



# 2016 Annual Implementation Plan

## Julia Creek State School



### Key Priorities for 2016

- **Reading:** Explicit teaching of reading addressing decoding and comprehension strategies
- **Numeracy:** Develop a whole school mathematics framework which aligns with the Australian Curriculum with a focus on comprehending problem solving and mental computation
- **Student outcomes:** Improvement in student academic achievement through targeted intervention and principal support based on short term data cycles
- **Staff capacity:** Building capacity in reading, writing and numeracy pedagogy through classroom observations, feedback and coaching
- **Attendance:** Raising community awareness through 'Every day counts' strategies.

### State and Regional Priorities

#### 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 2016

- 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.

### Documents attached include

- The Budget Overview Report

### Certification

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

Principal

P and C/ School Council

Assistant Regional Director

**SUCCESSFUL LEARNERS**  
*'Successful Learners'*

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence			
		Description	Target	Date					
Implement the Australian Curriculum	Continue to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of Technology and The Arts.	Staff implement the Australian Curriculum by adapting / adopting C2C units	All	Continuous	Principal	LOA Data, NAPLAN 2015 – Reading			
		LOA data - C or higher in English, Maths and Science	≥ 80% (2/3 students)						
		Year 3 Students achieving NMS in NAPLAN Reading in 2015	≥80% (4/5 students)						
		Year 5 Students achieving NMS in NAPLAN Reading in 2015	≤100% (3/3 students)						
		Year 3 Students in U2B in NAPLAN Reading in 2015	≥40% (2/5 students)						
		Year 5 Students in U2B in NAPLAN Reading in 2015	≥66% (2/3 students)						
		School Curriculum Plan	Implemented				Term 1	Principal	School Curriculum Plan
		Assessment and Data Analysis Plan implemented	All classrooms				Term 2	Principal and teachers	Assessment and Data Analysis Plan
		Staff participated in PD	All				Ongoing	Principal and teachers	PD register, agenda, minutes

Investigate and implement strategies for improving reading, writing and numeracy outcomes.	Continue to embed the whole school reading framework.	Reading framework	Embedded	Term 1-4	Principal and teachers	School Reading Framework, Lesson observation record
<p>Purchase new home reading resources and update tracking sheets.</p> <p>Continue to use Sheena Cameron Comprehension Strategies to support teaching of Australian Curriculum and reading.</p> <p>Embed the use of the Lexile Reading Framework for students in Years 2-7.</p>	<p>Regional Regression Analysis Indicators Prep – Level 8 Year 1 – Level 16 Year 2 – Level 20</p> <p>LOA data - C or higher in English, Maths and Science</p> <p>Year 3 Students achieving NMS in NAPLAN Reading in 2015</p> <p>Year 5 Students achieving NMS in NAPLAN Reading in 2015</p> <p>Year 3 Students in U2B in NAPLAN Reading in 2015</p> <p>Year 5 Students in U2B in NAPLAN Reading in 2015</p>	<p>≥85%</p> <p>≥ 80%</p> <p>≥80% (4/5 students)</p> <p>100% (3/3 students)</p> <p>≥40% (2/5 students)</p> <p>≥66% (2/3 students)</p>	<p>Term 4</p>	<p>Principal, Teaching staff</p>	<p>Student reading level tracking sheet LOA Data, NAPLAN</p>	
<p>Analyse student diagnostic testing results to identify specific areas for improvement in reading, writing and numeracy.</p>	<p>Students' Action Plans</p>	<p>Completed Enacted</p>	<p>Term 1 Term 2-4</p>	<p>Principal</p>	<p>Student Action Plan</p>	
<p>Conduct one short term data cycle (STDC) every five weeks, focussing on improving an identified strategy/skill from reading, writing or numeracy.</p>	<p>Teachers using STDC in reading, writing and numeracy regularly</p>	<p>All</p>	<p>Term 1-4</p>	<p>Principal, Teaching Staff</p>	<p>Student data analysis sheets, Reading bookmarks</p>	
<p>Implement strategies from Investing for Success (IAS) document to improve student outcomes.</p>	<p>Performance measures listed in IAS document.</p>	<p>All measures achieved</p>	<p>Term 4</p>	<p>Principal</p>	<p>Principal</p>	

	Create a whole school mathematics program.	Mathematics framework	Developing Implement	Term 1,2 Term 3,4	Principal	School Mathematics Framework
Research a sustainable whole school social skilling program	Implement You Can Do It program	SOS Parent Item S2032 – <i>This school has a strong sense of community.</i>	Maintain 100%	Term 4	Principal Principal, Teachers Chaplin	SOS Parent Item S2032

**GREAT PEOPLE**  
**'Teaching Quality' and 'Principal Leadership and Performance'**

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Embed Pedagogical Framework into curriculum documents instilling high expectations for our students.	Embed the school's Pedagogical Framework (Dimensions of Teaching & Learning / Gradual Release of Responsibility) which articulates the school's approach to teaching. Unpack and discuss Pedagogical Framework at regular curriculum/staff meetings	Pedagogical Framework	Embedded	Term 1-4	Principal	JCSS Pedagogical Framework
Develop and implement an expert teaching team through PD, coaching and research.	Embed classroom observations, modelling of lessons (reading, writing and numeracy) and feedback/coaching sessions.  <u>Modelling of lessons</u> Principal for 3-6 Teacher Principal for P-2 Teacher 3-6 Teacher for P-2 Teacher P-2 Teacher for 3-6 Teacher  <u>Observations</u> Principal of P-2 Teacher Principal of 3-6 Teacher 3-6 Teacher of Principal P-2 Teacher of Principal	SOS Item S2086 – <i>I have access to quality PD.</i>	Maintain 100%	Term 4	Principal	SOS- Staff Item S2086
		Lesson modelling completed and feedback provided	Modelled and Lesson Feedback	From Weeks 4-6 each term	Principal, Teaching staff	NQR Observation tracking tool, NQR Lesson observation feedback tool PD Register, SOS- Staff Item S2071- / receive useful feedback about my work at this school
		Lesson observation completed and feedback provided	Modelled and Lesson Feedback	From Weeks 4-6 each term	Principal, Teaching staff	

	Continue to visit other schools (Mount Isa and Townsville schools) and observe classroom lessons	Visits completed by Principal Visits completed by Teachers Visits completed by Teacher-aides	1 per term 1 per sem. 1 per sem.	Term 1-4	Principal, Teachers Teacher-aides	PD Register, Staff Developing Performance Framework
Network with cluster schools.	Engage in PLC meetings to access information and experience from cluster principals, CAPS and ARD	Meeting attendance	100%	Continuing		
Support school, regional and strategic improvement agenda with professional development in areas such as reading, writing, mathematics, ICT and internal monitoring processes and analysis of data.	Teaching staff attend quality PD, based on the Annual Performance Review and Professional Standards for Teachers.  Non-teaching staff attend quality PD, based on their Developing Performance Framework.  Investigate opportunities for P-2 Teacher Aide to complete Teacher Aide certification.	SOS Item S2086 – I have access to quality PD.	Maintain 100%	Term 4	Principal	SOS- Staff Item S2086
Develop performance of areas identified in PP&DP	Engage in professional learning activities related to the following PPD items: - Leading Teaching and Learning - Developing Self and Others - Leading innovation and change  Engage in coaching from CAPs, Capability officer, Principal Supervisor, ARD, PLC members	APR  PD attended and documented	Developed Reviewed Completed  APR updated	Term 1 Term 2, 3 Term 4  Continuing	Principal, ARD  Principal	PP&DP
Embedded Developing Performance Framework for all staff based on school priorities and individual needs.	Develop performance plans for all teachers and that identify PD needs which are aligned with school priorities i.e. reading, writing and numeracy.  Implement Australian National Professional Standards for Teachers (APST) within performance development plans.	Annual Performance Review (APR) and Developing Performance Framework (DPF) documents aligned  APR and DPR documents	All  Developed Reviewed Completed	Term 1  Term 1 Term 2 Term 4	Principal, Teacher aides AO2, Cleaner	Developing performance framework AITSL National Professional Standards for Teachers,  APR and DPF

	Develop performance plans for all support staff that identify PD needs which are aligned with school priorities.						documents
Develop, document and embed school policies – PLC and school based.	<p>Create school policies using DETE templates located in the Policy and Procedure Register</p> <p>Policies to create will include:</p> <ul style="list-style-type: none"> <li>• School leader expectations</li> <li>• Playground rules for students</li> <li>• Signing in, signing out and leaving school grounds procedures for staff</li> <li>• Purchasing procedures</li> <li>• Leave application procedures</li> <li>• Update Emergency Response Plan</li> </ul>	School based policies written and uploaded to Julia Creek One Portal team site.	Draft Completed Uploaded	Term 1 Term 2 Term 2	Principal	Policy documents	
Review and embed the induction program for all new staff.	Update induction program for all staff based on DETE template.	Staff induction program	Reviewed Completed	Term 1 Term 3	Principal	JCSS Staff induction program	
Develop Mentor Program for New and Beginning Teachers	Build a Mentor Program that for new and beginning teachers to achieve full registration	Mentor Teachers Program	Develop Completed	Term 1-3 Term 4	Principal	JCSS Mentor Beginning Teachers Program	

**HIGH STANDARDS**  
**'School Performance'**

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Analyse school data to inform classroom pedagogy and decision making.	Embed the whole school Assessment and Data Analysis Plan as an appendix to the curriculum plan. Assessment plan to include protocols for moderation of C2C units.	Assessment Overview	Revised & Implemented Embedded	Term 1 Term 2-4	Principal	Curriculum Plan Assessment and Data Analysis Plan
	Continue to create and use One School assessment schedule (mark book), based on whole school plan	One School Assessment Schedule (mark book)	Created Implemented Embedded	Term 1 Term 1-4 Term 4	Principal, Teaching staff	One School Mark Book
	Update and maintain the whole school data wall as per Sharratt's 'Putting faces on the data'.	Data wall utilised by staff	All	Continuous	Principal, All staff	Data wall.
	Discuss findings of short cycle data during weekly curriculum meetings.	Modified classroom planning and pedagogy based on cycle data.	100% of teaching staff engaged in data discussions	Term 2	Principal, Teaching Staff	
Focus on Individual Learning Plans where necessary and review differentiation practices for all students.	Case manage students: <ul style="list-style-type: none"> <li>with LOA data less than C in English, Maths and Science.</li> <li>who are at risk of not meeting Regional Regression Analysis Indicators</li> <li>who have an attendance rate <math>\leq</math> 85%</li> </ul>	Students identified for support are case managed.	All	Continuous	All staff	Student support plan

**ENGAGED PARTNERS**

*'Regional Support' and 'Local Decision Making'*

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Maintain strong partnerships with the McKinlay Shire Council and other industries within the community.	<p>Continue to collaborate with McKinlay Shire Council (MSC) and Mount Isa School of the Air (MISOTA) to provide a delivery model for providing education to Year 7 – 10.</p> <p>Adhere to and carry out the requirements of the Julia Creek learning facility agreement.</p> <p>Participate as an active member of the management committee.</p>	Julia Creek Learning Facility	Operating effectively	Term 1-4	Principal	<p>Minutes from Management Committee meetings</p> <p>Newsletter, website stories</p>
	Participate as an active member of the management committee.	Meetings attended	100%	Continuing	Principal	Meeting minutes
	Continue working with the Julia Creek Kindy to provide a seamless transition from Kindy into Prep.	Kindy students participated in transition program	100%	Term 4	Principal, P-2 Teacher Kindy Director	Newsletter, website stories
Incorporate links with other agencies to ensure improved wellbeing, health and safety of all students.	Continue to collaborate with officers from Queensland Police Service, Queensland Ambulance Service and Queensland Rural Fire Service to deliver a unified social safety program. E.g. Adopt-a-cop, Triple Zero Club, Community Health Nurse	SOS Parent Item S2032 – <i>This school has a strong sense of community.</i>	Maintain 100%	Term 4	Principal, QPS & QAS officers	Presentation materials prepared by QPS and QAS officers
Ensure strong focus on attendance by developing an 'Attendance Policy' to ensure there are future positive	Creation and implement an Action Plan to monitor and minimise absenteeism and the accuracy of unexplained absences.	Attendance Action Plan	Developed Implemented Embedded	Term 1 Term 2 Term 2-4	Principal	Attendance Action Plan, Community Partnership



rewards for good attendance.	Implement additional strategies: <ul style="list-style-type: none"> <li>• Parade awards</li> <li>• Newsletter articles</li> <li>• 1:1 parent/teacher conversations</li> </ul>	Attendance rate	From 89.9% in 2015 to ≥ 92.7% in 2016	Term 1-4		iDevice App, School Newsletter, OneSchool performance dashboard.
Continue to update the Responsible Behaviour Plan for Students with recommendations from the Discipline Audit to ensure a common understanding amongst staff regarding expected behaviours, processes and consequences.	<p>Include Audit recommendations in Responsible Behaviour Plan for Students</p> <p>Implement school-wide positive reward/recognition program which includes:</p> <ul style="list-style-type: none"> <li>• “Superstar” (Gotcha) slips to recognise positive behaviour</li> <li>• Classroom rewards</li> <li>• Parade awards</li> <li>• One School records</li> </ul>	Audit recommendations	Implemented	Term 1-4	Principal	
		SOS Parent Item S2002 – <i>My child feels safe at this school.</i>	Maintain 100%	Term 4		SOS Parent Item S2002
		SOS Parent Item S2008 – <i>Teachers at this school treat students fairly.</i>	From 80% in 2015 to 90% in 2016			SOS Parent Item S2008
		SOS Parent Item S2012 – <i>Student behaviour is well managed at this school.</i>	Maintain 100%			SOS Parent Item S2012
		SOS Student Item S2037 – <i>I feel safe at this school.</i>	From 78% in 2015 to 100% in 2016			SOS Student Item S2037
		SOS Student Item S2041 – <i>Teachers at my school treat students fairly</i>	From 78% in 2014 to 90% in 2015			SOS Student Item S2041
		SOS Parent Item S2038 – <i>My teachers motivate me to learn</i>	Maintain 100%			SOS Student Item S2038
Renew and continue to update the school website and app.	Creation of Action Plan to monitor and maximise information published on school website and QSchools App	Communication Action Plan	Developed Implemented Embedded	Term 1	Principal	Action plan

	Implement additional strategies which include: <ul style="list-style-type: none"> <li>• Publishing school notifications</li> <li>• Updating news feed regularly</li> <li>• Updating calendar events regularly</li> <li>• Uploading current forms and documents</li> <li>• Uploading weekly school newsletter</li> </ul>	SOS Parent Item S2029 – <i>The school provides useful information online</i>	From 75% in 2015 to 90% in 2015	Term 4		SOS Parent Item S2029
Continue to strengthen community relationships by embedding strong links within the community	Continue to host community centred activities that include: <ul style="list-style-type: none"> <li>• Under 8's Day</li> <li>• Anzac Day ceremony</li> <li>• Remembrance Day ceremony</li> <li>• NAIDOC Day</li> <li>• Biggest Morning Tea</li> </ul> <p>Continue to collaborate with community members involved in Dirt and Dust activities.</p> <p>Create a Closing the Gap Strategy Plan which focuses on reading and attendance.</p>	SOS Parent Item S2032 – <i>This school has a strong sense of community.</i>	Maintain 100%	Term 4	Principal, Teaching staff	SOS Parent Item S2032
Engage Indigenous school members through the Closing the Gap Strategy and intervention where required	Review the Learning and Wellbeing Framework. <p>Create a Junior Secondary Transition Plan</p>	Closing the Gap Strategy Plan	Developed Implemented Embedded	Term 1 Term 2 Term 2-4	Principal	Closing the Gap Strategy Plan
Implement and embed 'Learning and Wellbeing' Framework.	Review the Learning and Wellbeing Framework. <p>Create a Junior Secondary Transition Plan</p>	Learning and Wellbeing Framework.	Developed Implemented Embedded	Term 1 Term 2 Term 2-4	Principal	Learning and Wellbeing Framework.
Implement a transition to Junior Secondary Plan.	Review the Learning and Wellbeing Framework. <p>Create a Junior Secondary Transition Plan</p>	Junior Secondary Transition Plan	Developed Implemented Embedded	Term 1 Term 2 Term 2-4	Principal	Junior Secondary Transition