# DDSWQ Region
## Wooroolin State School – Annual Operational Plan – 2011

<table>
<thead>
<tr>
<th>EQ Strategic</th>
<th>Key Priorities</th>
<th>Performance Measures</th>
<th>Targets</th>
<th>Timeline</th>
<th>Personnel Responsible</th>
<th>Budget Link</th>
</tr>
</thead>
</table>
| Objectives   | • Quality teaching and learning  
• Student, family and community engagement  
• Positive schools that enhance student well-being, promote social inclusion and reduce educational disadvantage  
• Improved attainment and transitions from school to further study  
• Capable, agile and sustainable organisation | NAPLAN  
• Percentage of students at or above National Minimum Standard in Year 3 – 100%, 5 – 83.3%, and 7 – 95.66%  
• Percentage of students in the upper 2 bands of each domain in Year 3, 5, and 7  
• Reading – Year 3:0%, Year 5:0%, Year 7:0%  
• Writing – Year 3:0%, Year 5:0%, Year 7:0%  
• Spelling – Year 3:0%, Year 5:50%, Year 7:66.6%  
• Grammar and Punctuation – Year 3:0%, Year 5:66.6%, Year 7:0%  
• Numeracy – Year 3:0%, Year 5:0%, Year 7:0%  
• Mean Scale Score in Year 3, 5, and 7  
• Reading – Year 3:427.8; Year 5:487.7; Year 7:548.3  
• Writing – Year 3:410.7; Year 5:482.8; Year 7:581.4  
• Spelling Year 3:413.1; Year 5:557.6; Year 7:613.9  
• Grammar and Punctuation – Year 3:472.5; Year 5:570.8; Year 7:571.8  
• Numeracy – Year 3:416.6; Year 5:526.4; Year 7:561.1  
• The gap between Indigenous and non-Indigenous Mean Scale Scores – with a significant focus on  
• Year 3 Reading - nil students  
• Year 3 Numeracy - nil students | • See attached NAPLAN Targets  
| Personnel Responsible | | T1 | T2 | T3 | | | | 201100 | 205610 |
| Deliverables | • Literacy, Numeracy and Science  
• Quality Teaching and Curriculum  
• Attendance, Retention and Attainment  
• Close the Gap - indigenous / non-indigenous students  
• School Performance & Improvement | NAPLAN  
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• Reading – Year 3:0%, Year 5:0%, Year 7:0%  
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| Personnel Responsible | | T1 | T2 | T3 | | | | 201100 | 205610 |
| Readiness for National Curriculum | • Attend cluster, district and regional PD when offered and work with others to help build confidence in delivering the National Curriculum  
• Liaise with experts including Science Spark to assist build confidence in delivering the science component of the National Curriculum | NAPLAN  
• Percentage of students at or above National Minimum Standard in Year 3 – 100%, 5 – 83.3%, and 7 – 95.66%  
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• The gap between Indigenous and non-Indigenous Mean Scale Scores – with a significant focus on  
• Year 3 Reading - nil students  
• Year 3 Numeracy - nil students | • 0% of teachers confident and ready to implement English Maths and Science curricula in 2012  
• 100% of teachers confident and ready to implement English Maths and Science curricula in 2012 | • 0% of teachers confident and ready to implement English Maths and Science curricula in 2012  
• 100% of teachers confident and ready to implement English Maths and Science curricula in 2012 | T1 | T2 | T3 | T4 | All staff | 201100 | 204400
### Staff Development & Performance
- Ensure, through effective dialogue, that whole staff DPPs are completed, that they reflect strategic and personal needs and outcomes and relevant PD is sought out and delivered.
- Maintain staff PD folders as a means of recording and tracking internal PD so that staff achieve their quota in order to retain their teacher registration and fulfill CPD requirements.

| 100% of staff have a Developing Performance Plan in place | 100% of staff have a DPP in place | T1 | T4 | All staff |
| 85.7% of school workforce satisfied with access to quality PD opportunities (S076) | 100% of school workforce satisfied with access to quality PD opportunities | T1 | T2 | T3 | T4 | All staff |
| 85.7% of school workforce satisfied that they receive helpful feedback on their work (S024) | 100% of school workforce satisfied that they receive helpful feedback on their work | |
| 85.7% of school staff members satisfied with morale in the school (a composite measure based on S016, S018, S019 & S020) | 100% of school staff members satisfied with morale in the school | |

### Community confidence
- Maintain strategic opportunities for the Bugle Band through performance at community events.
- Enhance existing partnerships with parents and the wider community including the Indigenous community in order to understand and empathize with these facets of school life and ensure progress along the EATSIPS phases by using the Regional Facilitator and cluster PD opportunities.
- Maintain close links with the Earthsmart Science team to continue progress with our SEMP and move towards a school biodiversity audit through regular teaching and actions.

| 83.3% of parents/caregivers satisfied with their child’s school (S100) | 85% of parents/caregivers satisfied with their child’s school | T1 | T2 | T3 | T4 | Principal, Band Leader and P&C helpers |
| 83.4% of parents/caregivers satisfied that their child is getting a good education at school (S109) | 85% of parents/caregivers satisfied that their child is getting a good education at school | T1 | T2 | T3 | T4 |
| 76.5% of students satisfied that they are getting a good education at school (S110) | 80% of students satisfied that they are getting a good education at school | T1 | T2 | T3 | T4 |
| Working at Level 4 in all phases of the EATSIPS Implementation Plan by the end of 2011 | Complete playground revitalisation by the end of 2011 | T1 | T2 | T3 | T4 | Principal, Earth Smart Schools Facilitator, Science Spark |

### Other School Based Key Priorities
- Move forward on the playground revitalisation by making best use of financial, physical and human resources to complete work on our play areas in 2011.

| Complete playground revitalisation by the end of 2011 | T1 | T2 | T3 | T4 | Principal and outside bodies |

This Annual Operational Plan and associated strategic documents was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.
Appendices:
The following documents must be appended to this AOP...
  o NAPLAN Action Plan (completed 2010)
  o EATSIPS Implementation Plan (generally completed 2010)
  o CT&L Audit Action Plan (completed immediately post-Audit in 2010)
  o School Improvement Target sheet (provided by PMRB in Central Office)
  o Budget documents as follows*:
    ▪ Budget Overview Report in support of the AOP
    ▪ Annual Financial Report for 2010
    ▪ Budget Analysis by Period (BAP) Report which gives an indication of cashflows by period
    ▪ Asset Replacement Summary report which provides supporting information regarding the school’s intended carry forward balances
* Contact your Senior Finance Officer for support if required