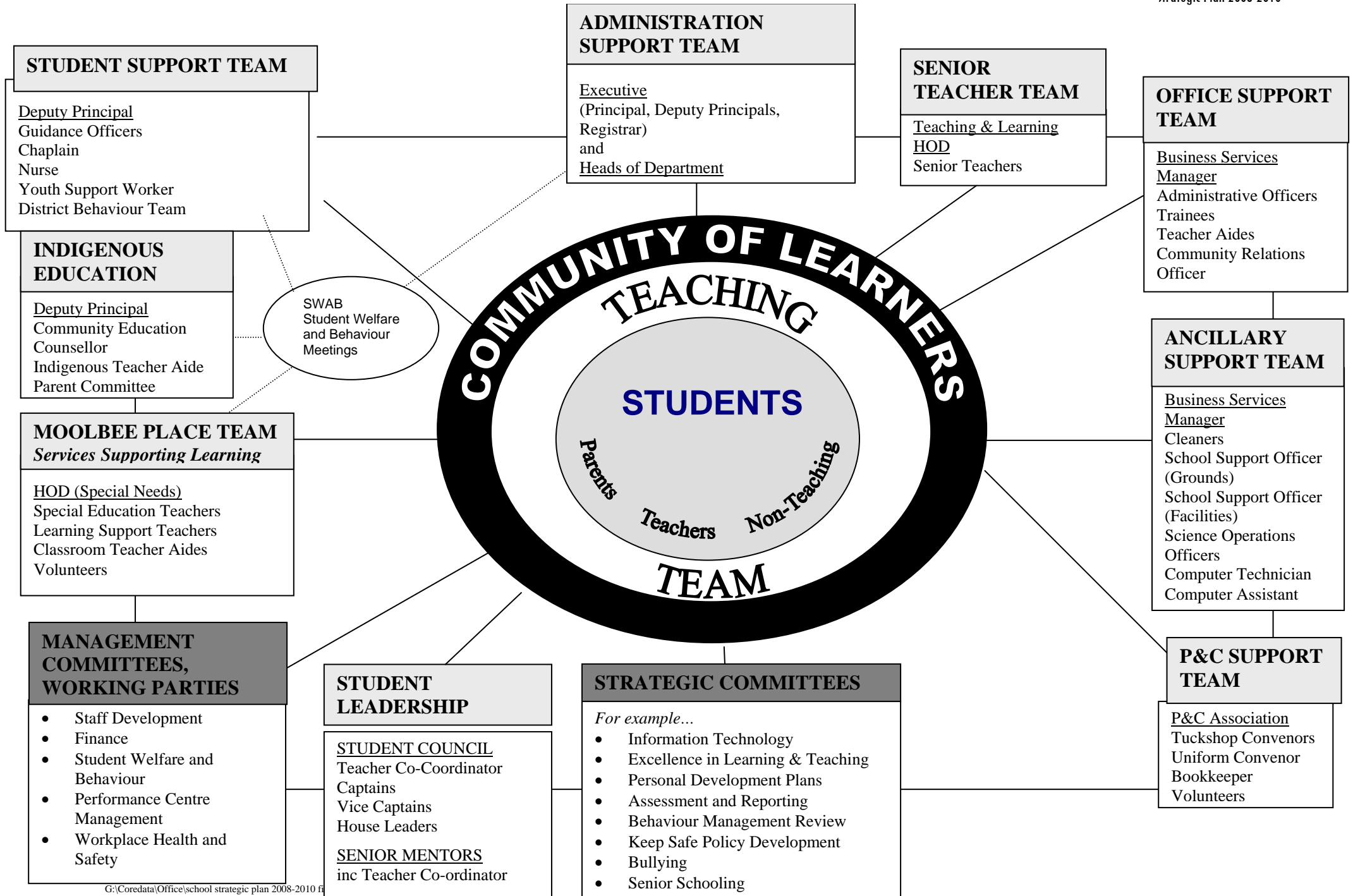
Showing **Respect**  
Demonstrating **Responsibility**  
Seeking **Excellence**

## QUALITY SCHOOL MAP



# ORGANISATIONAL CHART

Strategic Plan 2008-2010



# A VIBRANT COMMUNITY HIGH SCHOOL

Tannum Sands State High School opened its doors on 27 January 1998. It is therefore, in many senses, an **establishing school**, still continually enhancing its facilities, practices and traditions. It has an **outstanding reputation** in the district and is pleased to serve Boyne Island, Tannum Sands and the hinterland.

**Key issues** for our school in its first decade have been:

- Establishing quality **traditions** e.g. behaviour management, student responsibility, collaborative decision making
- Setting **high expectations** for student behaviour, work and participation
- Gaining the **trust** and support of **parents** and the community
- Promoting in students good **citizenship** and community involvement
- Planning for quality **curriculum** design and effective, contemporary **pedagogy**
- Incorporating a focus on teaching and learning using **technology**
- Developing a very **well-rounded school**: academic, sporting, cultural, service and leadership, to meet well the needs of all students
- **Living** out our **motto** (*creating our futures*) and our key **values** (*showing respect, demonstrating responsibility and seeking excellence*)
- Enrolling and enabling new staff and students at the end of each year via planned **induction**
- Using the valuable resources within our **community**
- Being **innovative** and seeking continuous **improvement**
- Placing a strong emphasis on meeting the needs of **gifted and talented** students, students with **special needs** or learning difficulties and of **indigenous** students and their families

**Key successes** of our school community are outlined on the following pages – see “*We want to keep...*”

**Key priorities** for the next three years are summarised below, with these and other foci described in more detail in the sections *Quality Learning, Excellent School Organisation* and *Highly Skilled Workforce*.

- Implementing our **Middle Phase** Review improvements
- Using data to inform us, improve students’ **numeracy and literacy** levels
- Focussing more on the **education of boys**
- Expanding our **international students** program
- Embedding new **information technology** e.g. *One School Entrée*, teacher laptops
- Enhancing our **environment** e.g. sustainability, facilities
- **Communicating school policies** even better to parents e.g. homework, bullying
- Developing further our **staff skills** for teaching, leadership, support and self-reflection

## QUALITY LEARNING: WHAT WE PLAN TO DO IN 2008-2010

We seek **Quality Learning** for our every one of our students. Our search is predicated upon the following **beliefs**:

- Learners learn at different **rates**
- Learners learn using different, preferred **styles**
- Learners need to incorporate **technology** appropriate to the 21st century
- We require a whole-school approach to e.g. numeracy, literacy, critical thinking and study skills
- Students need to learn skills such as these – they are not automatically acquired
- Secondary students need to increasingly take **responsibility** for their own learning
- Some students benefit from **independent** learning
- Learners learn better when the learning is **authentic**. Thus...
- The community can be an important **resource** for learning

*We will strive to live out these beliefs by maintaining the practices that were identified in our Triennial School Review, which enhance Quality Learning in our school ...*

*We want to keep...*

- Offering a **wide range of subject offerings**
- Allowing very **flexible, self-designed courses** for students
- Rewarding and recognising students through our **Student Award Scheme**
- Encouraging our students to extend themselves – BSL-Zenith **Gifted and Talented Project**
- Supporting indigenous and other students through our newly established **Homework Centre**,
- Exposing students to **vocational education** and **industry-based learning** e.g. traineeships
- Providing regular opportunities for student to develop **goal-setting and organisation skills**
- Maximising learning time via **4-lesson, 3-breaks** day
- Offering a quality **instrumental music program** and a **wide variety of sports**
- Providing our diverse range of **excursions and extra-curricular activities**
- Proactively supporting students with **special needs and learning difficulties**
- **Helpfulness and care shown by teachers** for the student learners in our school

*... whilst concentrating in 2008–2010 on better living out our beliefs through continuous improvement in:*

1. **Curriculum, Pedagogy, Assessment and Reporting**
2. **Information Technology**

Outcomes Key Performance Measures	Monitoring – Performance Indicators, Evidence Sources
What we are after	How we will judge success?
<p><b>Curriculum, Pedagogy, Assessment and Reporting</b></p> <p>Continued improvement in learning outcomes for the range of students at our school</p> <p><i>Students achieve appropriate standards at key junctures of their schooling</i></p> <p><i>Curriculum development and delivery meets our students' needs</i></p> <p><i>Students successfully transition to education, training or employment after</i></p>	<ul style="list-style-type: none"> <li>• As a result of a 2006/07 review, our school successfully embeds and monitors changes in our middle phase practices, including aligned curriculum, pedagogy, assessment and reporting. Essential learnings are embedded in all areas. Assessment s minimised.</li> <li>• Established linkages, and some shared practice, with our feeder schools in the Middle Phase of Schooling (Years 4-9)</li> <li>• Classroom practices reflect the four dimensions of Productive Pedagogy, namely intellectual quality, connectedness, supportive classroom environment and recognition of difference – whilst addressing the literacy and numeracy needs of students</li> <li>• Programs exist in the areas of learning skills (e.g. goal setting, homework, research and study), approaches to gender difference, independent and on-line learning and student leadership</li> <li>• Students are well prepared for the world of tertiary education</li> <li>• Our school's Gifted Program is further enhanced e.g. the embedding of BSL-Zenith activities in Middle Phase units of work</li> <li>• Our school has a clear plan to identify and address the needs of students whose literacy skills are below par, using data e.g. from national testing</li> <li>• Intervention strategies target students at risk of not completing or achieving</li> </ul>

<i>the compulsory years of schooling</i>	<ul style="list-style-type: none"> <li>• Our students leave school to full time work, further education or training</li> <li>• Employers report that students display employability skills such as organisation, time management, ability to work in groups, goal-setting</li> <li>• Students graduate with a Qld Certificate of Education or a pathway that will clearly lead to one post-school; other students graduate with a Qld Certificate of Individual Achievement</li> <li>• Our QCS results, including by gender</li> <li>• Our students' performance on the Qld Common Assessment Tasks</li> <li>• Survey results about homework, research and study skills</li> <li>• Senior Authority Subject results against state averages</li> <li>• Outcomes Data: Qld Studies Authority</li> <li>• Next Steps (destination) survey data</li> <li>• Results on Year 9 National Literacy and Numeracy Tests</li> </ul>
<b>Information Technology</b> Students and staff members use, and apply with confidence, technologies in their learning	<ul style="list-style-type: none"> <li>• Information technology is used appropriately, including use of the Learning Place for planning and in classrooms</li> <li>• Teachers routinely use laptops for a variety of purposes, both in staffrooms and in classrooms</li> <li>• Student Opinion Surveys (SOS)</li> <li>• Computer Usage data</li> <li>• Age of our computer equipment and infrastructure</li> </ul>

### Performance Targets

<i>Description</i>	<i>2003-06 Average School Performance</i>	<i>2008 State Target</i>	<i>2008-10 School Target</i>
Number of students with a disability who achieve a Qld Certificate of Individual Achievement	0 to 2	#	#
% OP-eligible students with an Overall Position (OP) in range 1-15	60	60	65
% graduating students awarded a Senior Statement PLUS a VET qualification	40	50	60
% graduating students receiving an OP OR a VET qualification	92	92	95
% Year 12 tertiary applicants receiving an offer after Year 12	93	95	95
% Year 12 tertiary applicants receiving their first preference offer after Year 12	66	NA	70
% students satisfied that they are gaining a good education at school (SOS)	72	80	85
% parents satisfied that their students are gaining a good education at school (SOS)	79	80	85
Apparent retention rate of students from Year 8 to Year 12 (Feb to Feb)	79	72	86
% students receiving Gold Card (level 3) in our Student Award Scheme	10	NA	15
Retention rate (Feb to Feb, Yr 8 to 12) for Indigenous students	80	NA	85
% students enrolled in BSL-Zenith Gifted and Talented Program	10	NA	15
% Senior Subjects whose Level of Achievement data was at or above like and state school means	100	NA	100
% students who graduate with a Qld Certificate of Education (QCE)	NA	NA	60
School performance on National Year 9 Literacy Test and Numeracy Test – compared to average	NA	NA	Above

SOS = School Opinion Surveys: annual random-sample tests conducted annually by Education Qld in all its schools

# The number varies each year according to the number of Year 12 students with a disability

## EXCELLENT SCHOOL ORGANISATION: WHAT WE PLAN TO DO IN 2008-2010

We seek **Excellent School Organisation**. Since our school's inception, hallmarks of our school organisation, policy and procedures have been:

- Clear goals and **expectations**
- **Student-active** approaches
- Open **decision-making**
- **Accountability**
- **Unity** and collaboration
- **Environmental** responsibility
- **Flexibility**
- **Future Orientation**

*We will strive to maintain these underlying values and the excellent aspects of our school organisation identified in our Triennial School Review...*

*We want to keep...*

- Living out our **School Motto**
- Continual reference to our **Key School Values**
- Encouraging a positive, **team-based culture**
- Maintaining **quality traditions**
- Conducting supportive **middle phase transition programs** from primary to secondary
- Providing **quality, readable reports** to students and parents
- Maintaining strong **phone contact** with parents
- Producing a **high quality newsletter**
- **Linking strongly with local industry** and community groups
- Benefitting from vertically-organised **multi-age pastoral care groupings**
- Supporting student's learning through a clear and **effective welfare and support systems**
- Organising **financial-year student leadership** positions
- Celebrating **Senior Graduation** with style and emotion
- Encouraging our high compliance with **uniform and presentation** standards
- Being clear and effective about our **behaviour management standards**
- Enjoying and maintaining **quality facilities for students**
- Catering for students via quality **canteen service**, which incorporates healthy **nutrition**
- Concentrating on keeping our facilities virtually **vandalism and graffiti free**
- Having **strong, effective leadership** at a range of levels

*Whilst concentrating in 2008-2010 on improvements in...*

1. **Partnerships and Pathways**
2. **Facilities and the Environment**
3. **Relationships and Communication**

Outcomes Key Performance Measures	Monitoring – Performance Indicators, Evidence Sources
<i>What we are after</i>	<i>How we will judge success?</i>
<b>Partnerships and Pathways</b> Our school responds innovatively to community and student needs  Productive partnerships exist with our school community	<ul style="list-style-type: none"> <li>• Our school motto, values, policies and practices encapsulate a clear educational rationale: <i>Creating Our Futures</i></li> <li>• Enrolment and departure data</li> <li>• Students are exposed to a variety of cultures through expansion of our International Fee-Paying Students program</li> <li>• Engagement of our school in key alliances with other schools, businesses, community groups and government agencies</li> </ul>

<p>and with business, industry and government agencies</p> <p>Our school continues its enrolment growth and strong hold of market share</p>	<ul style="list-style-type: none"> <li>• A range of school and off-site programs maximise authentic learning for students</li> <li>• School welfare systems (including interagency links) that provide emotional, spiritual, behavioural and other support for students are well known and well used</li> <li>• Published documents (including on-line) outline to students, parents, staff and employers the range of pathways available for students</li> <li>• Each student has an Education and Training Plan, incorporating goals and strategies for success</li> <li>• Our students benefit from regular exercise (Smart Moves program)</li> <li>• Skills development centre is well used – quantity and type of use monitored</li> <li>• School hours match student needs and maximise resources, having taken into account issues such as community expectations, transport and staffing.</li> <li>• School policies match Qld Studies Authority and Education Queensland policies</li> <li>• Program that cater for indigenous students are further enhanced</li> <li>• Strategies identified in “Success for Boys” are implemented</li> <li>• Gender issues are kept in mind when designing learning and other programs</li> <li>• Information technology is used equitably across the curriculum</li> </ul>
<p><b>Facilities and the Environment</b></p> <p>Our school is clean, tidy and well-maintained</p>	<ul style="list-style-type: none"> <li>• Our local community is accessing our school facilities</li> <li>• Ancillary Team staff have the specialised equipment they need for grounds care, cleaning and so on</li> <li>• Level of litter, graffiti and vandalism is reduced</li> <li>• Implement strategies to reduce the school’s ecological footprint</li> <li>• Facilities for students, staff and the community have been further developed e.g. seating, computer access, performance centre enhancement</li> </ul>
<p><b>Relationships and Communication</b></p> <p>Our school provides a safe, tolerant and disciplined learning environment</p> <p>Effective communication occurs between all areas of the school community</p>	<ul style="list-style-type: none"> <li>• Whole-school consistency in enforcing presentation, behaving and workrate standards is maximised e.g. via regular updates for staff, students and parents about “the little things”</li> <li>• EQ Parent, Staff and Student Opinion Surveys</li> <li>• Published documents outline communication channels and the opportunities for staff input into decision-making</li> <li>• High percentage of parents engage with the school e.g. read the school newsletter, phone with enquiries, attend parent-teacher functions and are aware of school policies/practices e.g. homework, assignments and award scheme</li> <li>• Our website is current, accessible and effective</li> <li>• Our bullying prevention policies and practised are reviewed, enhanced, well communicated and effective</li> <li>• All members of the school community demonstrate mutual respect for one another</li> <li>• The frequency and style of reporting to parents is reviewed and changes implemented</li> </ul>

## Performance Targets

<i>Description</i>	<i>2003-06 Average School Performance</i>	<i>2008 State Target</i>	<i>2008-10 School Target</i>
% parents satisfied that our school is a good school (SOS)	87	88	90
% students continuing schooling at TSSHS from Year 7 to Year 8 – local state schools	97	91	97
% students continuing schooling at TSSHS from Year 7 to Year 8 – all local schools	97	91	95
Community bookings for our Performance Centre (hours per week)	NA	NA	10
% parents who state they receive the school newsletter – hardcopy, posted, e-mail or web	NA	NA	90

## HIGHLY SKILLED WORKFORCE: WHAT WE PLAN TO DO IN 2008-2010

We seek a **Highly Skilled Workforce**. Both our non-teaching and teaching staff

- Are important **learners** within our school community
- Deserve **recognition**, feedback and **challenge**
- Need timely access to professional **development**
- Should model appropriate **work-life balance**

*We will strive to live out these beliefs by ensuring that all our staff members are 'work-ready' for the 21<sup>st</sup> century. To do this, we will retain the excellent practices we already have for our workforce, which were identified in our Triennial School Review...*

*We want to keep...*

- Range of **staff recognition systems** e.g. Staff Member of the Month, "Thanks" on daily notices, acknowledgements in newsletter and other public recognition
- **Multi-skilling** e.g. job rotation in Office Support Team, acting positions
- **Induction programs** for new staff
- **Support programs for beginning teachers**
- A **service culture** within our teaching and support teams of ensuring quality programs for students in a safe and healthy working environment

*Whilst concentrating in 2008–2010 on improvements in...*

1. **Staff Training**
2. **Staff Feedback**
3. **Workforce Planning**

Outcomes Key Performance Measures	Monitoring – Performance Indicators, Evidence Sources
<i>What we are after</i>	<i>How we will judge success?</i>
<p><b>Staff Training</b> Our school workforce is involved in learning opportunities to ensure continuous growth of knowledge and skills</p> <p>Leadership drives reform, supports relationships and promotes innovation</p>	<ul style="list-style-type: none"> <li>• Networks exist for leaders e.g. Literacy Leaders, Heads of Department, ancillary staff, Deputy Principals</li> <li>• Multi-skilling and professional development occurs for a range of staff e.g. teacher aides, established staff, beginning teachers – addressing school and Education Qld priorities</li> <li>• Teachers are well versed in the use of laptops for teaching and of the <i>One School Entrée</i> program for a range of administrative purposes</li> <li>• Teachers are well versed in policies that minimise bullying, teasing and harassment</li> <li>• Develop leaders in our school e.g. using Leadership Matters Framework, mentoring, work shadowing</li> <li>• Policies and procedures for (a) inducting new staff (b) applying for staff development are documented and well-known</li> <li>• Formalised systems exist for Senior Teachers to mentor other teachers</li> <li>• Teacher development programs assist both probationary and post-probationary teachers</li> </ul>
<p><b>Staff Feedback</b> Process identified for Personal Development Planning</p>	<ul style="list-style-type: none"> <li>• Participation in Personal Development Plans (or Education Qld's Developing Performance pilot)</li> <li>• Enhanced feedback to staff and enhanced relationships between each staff member and his/her supervisor</li> <li>• Enhanced staff recognition systems</li> </ul>
<p><b>Workforce Planning</b> Employment practices are equitable <i>The skills of the workforce match those needed by our school</i></p>	<ul style="list-style-type: none"> <li>• Workforce Plan exists and is used for staff planning</li> </ul>

<b>Performance Targets</b>			
<i>Description</i>	<i>2003 TSSHS Outcomes</i>	<i>2005 Education Qld Target</i>	<i>2008-2010 School Target</i>
% school workforce engaged in learning and development opportunities (EQ Staff Opinion Survey)	74	83	85
% school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives (EQ Staff Opinion Survey)	62	75	80
% staff satisfied with morale (EQ Staff Opinion Survey)	77	80	85
% general component of school grant budget expended on learning and development for school staff	15	10	20
% staff who access staff development funding in any one year (other than student free days)	NA	NA	60