



## Successful Learners ~ Reading

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p><b><u>Know your learners:</u></b> Analyse student data regularly to monitor progress, guide teacher practise and prompt early intervention.</p> <p>Build data literacy skills of staff members to enhance teacher capacity to input, manipulate and interpret data to identify trends.</p>	<p>Collect weekly STARS &amp; CARS reading comprehension data and display in Student Portfolios.</p> <p>Collect PM &amp; PROBE levelled reading data in five weekly cycles and display on Classroom and School Reading Walls.</p> <p>Collaboratively analyse and discuss reading data including the School Data Profile, LOA and NAPLAN to inform future intervention and teaching strategies.</p>	Student Portfolios embedded across P-6	100% of students	Term 1	Teachers Principal Staff	P-6 Student Portfolios
		Reading Data Walls established in classrooms and school.	100% of classrooms	Term 2		Classroom and Whole School Reading Data Walls
		Reading Data Discussions embedded as part of Weekly Staff Meeting.	100% of Staff Meetings	Term 1		Staff Meeting Minutes
		Staff actively participating in Data discussions and updating data walls in 5-weekly cycles.	100% of Staff			
<p><b><u>Meet your learners' needs</u></b> Cater for individual student's academic, social and emotional needs.</p> <p>Develop a school-wide case management approach to identify students who may require additional support.</p>	<p>Develop Student Reading Goals each term aligned with the SMART goal process.</p> <p>Analyse LOA and other diagnostic data to identify ICP students and collaboratively work through ICP process with stakeholders.</p>	Students can articulate personal Reading goals. Reading Goals are displayed.	100% of Students.  100% of Classrooms	Term 3		Reading Goals displayed. JCSS Pedagogical Framework.
		Students achieving 'C' or better in English.	80% of Students	Term 1-4		LOA
		Students in Years 3 & 5 achieving NMS or better in NAPLAN Reading	100% of Students	Term 2		NAPLAN
		Students in Years 3 & 5 achieving attaining MSS comparable to the Nation	100% of Students	Term 2		NAPLAN

## Teaching Quality ~ Reading

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<p><b><u>Professional Knowledge</u></b></p> <p>Develop a deep understanding of the P-12 curriculum, assessment and reporting framework.</p> <p>Use a deep understanding of the Australian Curriculum to adopt and adapt the Curriculum into the Classroom (C2C) materials to suit the school context.</p>	<p>Collaboratively develop and embed a Whole School Assessment Schedule as part of the WSCARF to drive what is being assessed and when.</p> <p>Continue to embed the ICC (Instructional Coaching Cycle) across P-6 learning areas (including Reading).</p> <p>Develop 'Assessment Ready' students by working alongside staff to create curriculum alignment tables for each unit.</p>	Assessment Schedule developed and embedded in WSCARF.	100% of Staff involvement	Term 2	Teachers Principal	WSCARF
		Coaching, observation and feedback cycle is embedded.	100% Staff involvement	Term 1-4		JCSS Pedagogical Framework
		Learning Walls embedded across KLA's.	100% of classrooms	Term 1-4		Learning Walls Visible
		Students achieving an A-C in English.	80% of students in P-6	Term 1-4		English LOA Data
<p><b><u>Professional Practice:</u></b></p> <p>Improve students' literacy achievement in all learning areas.</p>	<p>Develop a consistent and collaborative whole school pedagogical approach for the explicit teaching of Reading.</p> <p>Explicitly teach comprehension strategies using STARS &amp; CARS during targeted comprehension lessons.</p>	<p>Reading Framework embedded.</p> <p>Students reading in every lesson every day.</p> <p>Weekly comprehension tasks</p>	<p>100% staff collaboration</p> <p>80% of students</p> <p>&gt;80% achievement</p>	<p>Term 2</p> <p>Term 2</p>	Teachers Principal Staff	<p>Reading Framework</p> <p>Student Portfolios</p> <p>Reading Data Walls</p>

	<p>Explicitly teach decoding strategies to students during structured Guided Reading sessions using the Explicit Instruction and ELR teaching sequence.</p> <p>Enrol Year 3 &amp; 5 and Year 2 &amp; 4 students in Impact Projects (Mind Reader) delivered by Brisbane School of Distance Education.</p>		>80% of students in Yrs P-6 achieving a C or higher in English			<p>English LOA Data</p> <p>NAPLAN</p> <p>PM/PROBE</p> <p>Learning Walls</p> <p>IMPACT Reports</p>
<p><b><u>Professional Engagement</u></b></p> <p>Support career and capability development</p>	<p>Provide opportunities for teachers to engage in PLC's and moderation of student learning and assessment.</p> <p>Provide PD to staff in alignment with the EIA of Reading.</p>	<p>Staff are able to articulate the EIA and work toward goals.</p> <p>Staff participate in PLC's and moderation of student learning, including school visits.</p> <p>Staff participated in PD aligned with EIA ~ Reading.</p>	100% of staff	Term 1-4	Teachers Principal	<p>PPDP</p> <p>EIA</p> <p>PD Register</p> <p>JCSS PD Plan</p>

## School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<p><b><u>Know your Data</u></b></p> <p>Engage in data conversations and analysis regularly to assess student learning</p>	<p>Continue to utilise the One School Assessment Schedule and mark book to record diagnostic data for all students, starting with PM and PROBE data.</p> <p>Update and maintain the whole school data wall at 5-weekly intervals.</p> <p>Case manage students with: LOA data below a 'C' in English Attendance less 85%</p>	<p>Teaching staff confident in entering PROBE &amp; PM Reading data into One School.</p> <p>Up to date Data Walls utilised by staff.</p> <p>ICP's recorded in One School for identified students.</p>	<p>100% of Staff</p> <p>100% of students identified</p>	<p>Term 1-4</p> <p>Term 1</p>	<p>Principals</p> <p>Teachers</p>	<p>One School Reports</p> <p>Data Walls</p> <p>ICP – One School</p> <p>Student Portfolios</p>

	Establish a common data collection methodology for classroom teachers to use to record student learning outcomes.	Data Collection system embedded and accessible to all staff				
<p><b><i>Know your strategies</i></b></p> <p>Share successful practice across classrooms to ensure better outcomes for students.</p> <p>Work collaboratively within and across schools to improve performance.</p>	<p>Engage staff in collegial observation, coaching and feedback cycles to decrease variability between classrooms and share successful practices.</p> <p>Engage with PLC's, including the Western Alliance to moderate student assessments to ensure consistency of judgements</p>	<p>SOS S2103 <i>This school encourages coaching and mentoring activities</i></p> <p>Termly moderation meetings with PLC</p>	<p>&gt;87.5% staff agreement</p> <p>100% Staff Participation</p>	<p>Term 4</p> <p>Term 3</p>	<p>Principal Teachers</p>	<p>Pedagogical Framework</p> <p>SOS S2103</p> <p>Staff Meeting Minutes</p>

### Leadership Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<p>Build a shared belief that all students can learn and all teachers can teach.</p> <p>Be an instructional leader.</p>	<p>Initiate Professional Readings at the commencement of weekly staff meetings, focusing on developing a 'growth mind set'</p> <p>Embed Daily learning walks in P-6 classrooms, asking 5 critical questions to assess student understanding.</p> <p>Continue to embed and refine the Instructional Coaching Cycle across both classrooms.</p> <p>Celebrate Staff and student achievements and milestones by providing regular formal and informal feedback and public recognition.</p>	<p>Teachers teaching to the "A" standard.</p> <p>Students are assessment literate.</p> <p>Line of sight between AC and assessment is achieved and visible on classroom learning walls.</p> <p>SOS S2106 <i>This school celebrates staff achievements.</i></p>	<p>100% of Teaching Staff</p> <p>≥ 80% of students in Years P-6 at C or above in English</p> <p>≥ 87.5% staff agreement</p>	<p>Ongoing</p>	<p>Principal</p>	<p>Learning Walls</p> <p>Student Portfolios</p> <p>SOS S2106</p>

## Regional Support' and 'Local Decision Making

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p><b><u>Develop Consistency</u></b></p> <p>Build a shared knowledge of the school's curriculum documentation to establish an understanding of the expectations for teaching and learning</p> <p>Build a cohesive team with roles and responsibilities evolving according to strengths</p>	Collaboratively review and continue to embed the whole school curriculum assessment and reporting framework.	Vertical alignment of curriculum documents and line of sight achieved.	ALL	Term 1-4	Teachers Principal All Staff	JCSS Whole School Curriculum Framework
	Collaboratively review, update and embed the Whole School Reading Framework					JCSS Reading Framework
	Collaboratively review, update and continue to embed the Responsible Behaviour Plan and align and embed an agreed social skills program.	RBP and Social Skills program aligned and fully embedded.  SOS S2012 <i>Student behaviour is well managed at this school</i>	≥ 80% staff, parent, student agreement	Term 4		JCSS Responsible Behaviour Plan SOS
	Engage staff in reflection of AIP and evaluate measureable improvement using the National School Improvement Tool (NSIT) during staff meetings  Engage with regional personnel to provide opportunities for classroom teachers to share curriculum planning and development processes to highlight best practice	Staff can articulate EIA and improvement strategies	100% of Staff	Term 4	All Staff	EIA Staff Meeting Minutes Professional Development Plan
<p><b><u>Create Partnerships</u></b></p> <p>Promote the school, its programs and achievements to the wider community within and beyond Julia Creek.</p>	<p>Continue to develop and embed strong partnerships with parents the McKinlay Shire Council, MISOTA and the wider community.</p> <p>Continue to involve the Open Learning Centre with school based activities including Arts Councils, MCKISSA sporting events, ANZAC Day, Remembrance Day, NAIDOC Week, Homework Club and the biggest morning tea.</p> <p>Liaise with the Julia Creek Early Learning Centre to partner to strengthen the transitions program, Under 8's Day and performing arts events</p>	<p>Strategic partnerships are sustainable and built on student learning outcomes.</p> <p>Transition Framework developed and embedded.</p> <p>Parents can articulate the school's improvement priority</p> <p>Homework policy developed and embedded</p> <p>SOS S2105 <i>This school has a strong sense of community</i></p>	<p>ALL</p> <p>ALL</p> <p>100% of pre-prep students</p> <p>≥ 88.9% staff, parent, student agreement</p>	Ongoing	Teachers Principal McKinlay Shire Council Parents Community	<p>Meeting Minutes</p> <p>Transition Framework</p> <p>Homework Policy</p> <p>EIA</p> <p>SOS S2105</p>

	<p>Communicate the EIA, including targets and timelines to all stakeholders</p> <p>Collaboratively review the school's homework procedures to provide an agreed and documented homework policy.</p>					
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