



# Mount Isa School of the Air

## Strategic Plan 2017 - 2020



### School Profile

Mount Isa School of the Air is a government co-educational P to10 school servicing the needs of isolated students in North West Queensland. Our enrolments are drawn from a large geographical area which extends from the Gulf to Birdsville, from Richmond in the east to the Territory in the west. Students are enrolled in one of the following categories - geographical isolation, medical condition, mobility, exclusion, family circumstance and home based / travelling - by choice. We provide our students with their curriculum through paper/web-based materials, daily on-air synchronous lessons, reading lessons and our field program. Core learnings are based on the key learning outcomes for all strands in all key learning areas as described in syllabus documents developed by ACARA and the Queensland Studies Authority. Extra-curricular activities such as violin, recorder, Scouts of the Air, Rock Pop Mime, Opti-Minds and RE are offered. Given that our school community extends across a quarter of Queensland we have a wonderfully supportive, caring and active school community. There is strong cohesion in relationships between staff, parents, governesses and students.

### Vision

Excellence in Education in the Outback

### Values

- Well resourced programs
- Developing children's potential to the fullest
- Parent involvement in the education process
- Development of HT's skills and interests
- Realistic standards of achievement for each student
- Each child experiencing many and varied forms of success
- Enjoyable learning





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## Improvement Priorities

**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**

Success indicators					
1. 98% parents satisfied - SOS s 2003, s2010, s2021, s2035					
2. 100% staff satisfied SOS data s2094					
3. 90% of eligible families participate in Induction program					
4. 100% of teachers using OneNote in the WA					
5. A data capture system has been developed and utilised across the two junctures.					
6. A common curriculum plan has been developed.					
7. 90% attendance of eligible families attending face to face support meetings					
8. A transition program is documented and the program is implemented.					
9. Aligned programs are in place across the three sectors					
Strategies		2017	2018	2019	2020
Restructure our quality Induction program for students for their point of entry across the 3 sectors.			✓	✓	✓
Document and implement transition plans across the junctures.			✓	✓	✓
Have a common curriculum plan and programs in place across the three sectors.		✓	✓	✓	✓
Design and detail a data capture system to support transitions through the sectors.			✓	✓	✓
Create face to face opportunities to support HT's and their learners early in their enrolment.		✓	✓	✓	✓
Trial and implement the use of Onenote to improve communication in Western Alliance		✓	✓	✓	



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## Improvement Priorities

### Successful Learners: Provide alternate pathways to cater for all categories of enrolment

#### Success indicators

1. Enrolment growth in non geographic categories
2. Alternative programs have been sourced and implemented for all categories of enrolment
3. 80% of students in non geographic isolated enrolment categories are engaged in learning.
4. 100% parents satisfied with learning support processes s2010, s2028, s2003

#### Strategies

	2017	2018	2019	2020
Investigate and implement alternative pathway programs available.	✓	✓	✓	✓
Determine a staffing plan to implement new programs.	✓	✓	✓	✓
Refine learning support processes to ensure it meets the learning needs of students for each enrolment type.	✓	✓	✓	✓





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## Improvement Priorities

### Successful Learners/ Teacher Quality: Develop an assessment literate community

Success indicators				
1. 100% of students satisfied s2051, s2040, s2049, s2060,				
2. 100% teachers engaged in the alignment process.				
3. 100% teachers satisfied s2081, s2086				
4. 100% teachers engaged in performance framework data discussion (weeks 3 and 8) and 100% satisfied s2085				
5. Relevant data is collected and contributes to a data wall. Performance framework discussions use this wall.				
6. 100% of teachers collect data as described in school documents.				
7. 90% of all English students (or WA subject) will achieve A-C				
8. Improve 25% of student's English (or WA subject) by one LOA from Sem 1 2016 to Sem 1 2017 ( a continually reviewed target)				
9. 100% of parents satisfied with assessment process s 2019, s2006				
10. All students have a timetabled PLT time				
11. 100% of teachers have embedded gradual release of responsibility into their teaching				
Strategies				
	2017	2018	2019	2020
Educate learners in the language and application of assessment devices and unit understanding.	✓	✓	✓	✓
Educate and engage teachers in all aspects of the alignment process.	✓	✓	✓	✓
Develop the data literacy skills across the school through professional development, modelling and mentoring.	✓	✓	✓	✓
Continue to develop data capture and engage teachers through a data wall concept	✓	✓	✓	✓
Ensure HT understand and engage with the assessment process.	✓	✓	✓	✓
Enhance the teaching and learning cycle practice by refining and resourcing through a whole school quality monitoring and feedback process (PLT)	✓	✓	✓	✓
Adapt the gradual release of responsibility framework, ensuring student clarity of assessment demands.	✓	✓	✓	✓





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## Improvement Priorities

**Teacher Quality/High Standards: Develop consistent pedagogical framework to improve teaching and learning**

Success indicators					
1. 100% of teachers have embedded gradual release of responsibility into their teaching					
2. A signature pedagogical framework has been determined and implemented.					
3. Collaborative enquiry is evident in lesson and unit planning.					
4. 90% of all English students (or WA subject) will achieve A-C					
5. Improve 25% of student's English (or WA subject) by one LOA from Sem 1 2016 to Sem 1 2017 (a continually reviewed target)					
6. Professional development of home tutors has occurred at seminar and retreat.					
7. 100% of staff engaged in coaching and mentoring.					
8. Consistent evidence that gradual release of responsibility is embedded in our teaching.					
9. 100% of staff have met their performance goals					
10. All staff engaged in performance plan process s2071, s2075, s2081, s2085					
Strategies		2017	2018	2019	2020
Develop consistent pedagogical framework to improve teaching and learning		✓	✓	✓	✓
Embed the use of gradual release of responsibility in on air English and reading lessons.		✓	✓	✓	✓
Develop and embed the use of collaborative enquiry to provide quality teaching and learning.		✓	✓	✓	✓
Model and explain the gradual release of responsibility framework to home tutors for them to embed in their classrooms.		✓	✓	✓	✓
To continue research to apply effective digital pedagogies		✓	✓	✓	✓
Refine and enhance teaching practice by establishing and resourcing a coaching model (performance framework) aligned to the school's pedagogical framework.		✓	✓	✓	✓





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### Improvement Priorities

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

#### Success indicators

None

Strategies	2017	2018	2019	2020
Deliver and refine our field offerings to reflect curriculum needs.	✓	✓	✓	✓
Examine and determine the best use of on air time in light of curriculum demands	✓	✓	✓	✓
Refine learning support processes to ensure it meets the learning needs of students for each enrolment type.	✓	✓	✓	✓
Ascertain the best "product" or "service" to deliver the curriculum. Eg LOTE, ILM's etc	✓	✓	✓	✓
Continually evaluate the effectiveness of our instruction with our school community.	✓	✓	✓	✓

#### 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

