



Mount Isa School of the Air

2018 Annual Implementation Plan

Improvement Priority 1. Successful Learners/ Engaged Partners: Develop the links between eKindy, P-6 and Western Alliance to ensure streamlined transitions (T and L, Curriculum) and communications throughout the community

Targets

100% of students have a Personalised Learning Plan in OneSchool
 A process for Induction has been developed.
 98% parents satisfied - SOS 2003, 2010, 2021, 2035
 100% staff satisfied SOS 2094
 100% of eKindy transition plans are shared between eKindy and Prep.
 100% of teachers in Western Alliance using Onenote and are satisfied.
 25 Home Tutors have been through the "Partners in Learning" program

Strategy:	Restructure our quality Induction program for students for their point of entry across the 3 sectors.		
Actions	Timeline	Responsible Officer(s)	
Develop a clear process for induction of students entering eKindy, Primary and/or Western Alliance at their point of enrolment (start or mid-year).	Ongoing	Chris McIntosh, Tim Moes, Georgia Plant, Linda Ryan	
Strategy:	Document and implement transition plans across the junctures.		
Actions	Timeline	Responsible Officer(s)	
All students to have Personalised Learning Plan in OneSchool to ensure smoother transitions.	Term 1	Elizabeth Bailey, Nicole Barlow, Janeen Fricke, Chris McIntosh, Tim Moes	
To develop a process that transition statements and relevant information is shared as students transition from eKindy to Prep.	Ongoing	Tim Moes, Georgia Plant	
Modify and adapt WA databases of student stories, attendance and work rate to enhance information sharing across three campuses.	Ongoing	Chris McIntosh, Tim Moes	
Strategy:	Have a common curriculum plan and programs in place across the three sectors.		
Actions	Timeline	Responsible Officer(s)	
All three sectors of the school has a consistent structure, terminology and "look and feel" where possible. A document will be developed for all handbooks with explanations.	Ongoing	Nicole Barlow, Janeen Fricke, Chris McIntosh, Tim Moes, Georgia Plant	





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Strategy:	Design and detail a data capture system to support transitions through the sectors.		
Actions	Timeline	Responsible Officer(s)	
Modify and adapt WA databases of student stories, attendance and work rate to enhance information sharing across three campuses.	Ongoing	Chris McIntosh, Tim Moes	
All students to have Personalised Learning Plan in OneSchool.	Ongoing	Elizabeth Bailey, Nicole Barlow, Janeen Fricke, Chris McIntosh, Tim Moes	
Strategy:	Create face to face opportunities to support HT's and their learners early in their enrolment.		
Actions	Timeline	Responsible Officer(s)	
Implement "Partners in Learning" with our P-2 HT's.	Ongoing	Janeen Fricke, Jo Mills, Linda Ryan, Bridoen Schloss, Alexandra Stewart	
Conduct a residential new home tutor and governess workshop in term 1 and 3 to complement "Partners in Learning."	Term 1	Janeen Fricke, Jo Mills, Linda Ryan	
Ensure all relevant staff have PD on "Partners in Learning."	Ongoing	Janeen Fricke, Jo Mills	
Strategy:	Trial and implement the use of Onenote to improve communication in Western Alliance		
Actions	Timeline	Responsible Officer(s)	
Continue to refine same day absence notification, work return and student stories using Onenote and cloud technology.	Ongoing	Chris McIntosh, Tim Moes	





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Strategy: Revise the HR structure of WA to reflect new practices

Actions	Timeline	Responsible Officer(s)
Create a HR structure to reflect the growth of the WA i.e HODS, STLAN's etc.	Term 1	Tim Moes

Improvement Priority 2. Successful Learners: Provide alternate pathways to cater for all categories of enrolment

Targets

Maintain over 150 enrolments.
 Have a shared strategy and process for enrolling and catering for non-geographically isolated students.
 80% of students in non geographic isolated enrolment categories are engaged in learning
 100% of parents satisfied with learning support processes (SOS 2010, 2028, 2003)

Strategy: Investigate and implement alternative pathway programs available.

Actions	Timeline	Responsible Officer(s)
Create strategies to cater for different enrolment types, OOHC, SWD, travelling, paper based and certificate.	Ongoing	Janeen Fricke, Tim Moes

Strategy: Determine a staffing plan to implement new programs.

Actions	Timeline	Responsible Officer(s)
Develop a plan to increase our enrolments.	Ongoing	Tim Moes
Use budget and staffing allocation to ensure we meet student's needs.	Ongoing	Tim Moes
Promote Western Alliance and state education (including JC) for secondaries.	Ongoing	Chris McIntosh, Tim Moes





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Strategy: Refine learning support processes to ensure it meets the learning needs of students for each enrolment type.

Actions	Timeline	Responsible Officer(s)
Develop a learning support process for the Western Alliance.	Ongoing	Elizabeth Bailey, Chris McIntosh, Tim Moes

Improvement Priority 3. Successful Learners/ Teacher Quality: Develop an assessment literate community

Targets

100% students satisfied (s 2051, 2040, 2049, 2060).
 100% teachers engaged fully in the alignment process.
 100% teachers satisfied (s 2081, 2086).
 100% of staff engaged in performance framework data discussion (once per term) and 100% satisfied (s2085).
 Relevant data is collected and contributes to a data wall.
 100% of parents satisfied with the assessment process (s2019, 2006).
 90% of English students (or WA subject) will achieve A-C.
 Improve 25% of student's English (or WA subject) by one LOA from Sem 1 2017 to Sem 1 2018 (continually reviewed target).
 100% of teachers have embedded GRR (IMPACT WA) into their teaching.
 100% of P-6 teachers can use class dashboard.
 All prep students have been assessed using Early Start.
 All teachers using Literacy Continuum in some aspects.

Strategy: Educate learners in the language and application of assessment devices and Australian Curriculum understanding.

Actions	Timeline	Responsible Officer(s)
Monitor and improve Australian Curriculum planning and lesson planning by incorporating learning intent, success criteria and the language of the GTMJ and/or the assessment piece. (WA WALT, WILF etc)	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes





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Strategy:	Educate and engage teachers in all aspects of the alignment process.		
Actions	Timeline	Responsible Officer(s)	
Engage teachers in the alignment process 2 times a term. Adopt a whole school schedule.	Ongoing	Nicole Barlow	
Create assessment literate learners ensuring student clarity of assessment demands in all KLA's. (Adapt and Adopt process)	Ongoing	Nicole Barlow	
Strategy:	Develop the data literacy skills across the school through professional development, modelling and mentoring.		
Actions	Timeline	Responsible Officer(s)	
Develop ability of staff to interrogate data for their classes using OneSchool (dashboard).	Term 1	Tim Moes	
Develop opportunities for staff to share ways of capturing evidence of learning and then reflecting on practice in our on air context.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes, Kelly Murray	
Use Early Start in Prep and then roll out into year 1 and 2.	Ongoing	Janeen Fricke, Jo Mills, Tiarna Rogers	
Implement the use of the Literacy Continuum from Prep to year 10 in some critical aspects. Staff will receive the required PD.	Ongoing	Janeen Fricke	
Build the role of the leadership team in systematic data analysis and evaluation of program effectiveness (in 2018 will be Partners in Learning Collaborative Inquiry).	Ongoing	Janeen Fricke, Tim Moes	





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 All prep students have been assessed using Early Start.
 All teachers using Literacy Continuum in some aspects.

Strategy:	Continue to develop data capture and engage teachers through a data wall concept		
Actions	Timeline	Responsible Officer(s)	
Continue to improve a data room (data wall) and engage with it where data discussions and the alignment process occur.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes	
Strategy:	Ensure HT understand and engage with the assessment process.		
Actions	Timeline	Responsible Officer(s)	
Deep and consistent assessment discussion of all KLA's to be part of HT sessions on air and reflected in adapt and adopt documentation. Develop HT through field events.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes, Bridoen Schloss, Alexandra Stewart	
Strategy:	Enhance the teaching and learning cycle practice by refining and resourcing through a whole school quality monitoring and feedback process (PLT)		
Actions	Timeline	Responsible Officer(s)	
Provide feedback to the whole staff the learnings from the PDP process and lesson observations.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes	
Participate in the NAPLAN online trial.	Term 2	Luke Hughes, Tim Moes	
Survey participants on the effectiveness and satisfaction with the alignment and PDP process.	Term 4	Tim Moes	





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Improvement Priority 4. Teacher Quality/High Standards: Develop consistent pedagogical framework to improve teaching and learning

Targets

100% of teachers have embedded GRR (or IMPACT WA) into their teaching.
 Improve 25% of student's English (or WA subject) by one LOA from Sem 1 2017 to Sem 1 2018 (continually reviewed target)
 90% of English students (or WA subject) will achieve A-C
 100% of staff engaged in coaching and mentoring.
 100% of staff have completed their online PDP and met their goals.
 All staff engaged in performance plan process (s2071, 2075, 2081, 2085)
 All staff have participated in "Visible Learning" PD.
 A completed Collaborative Inquiry Cycle on the "Partners in Learning" project has been implemented.
 All teachers have a variety of ways of collecting evidence of learning and that evidence is used in unit planning.

Strategy: Develop consistent pedagogical framework to improve teaching and learning

Actions	Timeline	Responsible Officer(s)
Further refine and embed the GRR (or IMPACT WA) as our signature pedagogical framework.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes
Continue weekly teaching, learning and curriculum meetings to monitor and enhance our pedagogical framework.	Ongoing	Tim Moes
Use "Visible Learning" as the basis for our PD on pedagogy.	Ongoing	Janeen Fricke

Strategy: Embed the use of gradual release of responsibility in on air English and reading lessons.

Actions	Timeline	Responsible Officer(s)
Engage teachers to co-construct lesson observations and include in our PDP process.	Ongoing	Elizabeth Bailey, Nicole Barlow, Janeen Fricke, Chris McIntosh, Tim Moes
Concentrate and collaborate with staff on methods of gathering evidence of learning in our unique environment	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes

Strategy: Develop and embed the use of collaborative enquiry to provide quality teaching and learning.

Actions	Timeline	Responsible Officer(s)
Quarantine time for each year level to ensure that planning for quality teaching and learning occur (PDP, Adapt and Adopt, alignment etc).	Ongoing	Tim Moes
Use a Collaborative Inquiry (see School Improvement) to implement Partners in Learning.	Ongoing	Janeen Fricke, Jo Mills
Improve the knowledge and understanding of Standards of Evidence and the Evidence Hub amongst our teaching, learning and curriculum leadership team. Apply to "Partners in Learning" see School Improve	Ongoing	Janeen Fricke, Tim Moes





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 90% of English students (or WA subject) will achieve A-C
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 100% of staff have completed their online PDP and met their goals.
 All staff engaged in performance plan process (s2071, 2075, 2081, 2085)
 All staff have participated in "Visible Learning" PD.
 A completed Collaborative Inquiry Cycle on the "Partners in Learning' project has been implemented.
 All teachers have a variety of ways of collecting evidence of learning and that evidence is used in unit planning.

Strategy:	Model and explain the gradual release of responsibility framework to home tutors.		
Actions	Timeline	Responsible Officer(s)	
Continue to ensure that in on air lessons teachers are effectively modelling GRR for our home tutors.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes	
At new home tutor and governess workshop and the May Home Tutor seminar continue professional development on GRR pedagogical framework to enhance our home tutors' understanding.	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes	
Strategy:	To continue research to apply effective digital pedagogies		
Actions	Timeline	Responsible Officer(s)	
To provide opportunities for staff to contextualise the use of GRR in our context and to share their understanding	Ongoing	Nicole Barlow, Janeen Fricke, Tim Moes, Kelly Murray	
Strategy:	Refine and enhance teaching practice by establishing and resourcing a coaching model (performance framework) aligned to the school's pedagogical framework.		
Actions	Timeline	Responsible Officer(s)	
Continue the PDP process once per term (discuss GRR, data, goals etc)	Ongoing	Elizabeth Bailey, Nicole Barlow, Janeen Fricke, Chris McIntosh, Tim Moes	
Use MyHR capability online PDP process. Continue to use OneNote for collaboration amongst supervisors.	Ongoing	Elizabeth Bailey, Nicole Barlow, Janeen Fricke, Chris McIntosh, Tim Moes	





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Improvement Priority 5. Teacher Quality/ Engaged Partners: Continually reflect on curriculum demands and determine appropriate methods of instruction in the DE context.

Targets

High rates of satisfaction by parents and students as indicated in School Opinion Surveys.
 A field action plan has been developed.
 A system of data capture for attendance has been developed and implemented.
 An action plan for the introduction of mathematics has been considered.
 Participation in the online NAPLAN trial was commensurate with the paper version.

Strategy:	Deliver and refine our field offerings to reflect curriculum needs.		
Actions	Timeline	Responsible Officer(s)	
Document a data capture program (reading, writing, attendance etc) for field events	Term 1	Tim Moes	
Develop a field action plan that outlines the school's priorities when it comes to allocating resources for field (human, physical and financial)	Term 1	Tim Moes	
Strategy:	Examine and determine the best use of on air time in light of curriculum demands		
Actions	Timeline	Responsible Officer(s)	
Develop an on air attendance data capture system to ensure same day absence notification and other relevant DE data is collected.	Term 1	Tim Moes	
Explore the possibilities for the integration of mathematics into scheduled lessons and create an action plan.	Ongoing	Janeen Fricke, Tim Moes	
Strategy:	Refine learning support processes to ensure it meets the learning needs of students for each enrolment type.		
Actions	Timeline	Responsible Officer(s)	
Analyse the results of students according to enrolment type and learning support	Ongoing	Tim Moes	
Strategy:	Ascertain the best "product" or "service" to deliver the curriculum. Eg LOTE, ILM's etc		
Actions	Timeline	Responsible Officer(s)	
Participate in the NAPLAN online trial	Term 2	Luke Hughes, Tim Moes	
Start to investigate how we implement Ver 8 of the Australian Curriculum in KLA's other than English.	Ongoing	Nicole Barlow, Janeen Fricke	
Ensure that there is a suitable process and time allocation for the adaption and adoption of the current curriculum materials. Particular emphasis on WA.	Ongoing	Tim Moes	





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Targets

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 A field action plan has been developed.
 A system of data capture for attendance has been developed and implemented.
 An action plan for the introduction of mathematics has been considered.
 Participation in the online NAPLAN trial was commensurate with the paper version.

Strategy: Continually evaluate the effectiveness of our instruction with our school community.

Actions	Timeline	Responsible Officer(s)
Analyse results of school opinion surveys	Ongoing	Tim Moes
Survey families specifically about the aspects of schooling we have control of (on air, field services, curriculum plans)	Ongoing	Tim Moes
As part of a health and well-being program develop, document and implement an anti-bullying program	Ongoing	Tim Moes, Corlia Pienaar
Develop a school homework policy in consultation with the school community.	Term 3	Tim Moes

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

