



Mount Isa School of the Air

2016 Annual Implementation Plan

Priority 1. Reading

Strategy: Research and adopt a differentiated approach to teaching reading		Responsible Officer(s)
Actions		Janeen Fricke
Continue to monitor and review data collection, benchmarks and targets		Janeen Fricke
Continue to ensure consistent school-wide teaching practices through PD and embedding our Reading Framework document		Janeen Fricke
Increase the hours of direct instruction for reading to individual Western Alliance students through audio and iConnect mediums.		Janeen Fricke, Tim Moes
Create an environment of visible learning where students and teachers are setting goals and targets for their learning		Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes
Through regular data analysis (NAPLAN strategy) we are increasing identifying students "at risk" for increased direct teaching (IAS)(intervention)		Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes
Incorporate the use online reading learning tools (EdAlive) for our isolated learners		Janeen Fricke
Ensuring our school's print reading resources meet demand.		Janeen Fricke
Strategy: Professional Development in the teaching of reading		
Actions		Responsible Officer(s)
Provide professional development in the using online reading resources		Elizabeth Bailey, Janeen Fricke
Continue to provide professional development in reading basing it on our Reading Framework document.		Janeen Fricke
Strategy: Ensure every Indigenous student has an Individual Learning Plan		
Actions		Responsible Officer(s)
Ensure every indigenous Student has Individual Learning Plan		Elizabeth Bailey

Priority 2. Spelling

Strategy: To develop a whole school approach to Spelling and have it integrated into C2C	
Actions	Responsible Officer(s)
Embed the use of the school-wide spelling toolkit	Janeen Fricke
Embed diagnostic assessment of every student using Words their Way.	Elizabeth Bailey, Janeen Fricke
Embed the use of direct teaching of spelling in the daily direct teaching sessions and develop generic slides for the teaching of spelling through iConnect	Nicole Barlow, Janeen Fricke
Through regular data analysis (NAPLAN strategy) we are increasing identifying students "at risk" for increased direct teaching (I4S)	Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes
Strategy: Ensure teachers have the necessary tools and skillset to implement the program.	
Actions	Responsible Officer(s)
Continue to ensure teachers engage with spelling, reading (including EdAlive) and differentiation of C2C PD	Janeen Fricke
Provide PD and peer coaching opportunities for implementing daily spelling.	Janeen Fricke
Strategy: Ensure every Indigenous student has an Individual Learning Plan	
Actions	Responsible Officer(s)
Ensure every indigenous Student has Individual Learning Plan	Elizabeth Bailey

Priority 3. Australian Curriculum implementation

Strategy: Focus on "the how" of teaching, as well as "the what"	
Actions	Responsible Officer(s)
Enhance the direct teaching model by adopting IMPACT as a model across the Western Alliance	Janeen Fricke, Tim Moes
Staff and parent bodies work together to identify distance education best practice to maximise the effectiveness of new modes of delivery.	Tim Moes
Embed the "adapt and adopt" curriculum planning model in year levels.	Nicole Barlow, Janeen Fricke
Monitor the number of units and KLA's each year level completes	Nicole Barlow, Janeen Fricke
Refine the School Curriculum Plan to ensure the planned curriculum matches the enacted curriculum.	Nicole Barlow, Janeen Fricke, Tim Moes
Through the performance framework process provide opportunities for staff members to build consistency of school wide pedagogies by observation, coaching and feedback using expert teaching staff.	Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes
Strategy: Provide PD for teachers and home tutors in embedding use of technology in their teaching	
Actions	Responsible Officer(s)
Trial the use of touch screens for studio direct instruction and the use of the cloud to enable feedback through the cloud.	Luke Hughes, Tim Moes
Strategy: Review all School operations to ensure capability of effective delivery of Australian Curriculum	
Actions	Responsible Officer(s)
Embed the central repository (MISOTA FILING) of curriculum product for on going refinement and use.	Nicole Barlow, Janeen Fricke, Tim Moes

Priority 3. Australian Curriculum implementation

Strategy: Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and the Australian Curriculum		Responsible Officer(s)
Actions		Nicole Barlow
	Within year levels and across year levels align KLA curriculum to suit our distance education context.	
	Embed our Pedagogical Framework which ensures this alignment. This will be regulated by our performance framework discussions.	Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes
	Develop mini units (English or Maths) during our minischool period.	Nicole Barlow, Janeen Fricke, Tim Moes

Priority 4. Whole-of-school assessment and data collection

Strategy: Develop an assessment schedule		Responsible Officer(s)
Actions		Elizabeth Bailey, Nicole Barlow, Janeen Fricke
	Continue to embed the use of the assessment schedule including benchmarks to monitor student progress to inform student support processes.	
	Embed and monitor OneSchool as the instrument of data capture	Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes
	Through regular data analysis (NAPLAN strategy) we are increasing identifying students "at risk" for increased direct teaching (I4S)	Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes

Strategy: Build processes that enable the school to respond to student progress towards benchmarks and targets.

Actions	Responsible Officer(s)
Embed as common practice Performance Framework meetings with student data being the central theme	Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes

Strategy: Adapt and modify on air, field and curriculum delivery in light of emerging data

Actions	Responsible Officer(s)
Embed NAPLAN and school based data strategy across the school.	Elizabeth Bailey, Nicole Barlow, Janeen Fricke, Elizabeth Lindenmayer, Tim Moes

Strategy: Review School Assessment Framework and data storage processes to ensure an elegant sufficiency of data is collected and effectively utilised

Actions	Responsible Officer(s)
Review all data drives and labelling conventions.	Nicole Barlow, Tim Moes

Priority 5. Differentiation using Learning Styles inventory

Strategy: All students, staff and parents to be personality tested		Responsible Officer(s)
Actions		Tim Moes
	Review the process of administering tests to staff, home tutors and students	

Priority 5. Differentiation using Learning Styles inventory

Strategy: Alignment of teaching strategies to Learning Styles inventory		
Actions	Responsible Officer(s)	
Review the booklet of teaching strategies that align with learning styles	Elizabeth Lindenmayer, Tim Moes	
Embed the professional development of home tutors in its use.	Elizabeth Lindenmayer, Tim Moes	
Strategy: Evaluation and development of Learning Styles inventory		
Actions	Responsible Officer(s)	
Evaluation of the success of the operationalization of the Learning Styles inventory in this context.	Elizabeth Lindenmayer, Tim Moes	

Priority 6. Developing the Western Alliance- Year 7 to secondary.

Strategy: Develop Systems and strategies for effective operation of the Alliance		
Actions	Responsible Officer(s)	
Embed effective OneSchool and One Portal management and documents for the Alliance continue to develop systems to promote effective communication across school sites.	Chris McIntosh	
Develop and refine the leadership roles of administration, field and student wellbeing and teaching and learning amongst the Western Alliance teachers.	Chris McIntosh, Tim Moes	
Develop a sustainable camp structure across the three schools	Tim Moes, Jack Morris	
Strategy: Develop a Junior Secondary Model and transition Year 7 into secondary		
Actions	Responsible Officer(s)	
Embed the IMPACT model for direct teaching through the teaching and learning leadership role	Zoe Farrer, Tim Moes	
Strategy: Continually evaluate the effectiveness of the Western Alliance and adapt model accordingly		
Actions	Responsible Officer(s)	
Embed management structures to ensure we make adaptations to the model based on evidence	Chris McIntosh, Tim Moes	
Strategy: Ensure every Indigenous student has an Individual Learning Plan		
Actions	Responsible Officer(s)	
Ensure every indigenous student has an individual learning plan	Elizabeth Bailey	

Endorsement

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