

2017 Annual Implementation Plan



Mount Isa Central State School

School Improvement Agenda for 2017

- Reading
- Mathematics
- Community Relationships
- Attendance
- Quality Teaching and Learning
- Learning Walls

Every Student Succeeding State Schools Strategy 2016 – 2020

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2017

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Certification

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Ms Andrea Whelan
Principal

Ms Kym Coggan
P&C President

Dr Graham Foster
Assistant Regional Director

Mathematics

Scan and Assess	Level of Achievement Data	NAPLAN Data	Observations	School Opinion Survey Data	
	Achievement in Mathematics across the school has remained steady at 86%	Numeracy in both Year 3 and Year 5 has been in decline over the last three years.	There is inconsistency with the teaching of Mathematics across the school.	69.3% Parent/Caregivers agree that their child’s mathematics skills are being developed at this school. **	
Prioritise	When students regularly participate in structured numeracy blocks, then they will become numerate and all students (not on an ICP) will achieve at or above year level standard in Mathematics.				
	Curriculum Focussed	Pedagogically Effective	Professional Learning		
	Teachers and leaders can articulate what students need to know and do to be successful in English, Maths and Science. (Clarity)	Students participate in Modelled, Shared and Guided instruction building to Independence. (Gradual Release of Responsibility)	All teachers have access to differentiated instructional coaching to build capacity and high quality professional development.		
Develop and Plan	Professional Knowledge and Practice		Resourcing		
	<ul style="list-style-type: none">Leadership team research Mathematics Curriculum, and develop understanding of the proficiency strandsDevelop research based Numeracy Block templateInvestigate pre-test data collection toolsDevelop and present professional developmentInstructionally coach classroom teachers through collaborative inquiry		<ul style="list-style-type: none">Audit and invest in (where required) mathematical resources for all year levels (including digital resources)Provide opportunities for teachers and coaches to co-plan mathematics units		
Act		Principal	HOC	Master Teacher	STLaN
	PFD	Participate in professional development	Present professional development on identifying components of the Mathematics Curriculum, Pre-assessment tasks and Numeracy Blocks		
	Term 1	Lead co-reflect session with leadership team fortnightly.	Lead collaborative enquiry with Year 3 teacher.*	Lead collaborative enquiry with Prep and Year 2 teacher.*	Lead collaborative enquiry with Year 6, P/1 and 1/ 2 teachers.*
	Term 2	Lead co-reflect session with leadership team fortnightly.	Lead collaborative enquiry with Year 3/4 teacher.*	Lead collaborative enquiry with Year 1/2 and 2 teachers.*	Lead collaborative enquiry with Year 5, 5/6 and 6 teachers.*
	Term 3	Lead co-reflect session with leadership team fortnightly.	Lead collaborative enquiry with Prep teacher.*	Lead collaborative enquiry with Year P/1 and 1/2 teacher.*	Lead collaborative enquiry with Year 2, 3 and Year 3/4 teachers.*
	Term 4	Lead co-reflect session with leadership team fortnightly.	Lead collaborative enquiry with Year 2 teacher.*	Lead collaborative enquiry with Prep and P/1 teacher.*	Lead collaborative enquiry with Year 5 and 5/6 teachers.*
Review	Level of Achievement Data		NAPLAN Data	Observations	
	Term 1 and Term 2				
	Week 10			Week 5	
	100% of students P, P/1, 1/2, 2, 3 and 6 achieving benchmark in mathematics. 100% of all students improving on pre-test.			Years P, P/1, 1/2, 2, 3 and 6 teachers moving towards interdependence (Classroom Observation)	
				Week 10	
				Years P, P/1, 1/2, 2, 3 and 6 teachers working interdependently (Classroom Observation)	
	Term 3 and Term 4				
	Week 10			Week 5	
	100% of students achieving benchmark in mathematics. 100% of all students improving on pre-test.			Years 3/4, 5 and 5/6 teachers moving towards interdependence (Classroom Observation)	
			Week 10		
			All teachers working interdependently (Classroom Observation)		
Monitoring and Maintaining					
<ul style="list-style-type: none">100% of students achieving benchmark in mathematics.100% of all students improving on pre-test.100% of Parent/Caregivers agree that their child’s Mathematic skills are being developed at this school, on the School Opinion Survey.		All students meeting national minimum standard in Numeracy.	All teachers working interdependently (Classroom Observation)		

*Refer to Central State School's Collaborative Enquiry Overview

** Strongly agree and agree combined %

Responsible Behaviour Plan for Students

Scan and Assess	School Opinion Survey Data		School Disciplinary Absences		Observations	
	69.3% of Parent/Caregivers* and 83.9% of students believe behaviour is well managed.		The school has a SDA rate of 8.1, below the state average of 16.5.		School staff inconsistently follow the whole school behaviour management plan.	
Prioritise	When teachers consistently imbed the 10 essential skills for behaviour management within the classroom, then the rate of off task and disruptive behaviour will decrease.					
	Supportive and Inclusive		Collegial Partnerships		Professional Learning	
	Proactive and reactive behaviour management strategies are embedded consistently by all staff.		The leadership team fosters the working relationship within teaching cohorts, providing opportunities to meet and work together.		All teachers receive regular feedback through data conversations, classroom observations and walkthroughs.	
Develop and Plan	Professional Knowledge and Practice			Resourcing		
	<ul style="list-style-type: none">Develop professional development for whole staff including building staff's understanding of the classroom profiling framework and Play is the Way behaviour program.Develop leadership team and staff's data literacyDevelop Teachers' skill and knowledge to become proficient classroom profilers.			<ul style="list-style-type: none">Classroom profiler released (minimum once per term, per class) to conduct and review classroom profile.Allocate each class a Play is the Way manual.Provide release time and training to in service staff.		
Act		Principal	Classroom Profiler		Classroom Teachers	
	PFD	<ul style="list-style-type: none">Participate in Essential Skills for Behaviour Management.Play is the Way refresher course for staff.	<ul style="list-style-type: none">Present Essential Skills for Behaviour Management		Participate in Essential Skills for Behaviour Management	
	Terms 1-4	<ul style="list-style-type: none">Analyse whole school data to determine focus for next term. Present findings to staff termly, with classroom profiler.Acknowledge and inform parents/carers/community through use of social media and newsletter positive play is the way behaviours.	<ul style="list-style-type: none">Profile one classroom per week (including discussion on results).Collate whole school data termly. Present findings to staff termly, with principal.		<ul style="list-style-type: none">Have classroom profiled once a term (including discussion on results with classroom profiler).Record and reward star of the week on parade and on Oneschool.	
Review	School Opinion Survey		School Disciplinary Absences		Observations	
	Term 1					
			Week 10		By Week 10	
			The school has a SDA rate below the state average. (School Data Profile)		100% of teaching staff participated in classroom profiling.	
	Term 2					
	Week 10		Week 10		By Week 10	
	Informal opinion survey show 100% of staff, students and parents believe behaviour is managed appropriately.		The school has a SDA rate below the state average. (School Data Profile)		100% of teaching staff classroom profile shows improvement from previous term.	
	Term 3					
			Week 10		By Week 10	
			The school has a SDA rate below the state average. (School Data Profile)		100% of teaching staff classroom profile shows improvement from previous term.	
	Term 4					
	Week 10		Week 10		By Week 10	
100% of staff, parents and students believe behaviour is well managed on the School Opinion Survey.		The school has a SDA rate below the state average. (School Data Profile)		100% of teaching staff classroom profile shows improvement from previous term.		

* Strongly agree and agree combined %

Attendance	
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Scan and Assess	Attendance Data		Absentee Data		Absentee Reason Data	
	The whole school attendance rate is approximately 87%, including the indigenous student rate of 81%.		Indigenous students make up 28% of the student population, but make up 54% of students below 94% attendance.		47% of absenteeism in unexplained on OneSchool.	
Prioritise	When the entire school staff intentionally engage families of students with low attendance, then the attendance rate of those students will increase.					
	Supportive and Inclusive			Community Relationships		
	<ul style="list-style-type: none">Create a shared understanding of the importance of attendance with all stakeholders.			<ul style="list-style-type: none">Advertise positive messages to promote ‘Everyday Counts’ through the use of social media, newsletter, attendance board, parade.		
Develop and Plan	Professional Knowledge and Practice			Resourcing		
	<ul style="list-style-type: none">Develop and update Mount Isa Central SS Attendance Policy in consultation with all staff.Provide professional learning to new and relief staff in relation to roll marking and attendance policy.			<ul style="list-style-type: none">Implement new SMS system to notify parents/carers of absences or late attenders.Classroom and Individual Classroom Attendance Trackers introduced.		
Act		Principal	Administration	Classroom Teacher	Assistant Teacher	
	PFD	Provide professional development regarding roll marking and updated, new policies in relation to attendance				
	Daily	Ensure all staff are consistent in practices and procedures	Ensure rolls marked by 8:45am and 1:45pm	Positive encouragement to students for attending		
	Weekly	Embed attendance policy and practices on parade Reward 100% attenders in each class with raffle prize Acknowledge highest whole class attendance at parade	Low attendance letters sent home when required	Contact with parents/carers to follow up on non-attendance	Ensure all ATSI students are at school or accounted for	
	Termly	Acknowledge and reward whole class term attendance at parade	Positive communication home to students who achieve 93% and higher through the use of the postcard award			
	End of Year	Celebration for those students who achieved 93% and higher				
Review	Level of Achievement Data			Observations		
	Term 1			At the end of Semester 1, review and update if required Attendance Policy and practices.		
	<ul style="list-style-type: none">100% of student will have 93% attendance rate or better					
	Term 2					
	<ul style="list-style-type: none">100% of student will have 93% attendance rate or better					
	Term 3			At the end of Semester 2, reflect and embed the Attendance Policy.		
	<ul style="list-style-type: none">100% of student will have 93% attendance rate or better					
	Term 4					
	<ul style="list-style-type: none">By the end of the year, 100% of student will have 93% attendance rate or better					

Quality Teaching and Learning

Scan and	Level of Achievement Data		NAPLAN Data			
	82% achieving a C or better for English 85% achieving a C or better for Mathematics		Below NMS for Numeracy in Years 3 and 5 NAPLAN Below NMS for Reading in Year 5			
Prioritise	When teachers use the Collaborative Enquiry approach and establish high expectations, improved outcomes for all learners will be achieved.					
	Curriculum Focussed		Pedagogically Effective		Professional Learning	
	<ul style="list-style-type: none">Teachers and leaders can articulate what students need to know and do to be successful in English, Maths and Science. (Clarity).Teachers and leaders use what students already know and can do when planning instruction. (Evidence Driven Instruction)		Students participate in Modelled, Shared and Guided instruction building to Independence. (Gradual Release of Responsibility)		<ul style="list-style-type: none">All teachers have access to differentiated instructional coaching to build capacity and high quality professional development.The leadership team focuses on building staff capacity to lead, providing opportunities to progress through the AITSIL framework.Teachers have the opportunity to watch others work.	
Develop and Plan	Professional Knowledge and Practice		Resourcing			
	<ul style="list-style-type: none">Teachers to utilise the AITSL self-reflection tool to identify and develop their PDPP.Regular staff, year level cohort and leadership meetings assist in identifying the curriculum and literacy demands of ACARA and C2C resources to inform instruction.Teachers are provided professional development of the Gradual Release of Responsibility teaching model to implementation in their classroom.Implementation of Pre-tests by classroom teachers to identify learning misconceptions with Number and Algebra.Introduce Warm-ups using pre-test data to design authentic and targeted learning.		<ul style="list-style-type: none">Teachers are released from class to co-plan and co-reflect with HOC, STLAN and Master Teacher Coaches.Lead teachers are released and trained to become Teacher Mentors and Coaches of the Instructional Coaching Cycle.Utilising HOC, Master Teacher and STLaN to Model and Co-teach to improve teacher capacity.			
Act		Principal	HOC	Master Teacher	STLaN	Staff
	Term 1	Lead co-reflect session with leadership team fortnightly. Lead PDPP process with staff Conduct data meetings with staff twice per term	Co-plan and co-reflect with classroom teachers at least twice per term on a Wednesday - English	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	AITSL self-reflection tool Create PDPP
	Term 2	Lead co-reflect session with leadership team fortnightly. Review PDPP with staff Conduct data meetings with staff twice per term	Co-plan and co-reflect with classroom teachers at least twice per term on a Wednesday - English	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Revisit PDPP
	Term 3	Lead co-reflect session with leadership team fortnightly. Review PDPP with staff Conduct data meetings with staff twice per term	Co-plan and co-reflect with classroom teachers at least twice per term on a Wednesday - English	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Review PDPP
	Term 4	Lead co-reflect session with leadership team fortnightly. Complete PDPP with staff Conduct data meetings with staff twice per term	Co-plan and co-reflect with classroom teachers at least twice per term on a Wednesday - English	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Lead Collaborative Enquiry for Mathematics – refer to Mathematics Strategy for Terms 1-4	Finalise PDPP
Review	Level of Achievement Data		NAPLAN Data			
	Semester 1					
	100% achieving a C or better for English. 100% achieving a C or better for Mathematics. 100% achievement on School pre-test (every term).					
	Semester 2					
	100% achieving a C or better for English. 100% achieving a C or better for Mathematics. 100% achievement on School pre-test (every term).			<ul style="list-style-type: none">At or above NMS for Numeracy in Years 3 and 5 NAPLANAt or above NMS for Reading in Year 5		
	Monitoring and Maintaining					
	100% of classrooms implementing and using pre-test data to align warm-ups.					

*Refer to Central State School's Collaborative Enquiry Overview

Productive Partnerships

Scan and Assess	Level of Achievement Data		School Opinion Survey Results	
	<ul style="list-style-type: none">Low attendance rates in P&C Association.Limited input from parents/carers in classroom support.Limited access to community members for school events.		<ul style="list-style-type: none">45.5% parent/ caregivers believe the school provides useful information online.*53.9% believe that the school asks for their input.*84.7% believe the school has a strong sense of community.*	
Prioritise	When parents, carers and community members are involved in the implementation of the curriculum, improved results of individual students will be achieved.			
	Supportive and Inclusive	Collegial Partnerships	Community Relationships	
	<ul style="list-style-type: none">The different cultures of students are included and celebrated in units across the curriculum and in special events throughout the year.	<ul style="list-style-type: none">The school has built productive partnerships with schools with the North Queensland Region, sharing effective practices.	<ul style="list-style-type: none">Communication between parents/carers and school staff is prioritised, and focuses primarily on student learning.A wide range of community members are involved in the students' learning.Parents/carers are actively encouraged to become involved in the classroom.	
Develop and Plan	Professional Knowledge and Practice	Resourcing		
	<ul style="list-style-type: none">Unite staff with a shared understanding and appreciation of cultural awareness and diversity through the use of our Indigenous Elders.	<ul style="list-style-type: none">Implement and initiate partnerships with an Adopt a Cop and PLO to provide students with positive role models within our community.Investigate the use of social media to promote and communicate student learning.Communicate with parent/ caregivers and the community through Newsletter, School Noticeboard and School Website.Release time for all teachers to co-plan and co-reflect with other schools.		
Act	Principal and Leadership Team	Classroom Teacher	ICT Teacher	PLU
	<ul style="list-style-type: none">Implement improvement strategies through communication at parades, open sessions, SMS notifications, newsletter, newspaper and social media.Continue to establish and maintain links with Community partnerships: Adopt-a-cop, PLO, School ChaplainLiaise with Elders, Families and Community members to plan NAIDOC Program that relates to our local environment.	<ul style="list-style-type: none">Introduction and regular information shared in Newsletter.Regular feedback/ communication home through use of term class newsletter, phone or email with parent/caregivers.Parent/Caregiver helpers are invited and encouraged to assist in the classroom.Moderation across the Mount Isa schools once per term.	<ul style="list-style-type: none">Update and maintain the school websiteInvestigate and implement social media communication platforms	<ul style="list-style-type: none">Crossing Cultures workshop for all staff.NAIDOC Celebrations.Collaboration with Rodeo Float and cultural events.
Review	School Opinion Survey Data		Observations	
	Semester 1			
			<ul style="list-style-type: none">High attendance of Parent/Caregivers at parades.Parent/Caregivers are regular helpers in classrooms.	
	Semester 2			
	<ul style="list-style-type: none">100% believe that the school asks for their input.*100% of Parent/Caregivers believe that the school keeps them informed.*100% believe the school has a strong sense of community.*		The school regularly uses social media, the website, SMS Notifications and newsletters to communicate to the community.	

*Parent/Caregivers that Strongly Agree/ Agree on School Opinion Survey

Learning Walls

Scan and Assess	ARD Walkthroughs		Observations	
	Inconsistencies with the quality of learning walls, including how the teachers and students use the walls.		The quality of learning walls has shown signs of decrease as a shift of focus occurs.	
Prioritise	When classroom teachers regularly receive feedback from their peers, the principal and the ARD on their learning walls, then the quality and use of the learning walls will continue to improve.			
	Curriculum Focussed	Professional Learning	Collegial Partnerships	
	Teachers make learning visible through the development and use of Learning Walls that build students' assessment literacy.	All teachers receive regular feedback through data conversations, classroom observations and walkthroughs.	The leadership team fosters the working relationship within teaching cohorts, providing opportunities to meet and work together.	
Develop and Plan	Professional Knowledge and Practice	Resourcing		
	<ul style="list-style-type: none">• Provide professional development on how to co-construct learning walls with teachers.• Additional support for new teachers to the school• Constructive feedback conventions	<ul style="list-style-type: none">• Pin-boards to be purchased to ensure all classrooms allow for learning walls• Physical consumable resources for creation of the learning walls• Camera or iPad for collection of data		
Act		Principal	Classroom Teacher	
	PFD	<ul style="list-style-type: none">• Present professional development to staff on learning walls, expectations and staff meetings.	<ul style="list-style-type: none">• Participate in professional development on learning walls.	
	Terms 1-4	<ul style="list-style-type: none">• Weekly walkthroughs and discussions.• Discussion with staff member presenting to whole staff, including focus.	<ul style="list-style-type: none">• Discuss learning walls during walkthroughs.• Present learning wall to staff once a term, and provide feedback to other staff on their learning walls.	
Review	Principal and ARD Walkthroughs			Observations
	Term 1			
	Learning walls consistently of high quality. Evidence of teacher and student co-construction of the wall.		Each classroom teacher, once a term, presents their data wall to staff. Staff co-reflect and provide feedback to teacher. Consistency across the school in the quality of the learning walls.	
	Term 2			
	Learning walls consistently of high quality. Evidence of teacher and student co-construction of the wall.		Each classroom teacher, once a term, presents their data wall to staff. Staff co-reflect and provide feedback to teacher. Consistency across the school in the quality of the learning walls.	
	Term 3			
	Learning walls consistently of high quality. Evidence of teacher and student co-construction of the wall.		Each classroom teacher, once a term, presents their data wall to staff. Staff co-reflect and provide feedback to teacher. Consistency across the school in the quality of the learning walls.	
	Term 4			
Learning walls consistently of high quality. Evidence of teacher and student co-construction of the wall.		Each classroom teacher, once a term, presents their data wall to staff. Staff co-reflect and provide feedback to teacher. Consistency across the school in the quality of the learning walls.		

Reading

Scan and Assess	Level of Achievement Data			NAPLAN Data	
	<ul style="list-style-type: none">82% achieving a C or better for English46% of Prep - Year 2 students not meeting Regional PM benchmarks.38% of student not meeting School reading age/probe benchmarks			<ul style="list-style-type: none">Below NMS for Reading in Year 5	
Prioritise	When teachers use the Four Lesson sequence, students will achieve school and regional benchmarks for Reading.				
	Curriculum Focussed		Pedagogically Effective		Professional Learning
	<ul style="list-style-type: none">Teachers and leaders can articulate what students need to know and do to be successful in English, Maths and Science. (Clarity).Teachers and leaders use what students already know and can do when planning instruction. (Evidence Driven Instruction)		<ul style="list-style-type: none">Students participate in Modelled, Shared and Guided instruction building to Independence. (Gradual Release of Responsibility)		<ul style="list-style-type: none">All teachers and teacher aides have access to instructional coaching (co-planning, co-teaching and co-reflecting) to build capacity and high quality professional development.Teachers have the opportunity to watch others work.
Develop and Plan	Professional Knowledge and Practice			Resourcing	
	<ul style="list-style-type: none">Provide Teachers and Teacher Aides with ongoing professional development.Continue to embed the School Reading Program			<ul style="list-style-type: none">In service new staff about the implementation of School wide reading program, through the use of Reading coach and Watching Others Work model.Guided reading blocks for classes.Finance Teacher aides for guided reading blocks, so student/teacher ratios are small to ensure focussed teaching and tangible lifts in learner performance, to reach benchmarks.	
Act		Principal	HOC	Reading Coach	STLaN
	Term 1	Weekly classroom walk throughs. Conduct data meetings with staff twice per term.	Provide continued professional development. Classroom walkthroughs (twice per term).	Upskill and develop new staff with School's Reading Model and Program. Model and Co-teach to improve teacher capacity in classrooms. Reading intervention with identified below benchmark students.	Reading intervention with identified below benchmark students.
	Term 2	Weekly classroom walk throughs. Conduct data meetings with staff twice per term. Review School Reading program.	Provide continued professional development. Classroom walkthroughs (twice per term). Review School Reading program.	Reading intervention with identified below benchmark students. Model and co-teach to improve teacher capacity in classrooms. Review School Reading program.	Reading intervention with identified below benchmark students. Review School Reading program.
	Term 3	Weekly classroom walk throughs. Conduct data meetings with staff twice per term.	Provide continued professional development. Classroom walkthroughs (twice per term).	Reading intervention with identified below benchmark students. Model and co-teach to improve teacher capacity in classrooms.	Reading intervention with identified below benchmark students.
	Term 4	Weekly classroom walk throughs. Conduct data meetings with staff twice per term. Review, reflect and revise School Reading program.	Provide continued professional development. Classroom walkthroughs (twice per term). Review, reflect and revise School Reading program.	Reading intervention with identified below benchmark students. Model and co-teach to improve teacher capacity in classrooms. Review, reflect and revise School Reading program.	Reading intervention with identified below benchmark students. Review, reflect and revise School Reading program.
Review	Level of Achievement Data		NAPLAN Data		Observations
	Semester 1				
	By the end of Semester 1, 100% of students to achieve: Prep: PM 3 Year 1: PM 10 Year 2: PM 18 Year 3: PM 23 Year 4-6: At Reading Age				Teacher Aides being effectively utilised in Guided Reading Groups. 100% of students engaged in successful learning. Four Lesson sequence template is used daily.
	Semester 2				
	100% of students at or above Regional benchmarks.		At or above NMS for Reading in Year 5		Teacher Aides being effectively utilised in Guided Reading Groups. 100% of students engaged in successful learning. Four Lesson sequence template is used daily.

*Refer to Central State School's Collaborative Enquiry Overview