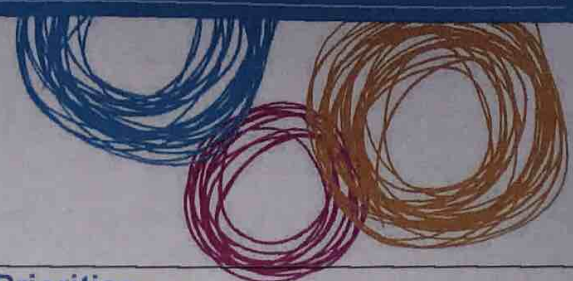




# Julia Creek State School Annual Implementation Plan 2018



## State and Regional Priorities

State Schools Strategy 2017-2021	NQR Priorities 2018
<ul style="list-style-type: none"> <li>• Successful Learners</li> <li>• Teaching Quality</li> <li>• Principal Leadership and Performance</li> <li>• School Performance</li> <li>• Regional Support</li> <li>• Local Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• Build Principal and other Leaders' capability to facilitate the school improvement model to identify and enact their school explicit improvement agenda in alignment with the State School Strategy</li> <li>• Support Principal and other School Leaders' to build capability of teachers to be proficient in teaching and assessing the curriculum</li> <li>• Develop strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement</li> </ul>

### Improvement Priority 1: Successful Learners – Reading

#### Targets:

- 25% of students in U2B in NAPLAN Reading in Yr 3 & 5
- 100% of students >NMS in NAPLAN Reading in Yr 3 & 5
- 80% of students in Yr P-6 achieving ≥ C in English
- 100% of students reading in every lesson every day

### Strategy – Systemic Curriculum Delivery

Actions	Timelines	Responsible Officer/s
Continue to support the full implementation of the Australian Curriculum by collaboratively reviewing and updating the Whole School Curriculum Assessment and Reporting Framework.	Term 4	Principal, class teachers, teacher-aides
Review and implement the Julia Creek SS whole school approach to the teaching of Reading.	Term 1	Principal, class teachers, teacher-aides
Moderate English Assessment each term at a school and cluster level	Term 1	Principal, Cluster Principals, class teachers, teacher-aides
Continue to embed 'Learning Walls' in English and collaboratively develop Vocabulary Word Walls in other Key Learning Areas.	Term 3	Principal, class teachers

### Strategy – Expert Teaching Team

Actions	Timelines	Responsible Officer/s
Source relevant and meaningful Professional Development for staff focusing on meaningful feedback practices and the teaching of Reading, align with staff DP plans.	Term 1	Principal, class teachers, teacher-aides
Collaboratively develop and embed an agreed whole school Instructional Coaching and feedback framework aligned with school priorities	Term 2	Principal, class teachers, teacher-aides
Provide scheduled time for teachers to unpack the assessment and literacy demands of English units.	Term 1	Principal, Cluster Principals, class teachers, teacher-aides
Research and develop best practice in the teaching of Reading in collaboration with the Western Alliance PLC.	Term 3	Principal, class teachers

### Strategy – Analysis & Discussion of Data

Actions	Timelines	Responsible Officer/s
Develop and Implement and plan for the systematic collection of a range of student data aligned to the school improvement agenda.	Term 1	Principal, class teachers, teacher-aides
Build the data literacy of staff through quality Professional Development	Term 2	Principal, class teachers, teacher-aides



Schedule weekly data meetings to analyse and discuss student Reading data to articulate and inform future practice and teaching strategies.	Term 1	Principal, Cluster Principals, class teachers, teacher-aides
<b>Strategy – Differentiated Teaching &amp; Learning</b>		
<b>Actions</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Monitor individual student progress through the embedding of complex case management support, including ICP's to identify future adjustment.	Term 1	Principal, class teachers, teacher-aides
Develop a consistent whole school approach towards student goal setting.	Term 2	Principal, class teachers
Build a school-wide belief that all students can learn through the development of 'growth mindset'.	Term 1	Principal, class teachers, teacher-aides

### Improvement Priority 2: Local Decision Making – Strong Parent & Community Partnerships

#### Targets:

- 100% of Staff & Parents are satisfied that this school has a strong sense of community (S2105)
- 100% of Students are satisfied that "My school takes students opinions seriously" (S2043)

#### Strategy – School & Community Partnerships

Actions	Timelines	Responsible Officer/s
Establish a culture of learning that promotes learning by providing regular opportunities for parents to receive meaningful feedback on their child's progress.	Term 1	Principal, class teachers, teacher-aides
Actively seek out new opportunities for the McKinlay Shire Councils, local business and the community to build partnerships with the school.	Term 2	Principal, class teachers
Build the capacity of parents to support their child's learning at home through termly parent information sessions and workshops.	Term 2	Principal, class teachers
Collaboratively monitor, review and update the Responsible Behaviour plan with staff, students and parents to reflect the current social climate of the school.	Term 3	Principal, class teachers, teacher-aides, P&C

#### Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

*Riddle*

Principal

*K Hewlett*

P and C / School Council

*L Gil*

Assistant Regional Director

