



2016 Annual Implementation Plan

Mount Isa State Special School

Key Priorities for 2016

- Collect, analyse and utilise student data to improve school performance.
- Embed collaborative planning of the Australian Curriculum that is focused on engaging all students
- Revise school reading program based on current research to provide clarity, consistency and improved student functional reading outcomes.
- Increase student attendance rates to 89% or higher.

Documents attached include

- The Budget Overview Report

Certification

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

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2016-2020

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2016

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Implement Whole School Australian Curriculum and Assessment Plan 2016 – 2017	Implement and review relevant, rigorous and challenging curriculum opportunities for all students	Teacher Planning Schedule (signed off by the Principal) Fortnightly whole school collaborative planning	100% teachers	Ongoing	Principal HOC Teachers	Class Curriculum Planning folders Planning schedule signed by Principal
Review whole school reading plan to target functional reading skills of all students	Review, amend and embed whole school reading plan. Focus is on how we incorporate consistent, relevant and challenging reading opportunities for 100% of our students.	Students engaged in worthwhile reading opportunities daily Staff reviewing existing document and aligning to research and best practice	100% students daily 100% staff daily	Ongoing	Principal, HOC Teaching staff	School Reading Plan School wide reading data Reading data wall OneSchool data uploaded
Utilise student planning tools to cater for individual student needs	Write and implement <ul style="list-style-type: none"> • Individual Curriculum Plans • PATH plans • Individual Behaviour Support Plans • Education Support Plans 	Scheduled meetings with stakeholders ICP / PATH / IBSP / ESP uploaded onto OneSchool	100% students	Ongoing	Principal HOC Teachers Families / Carers Indigenous Liaison Officer	Plans uploaded onto OneSchool; Students' data wall
Revise and implement strategies to increase attendance for all students to 89% or higher	Track student data to identify at risk students Employ Indigenous Liaison officer and Indigenous Education Aide to support families Implement and celebrate school wide attendance reward scheme for 100%, 95% and 90% rates	One School record Indigenous liaison Officer / Indigenous Education Aide Newsletter, website, Facebook, Communication Books and School Sign Attendance award scheme	89+%	Ongoing	Principal Teachers Indigenous liaison Officer / Indigenous Education Aide Families and carers	One School records Newsletter and school website Communication books
Create pathways for senior secondary students	Develop senior school program drawing from Guideline for Individual	Engage with post school pathways	Senior Secondary students	Ongoing	Principal HOC	Off / On campus work log books

	Learning (GIL), ASDAN and P – 10 curriculum Implement and document Senior Education Transition (SET) and PATH plans	Off campus work experience TAFE School based work experience			Senior / Secondary teaching staff Families / Carers Indigenous Liaison Officer	Students enrolled in TAFE courses QCIA certificates for graduates
Design and embed whole school student communication policy	Develop communication policy Implement master teacher research project to engage the 46% of students with significant communication needs with the P-10 curriculum Participate in professional development: PECs, PODDS, AUSLAN/MAKATON, Clicker 6, Boardmaker Purchase communication devices (Big Macs, voice output devices)	Master teacher to plan, model and collaborate with class teachers to promote communication for all Teachers engaged in routine PD around communication methods and devices	100% staff engaged with Master Teacher 46% of nonverbal students	Ongoing	Principal HOC Master teacher Teaching staff	Master teacher research project Whole school communication plan 2016 PD training and certification Resources readily available within classrooms

Teaching Quality' and 'Principal Leadership and Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Develop a thorough understanding of the Australian Curriculum by building teacher's capacity to identify what students need to know and be able to do to be successful learners	Schedule opportunities for whole school planning sessions to unpack units of work Develop 'Unit Clarity' planning documents to explicitly identify Know and Be able to do tables	Australian curriculum implemented across all learning areas including digital technologies	100% teachers	ongoing	Principal HOC Teachers	Unit Clarity charts Scheduled planning meetings Student learning walls
Use the annual performance review	Utilise the OnePortal online annual performance review process to	Staff performance review aligned to the standards	100% staff	Ongoing	Principal Teachers	Annual Performance Development Plans

process to align staff capacity building to the schools 4 key priorities	document teachers professional development aligned to the performance frameworks of the Australian Professional Standard for Teachers	outlined by the Australian Institute for Teaching and School Leadership (AITSL).				
Continue to build the capacity of the principal to be an educational leader	Utilise the OnePortal online annual performance review process to document the Principal's professional development aligned to the performance frameworks of the Australian Professional Standard for Principals	Principal performance review aligned to the standards outlined by the Australian Institute for Teaching and School Leadership (AITSL).	Completed and reviewed with ARD	Ongoing	Principal	Annual Performance Development Plans
Review and implement Teacher aide development plans to their capacity building to the schools 4 key priorities	Review, amend and implement teacher aides annual performance plans Support teachers to line manage classroom teacher aides during the review	Teacher aides PDP developed and implemented Access relevant PD aligned to AIP / Priorities	100% teacher aides	Ongoing	Principal Teacher Teacher aides	Annual Performance Development Plans

School Performance						
School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Employ a consistent schoolwide approach to collecting, reviewing and utilise student data	Schedule school wide data to be collected Upload school wide data onto OneSchool class dashboard Display school data on Numeracy and Literacy Data Walls	School wide Data schedule OneSchool class dash board Data Wall reviews	100% students	Timelines as per data plan	Principal HOC Teachers	Planning schedule signed by Principal Student Data Wall Student central database
Establish a safe and supportive school culture aimed at supporting	Revise and implement Positive Behaviour School plan Document individual student plans on OneSchool	School community to review and update "Responsible Behaviour Plan" IBSP uploaded on OneSchool	100% staff and P and C	Ongoing	Principal Teaching staff Families / Carers	School's Responsible Behaviour Plan for 2016

positive student achievement	Employ stakeholder process for high need cases Implement school wide positive behaviour program – school dollars	Whole school approach to support high needs cases Rewards shop set up in principal office			Indigenous Liaison Officer School Chaplain Guidance Officer	Increase in recording of OneSchool data for positive incidents
Moderate student achievement data	Conduct moderation process with TLC and Burdekin School to ensure consistency of students' levels of achievement	Moderation meetings once a term	100% students	Once a term	Moderation schools Principal HOC Teachers	Student moderation Planning schedule signed by Principal
Implement investing for success agreement to maximise student outcomes	Develop and implements the I4S plan with core focus on building school capacity to deliver innovative and creative pedagogy with additional focus on students on ICPs, Communication and QCIA plans	Investing for success focus for 2016 is: ICP students achieving c standard Communication support for nonverbal students QCIA for all senior students	100% of staff	Ongoing	Principal HOC Teachers Teacher Aides	I4S plan ICPs Communication Policy QCIA certificates

Regional Support' and 'Local Decision Making

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Increase parent / carer participation	Promote semester celebrations held at school for all families to celebrate successes Engage Indigenous Liaison Officer and Indigenous Education Aide to support family participation in culturally relevant programs – story telling, bush tucker walks, art and culture workshops Promote P&C committee and involvement	Indigenous liaison officer and Indigenous education aide to work closely with families Provide regular opportunities for families to participate in school based activities Face to face meetings with families at home (ILO /IAE supported)	75% of parents/care rs	Ongoing	Principal Indigenous liaison officer Indigenous Education Aide Teaching staff	Schedule of celebrations Face to face meetings Family meetings at home ICP / and support plans

	<p>Support “My Time” operating within the school</p> <p>Engage in home visits supported by Indigenous liaison officer</p>					endorsed by families
Foster partnerships with wider Mount Isa community	<p>Renew partnerships with:</p> <ul style="list-style-type: none"> • Neighbouring schools • TAFE • Local Council • Centre Care, Blue Nurses and other respite organisations • Cootharinga (disability support) • Retails stores • Nursing homes • Student’s communities 	<p>PATH & SET plans</p> <p>Community based instruction related to P-10 curriculum</p> <p>Cultural opportunities for families to support school with the assistance of Indigenous liaison officer</p>	<p>All teachers</p> <p>Students as per PATH plans</p>	Ongoing	<p>Principal</p> <p>HOC</p> <p>Teaching staff</p> <p>Indigenous liaison officer</p> <p>Families / carers</p> <p>community</p>	<p>Increase in students accessing wider community programs</p>
Foster professional collegiality with additional school communities	<p>Engage in professional discussions and sharing of quality teaching and learning process with: Local SEP programs / ECDP / TCLC / Burdekin School / Logan City Special School / Clifford Park Special School</p>	<p>Exchange of professional learning between schools</p>	100% staff	Ongoing	<p>Principal</p> <p>HOC</p> <p>Teachers</p> <p>Master Teacher</p>	<p>Personal Learning Walls</p> <p>Term moderation</p> <p>School visits</p>
School Chaplain support for school community	<p>Connect with and support our school community (students, staff and families)</p> <p>Liaise with wider community to promote engagement with our school</p> <p>Assist classrooms with social, emotional and wellbeing skills</p> <p>Assist with Duke of Edinburgh program</p>	<p>Chaplain to assist school community</p> <p>Provide social, emotional and wellbeing support</p> <p>Assist with positive programing</p>	100% school community	Ongoing	<p>Chaplain</p> <p>Principal</p> <p>Teaching staff</p> <p>Families / Carers</p> <p>Indigenous Liaison Officer</p>	<p>Annual Operation Chaplain Plan 2016</p>