



THE SCHOOL PLAN

MOUNT ISA SCHOOL OF THE AIR FOUR YEAR SCHOOL PLAN 2013 – 2016

Name of school: Mount Isa School of the Air

Address: 137-143 Abel Smith Parade, Mount Isa 4825

School band: 08

Quadrennial school review (QSR) year was:

Name of principal: Mr Timothy Moes

Year levels: Grades PY-10

2012

School Profile

Mount Isa School of the Air is a government co-educational P to 10 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	Priorities	Performance measure																																													
Excellence in Education in the Outback	<ul style="list-style-type: none"> Core Priority - Reading (To provide a consistent systemic model of reading instruction across all year levels) Spelling (To develop a tiered spelling program to value add and to support the implementation of the spelling in the C2C curriculum) Australian Curriculum implementation (To fully embed and operationalise the new Australian Curriculum in a Distance Education context with a focus on the needs of the geographically isolated student. Operationalising includes creating a consistent and systemic model for feedback to students and their home tutors and to determining the most appropriate on air and curriculum delivery methods) Whole-of-school assessment and data collection (To implement a system of analysis of NAPLAN results in conjunction with other schoolwide diagnostic assessments to determine on air, field and curriculum priorities that can be specifically implemented in each year level.) Differentiation using Learning Styles inventory (All staff, tutors and students will become familiar with and tested with a learning style inventory to help us differentiate curriculum for students according to their different learning styles. Older students to use this knowledge to develop effective personal learning strategies.) Developing the Western Alliance- Year 7 to secondary. (To build capacity in our secondary department by forming a Western Alliance with Charleville and Longreach SDE's to allow more specialist teaching, greater subject choice and extra curricula offerings and a larger cohort for student interaction both on air and in the field. This will be achieved in conjunction with transitioning Year 7's to secondary under the Flying Start proposal.) 	<table border="1"> <thead> <tr> <th>Description</th> <th>Target</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>100 % Participation</td> <td>100%</td> <td>By Sem 2 2013</td> </tr> <tr> <td>Student Progress</td> <td>90% of children meet school benchmarks</td> <td>Every semester</td> </tr> <tr> <td>Administration of Learning Styles inventory</td> <td>100%</td> <td>2013</td> </tr> <tr> <td>Staff satisfaction</td> <td>100%</td> <td>2013</td> </tr> <tr> <td>Parental Satisfaction</td> <td>95% of families are satisfied and using the Learning Styles inventory</td> <td>2103</td> </tr> <tr> <td>Level of Satisfaction</td> <td>90</td> <td>2013</td> </tr> <tr> <td>Level of satisfaction of parents and students</td> <td>90%</td> <td>Dec 2013</td> </tr> <tr> <td>Student achievement-Spelling</td> <td>90% at level or above</td> <td>Dec 2013</td> </tr> <tr> <td>Level of Student, staff and teacher satisfaction</td> <td>90%</td> <td>Dec 2013</td> </tr> <tr> <td>Has a model of effective feedback been developed for students and home tutors</td> <td>Yes or No</td> <td>Dec 2014</td> </tr> <tr> <td>Has a school wide approach of assessment and data been developed</td> <td>Yes or No</td> <td>Dec 2013</td> </tr> <tr> <td>Improvement in Naplan data</td> <td>Improvement in mean scores</td> <td>Dec 2013</td> </tr> <tr> <td>Measurement of outputs</td> <td>Higher across the range</td> <td>Dec 2013</td> </tr> </tbody> </table>	Description	Target	Date	100 % Participation	100%	By Sem 2 2013	Student Progress	90% of children meet school benchmarks	Every semester	Administration of Learning Styles inventory	100%	2013	Staff satisfaction	100%	2013	Parental Satisfaction	95% of families are satisfied and using the Learning Styles inventory	2103	Level of Satisfaction	90	2013	Level of satisfaction of parents and students	90%	Dec 2013	Student achievement-Spelling	90% at level or above	Dec 2013	Level of Student, staff and teacher satisfaction	90%	Dec 2013	Has a model of effective feedback been developed for students and home tutors	Yes or No	Dec 2014	Has a school wide approach of assessment and data been developed	Yes or No	Dec 2013	Improvement in Naplan data	Improvement in mean scores	Dec 2013	Measurement of outputs	Higher across the range	Dec 2013			
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Values <ul style="list-style-type: none"> 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 Enjoyable learning 																																															
Research underpinning teaching practice <ul style="list-style-type: none"> Dimensions of teaching and learning Differentiated instruction 																																															
Consultation has occurred with <ul style="list-style-type: none"> P&C School Council Supervisor LCC / Teachers 	Other requirements																																														



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Evidence sources used

- NAPLAN
- SOS – parents
- Teaching & learning audit
- School wide survey and consultation
- SOS – students
- SOS – teachers
- Teacher assessment

School and Community partnerships High levels of student, parent, staff and broader school community confidence in the school's performance and achievement					School curriculum Commitment to core learning priorities, Coherent and sequenced plan for curriculum, Teaching and learning audits, Planning for improvement					Teaching practice High quality teaching practices, Collaborative practices, Consistent pedagogical practice, Evidence-base decision making					Principal leadership and School capability Instructional leadership, Principal's capability and leadership framework (PCLF), Developing workforce performance, Differentiated supervision, Capability development					Other requirements These plans are included in the school's Implementation Plan to facilitate line-of-sight with the school's strategic plan																																																
Strategies		2013	2014	2015	2016	Strategies		2013	2014	2015	2016	Strategies		2013	2014	2015	2016	Strategies		2013	2014	2015	2016																																													
Develop Systems and strategies for effective operation of the Alliance		*				Research and adopt a differentiated approach to teaching reading		*	*	*	*	Professional Development in the teaching of reading		*	*	*	*	Focus on "the how" of teaching, as well as "the what"		*	*	*	*	Provide PD for teachers and home tutors in embedding use of technology in their teaching		*	*	*	*	All students, staff and parents to be personality tested		*	*	*	*	Alignment of teaching strategies to Learning Styles inventory		*	*	*	*	Evaluation and development of Learning Styles inventory			*	Continually evaluate the effectiveness of the Western Alliance and adapt model accordingly		*	*	Ensure teachers have the necessary tools and skillset to implement the program.		*	*	Develop an assessment schedule		*	Build processes that enable the school to respond to student progress towards benchmarks and targets.		*	*	*	*	Adapt and modify on air, field and curriculum delivery in light of emerging data		*	*	*	*

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