School Improvement and Accountability Framework

Destination 2010
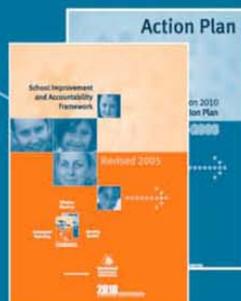### Action Plan

Revised 2008

Effective
Planning

Action Plan

Transparent
Reporting

Assuring
Quality

2010
Queensland State Education

A message from the Director-General

Globalisation, the changing labour market and the impacts of increasingly sophisticated digital technologies require a balance between general education and the acquisition of life skills. Our state schools face the considerable challenge of maintaining standards of excellence for young Queenslanders, while simultaneously developing their capabilities as creative thinkers, driving innovation and greater productivity.

We now have an unprecedented opportunity to build on the collective strengths of the agency and move to even more integrated service approaches that maximise the quality of education provided to our state school students. *Destination 2010* provides the strategic framework for state schools to deliver on our key priorities and advance our vision of a *Clever, Skilled and Creative Queensland*.

Our stronger focus on integrated service delivery will be reflected through the work of state schools across the following areas:

- learning across the phases
- Indigenous education
- literacy and numeracy
- renewal and alignment of curriculum
- students with disabilities
- disadvantaged students
- citizenship
- information and communication technologies
- arts and culture
- connections with industry and communities
- leadership.

Destination 2010 plays a key role in guiding our schools through the range of challenges and opportunities that lie ahead. Our efforts now will prepare our children and young people for their future life success and will ultimately strengthen Queensland's position as the Smart State.

Rachel Hunter
Director-General
Department of Education, Training and the Arts

August 2008

What guides the state provision of education services in Queensland?

In Education, our goals under the department's strategic plan are:

- o every child and young person will be well prepared for life success through learning and education

- o Queenslanders will be linked to opportunities that support economic prosperity and enhance lifelong wellbeing

- o Queenslanders will benefit from a rich cultural life and thriving creative communities.

For further information regarding the key strategies to achieve these goals, refer to the [Department of Education, Training and the Arts Strategic Plan 2008-2012](#).

What is *Destination 2010*?

Destination 2010 is the action plan that establishes state school outcomes and strategies that guide school planning and reporting. The objectives of Learning, Schools and Workforce organise the work of schools in the development of these strategies and targets to improve school performance and student learning outcomes.

Destination 2010 assists schools to implement the *[School Improvement and Accountability Framework](#)* *(SIAF).* SIAF provides schools and their communities with the policy framework that assists schools to integrate effective planning, provide transparent reporting and to assure quality through processes that are valid, rigorous and contestable.

Destination 2010 provides details of:

- o **outcomes** that identify what Education Queensland plans to achieve and what constitutes success in state education
- o **strategies** that inform schools of the planning, implementation and reporting requirements
- o **performance indicators** that show whether outcomes are being achieved and establish critical performance indicators which inform Education Queensland of its achievements.
- o **Education Queensland targets** that indicate what is to be achieved by 2010.
- o **school targets** that are determined locally and inform the progress and the development of school improvement strategies. These targets should be achievable yet challenging, and be responsive to student and community needs and to Education Queensland's targets.
- o **data sources** with systemic (Corporate Data Warehouse) and school information that provide quantitative and qualitative evidence of progress towards achieving the vision.

Objective
LEARNING – How this destination will be achieved

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

What strategies will schools use to achieve this outcome?

Literacy and numeracy

- Support professional development designed to improve literacy and numeracy outcomes for all students in all learning areas.

- Engage in a process of whole school literacy planning and numeracy planning, using student achievement data and focusing on: literacy requirements of each subject area; mathematics as it contributes to numeracy and numeracy across the curriculum.

Inclusive practices

- Improve learning outcomes for all students by continuing to:
  - o address the guiding principles of the *Inclusive Education Statement*

- o implement the *Education Adjustment Program* by identifying and applying learning adjustment for students with disabilities

- o continue to implement the *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools*

- o implement the *Rural and Remote Education Framework for Action* to maintain and improve the attendance, retention and achievement of students in rural and remote communities

- o implement the *Framework for Gifted Education*

- o support children and young people in the care of the state through the development and implementation of *Educational Support Plans*.

Outcome LE2: Improved alignment of curriculum planning, teaching, assessment and reporting that engages our diverse range of students in learning

What strategies will schools use to achieve this outcome?

Curriculum planning, teaching, assessment and reporting

- Implement the *P–12 Curriculum Framework – for Queensland State Schools.*

- Continue whole-school planning to implement the *Early Years Curriculum Guidelines* in the Preparatory Year and the *Queensland Curriculum Assessment and Reporting* (QCAR) *Framework* in Years 1 to 9.

- Continue to embed the use of information and communication technologies (ICT) as integral components of curriculum planning, teaching and learning.

Learning across the phases

- Consolidate the implementation of the Preparatory Year.

- Implement a curriculum that promotes continuity of learning and that maximises student engagement and ongoing achievement throughout the early, middle and senior phases of learning.

Outcome LE3: An increased number of students completing the senior phase of learning.

What strategies will schools use to achieve this outcome?

Learning across the phases (cont'd)

- Work with all Year 10 students to develop Senior Education and Training (SET) plans.

- Work with other local schools, tertiary and training providers including TAFE institutes ,industry and employers, government agencies and community organisations to ensure students:
  - have access to a range of meaningful and sustainable learning pathways
  - maximise participation in School-based Apprenticeships and Traineeships.

- Facilitate access to flexible options in the delivery of educational services by the use of ICT.

- Implement and maximise opportunities to achieve the Queensland Certificate of Education and the Queensland Certificate of Individual Achievement .

- Offer a flexible range of senior phase learning options to:
  - engage all students, particularly those at risk of leaving school early
  - assist disengaged students to reconnect with learning.

Objective

SCHOOLS – How this destination will be achieved

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

Outcome SC1: Schools have innovative and distinctive strategies responsive to student, parent and community needs

What strategies will schools use to achieve this outcome?

Schools and community

- Participate in communication strategies, including digital, to enable the sharing of best practice in curriculum and teaching across the phases of learning.

- Implement strategies for proactively engaging and working with all Indigenous families in the school community to support the educational and social achievement of their children.

Schools and clusters

- Support successful student transition by developing
  o schooling as a seamless learning continuum from Prep to Year 12
  o cooperative alliances and planning processes between primary, secondary, special schools and TAFE institutes
  o successful processes to enable children to make the transition into school from home, and young people to make the transition through the phases of learning and beyond.

Outcome SC2: Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies

What strategies will schools use to achieve this outcome?

Parents and community engagement

- Develop the school as a public asset, a centre for learning and community engagement.

- Continue to involve parents in the implementation of schoolwide policies and initiatives.

Environmental sustainability

- Implement strategies and actions, in partnership with the community and within the school, to reduce the school's ecological footprint.

Industry and other agencies

- Strengthen partnerships to
  o increase student involvement in the workplace and community organisation sites
  o ensure school programs are connected to the demands of a knowledge-based economy.

- Expand links between schools and industry/ employers to enhance employment and learning outcomes for students.

- Continue to work with other government agencies.

Outcome SC3: Schools provide safe, supportive and disciplined learning environments

What strategies will schools use to achieve this outcome?

Supportive learning environments

- Continue to undertake school planning processes to address bullying, harassment, child abuse and neglect by:

  o continuing to embed the school Responsible Behaviour Plan for Students that responds to the expectations outlined in the *Code of School Behaviour*

  o utilising the resources of the *National Safe Schools Framework*.

- Continue to embed:
  o *Smart Choices – the Healthy Food and Drink Supply Strategy for Queensland Schools*
  o key components of *Smart Moves – Physical Activity Programs in Queensland State Schools.*

Outcome SC4: Schools have effective school planning and reporting processes

What strategies will schools use to achieve this outcome?

School planning and reporting

- Continue to implement the *School Improvement and Accountability Framework* and the revised *Destination 2010*.

- Ensure the effective and accountable use of human, physical and financial resources.

- Align school planning, reporting and accountability processes with the Regional Indigenous Education Plan.

- Ensure that the certification requirements of the Commonwealth Schools Assistance Act (2004), where applicable, are met.

WORKFORCE – How this destination will be achieved

Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE – 2010

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

What strategies will schools use to achieve this outcome?

Teacher professionalism

- Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the annual *Professional Development Agenda*.

- Use the *Professional Standards for Teachers* as a framework for reflection, planning and professional development to strengthen and extend the professional practice of teachers to maximise student learning outcomes.

- Support supervision and development of pre-service and beginning teachers in practicum, internships and teacher induction programs.

- Ensure all teachers in the school complete the introductory session of the *Crossing Cultures It's Everyone's Business* package.

- Provide opportunities for staff to gain their *ICT Pedagogical Licence* through the *Smart Classrooms Professional Development Framework*

Continuous professional development

- Celebrate the achievements of school staff through reward and recognition, including those offered through the *New Professionalism Program*.

- Provide opportunities for staff to gain tertiary credit in postgraduate programs for professional development undertaken in priority areas through the *Professional Development Pathways* program.

- Use the *Developing Performance Framework* to continue to develop performance and determine professional development for all staff.

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

What strategies will schools use to achieve this outcome?

Leadership

- Ensure *Leadership Matters: Leadership capabilities for Education Queensland Principals* is used to strengthen the performance and guide professional development of school leaders and aspirants.

- Implement programs and maintain networks that strengthen the quality of leadership in the school and develop a collaborative organisational climate.

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

What strategies will schools use to achieve this outcome?

Health, safety and wellbeing

- Promote safe and healthy learning environments by managing proactively and regularly monitoring workplace health and safety at the school in consultation with staff and the wider community.

- Implement the key actions of the *Health, Safety and Wellbeing Action Plan.*

- Wherever possible resolve grievances and industrial disputes at the school level.

Workforce diversity and equity

- Create and maintain school environments that provide equal employment opportunity, free from all forms of unlawful discrimination where people are valued for their diverse culture, experiences, knowledge and abilities.

DESTINATION 2010 PERFORMANCE INDICATORS

Performance Indicators	2010 Targets [Note 1]			Data source
	EQ		School	
Learning: Student achievement Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing and Number	Reading 76% Writing 86% Number 82%		Yes	Year 2 Net data
National Assessment Program - Literacy and Numeracy (NAPLAN) for Years 3, 5, 7 and 9 (refer Note 2)	Year 3	No baseline data available	refer Note 2	NAPLAN
	Year 5	No baseline data available	refer Note 2	
	Year 7	No baseline data available	refer Note 2	
	Year 9	No baseline data available	refer Note 2	
Number of students with a disability who have achieved a Queensland Certificate of Individual Achievement (refer Notes 3 & 4)	540		Yes	QSA
Percentage of OP-eligible students with OP 1–15 (refer Note 4)	64%		Yes	QSA
Percentage of students awarded a Senior Statement and awarded a VET qualification (refer Notes 3 & 4)	50%		Yes	QSA
Percentage of students awarded a Senior Statement with OP eligibility or awarded a VET qualification. (refer Notes 3 & 4)	92%		Yes	QSA
Percentage of QTAC applicants receiving an offer (refer Note 4)	95%		Yes	QSA
Schools: Satisfaction Percentage of students and parents/caregivers satisfied that they are getting a good education at school	80% (Students) 80% (Parents)		Yes	School Opinion Survey
Percentage of parents/caregivers satisfied that the school is a good school	88%		Yes	School Opinion Survey
Schools: Retention Apparent retention of students from Year 8 to Year 12	72%		Yes	Enrolment data
Workforce: Capability Percentage of workforce engaged in professional development opportunities	83%		Yes	School Opinion Survey
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%		Yes	School Opinion Survey
Percentage of staff members satisfied with morale in the school	80%		Yes	School Opinion Survey
Percentage of general component of school grants budget or equivalent expended on professional development for school staff	10% of budget or equivalent		Yes (budget or equiv.)	School/HR information

Notes:
1. Several EQ 2010 targets have been updated to align with other strategic departmental documents. Schools should set Destination 2010 targets when undertaking strategic planning activities including the triennial school review process.
2. Until the NAPLAN 2008 data are available and performance indicators are determined, school targets are not required. Further advice will be provided following the release of the NAPLAN results.
3. In 2008, the Queensland Certificate of Post Compulsory School Education has been replaced by the Queensland Certificate of Individual Achievement, the Senior Certificate has been replaced by the Senior Statement and the Queensland Certificate of Education will be issued to those students who have met the requirements.
4. Advice will be provided regarding updating these performance indicators when further information is available.