



Depot Hill State School

2019 Annual Implementation Plan

Improvement Priority 1. Develop productive partnerships with students, staff, parents and the community

Targets

Our average attendance rate for 2018 was 90%. We aim to improve the whole school attendance rate to be equal to the CQ target of 93%

In 2018, 75% of parents reported in the School Opinion Survey, that student behaviour was well managed in this school. We aim to improve this to 82% to be equal to our geographic region.

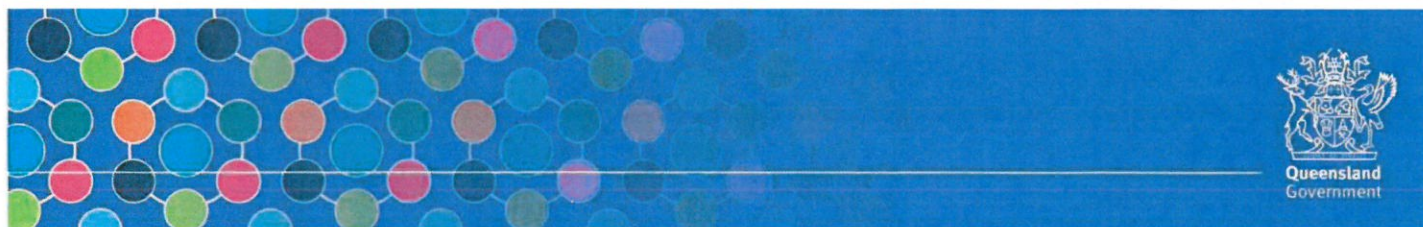
In 2018, in the school opinion survey, 80% of students reported that they understand how they are assessed in this school. We aim to improve this to the state average of 90%.

Strategy: Implement programmes to develop Indigenous Perspectives

Actions	Timeline	Responsible Officer(s)
Invite Darumbal to teach Indigenous Games to our P/1/2 class	Term 1	Principal
Encourage indigenous students to take part in the BROLGA camps offered at the Central Queensland University	Term 2	Principal
Nominate students for the Darumbal awards in Academic, Sporting and Community Service.	Term 4	Principal
Invite Darumbal to provide the resilience programme Tackle 6 for the 2/3/4 class.	Term 1	Principal

Strategy: Implement Parent and Community engagement framework

Actions	Timeline	Responsible Officer(s)
Use Sporting Schools grants to provide after school sporting opportunities for students	Ongoing	Elizabeth Jacobson, Stephanie Ruddick
Involve the parent body in monthly meetings in preparation for the centenary in 2020.	Ongoing	Elizabeth Jacobson, Cindy Laidlaw, Reanna Olive, Colleen Portch, Marilyn Tynan
Begin a Smart Choices sub-committee of the P & C to improve tuckshop menus	Ongoing	Elizabeth Jacobson, Cindy Laidlaw
Frequently update the facebook page with photos and information about daily happenings at our school.	Ongoing	Meryl Henseleit
Invite all parents to a meet and greet at the beginning of the school year.	Term 1	Katie Black, Kate Graham, Elizabeth Jacobson, Stephanie Ruddick
Provide a daily breakfast club for all students in the Library before school.	Ongoing	Meryl Henseleit, Colleen Portch, Ann Riley, Wendy Young





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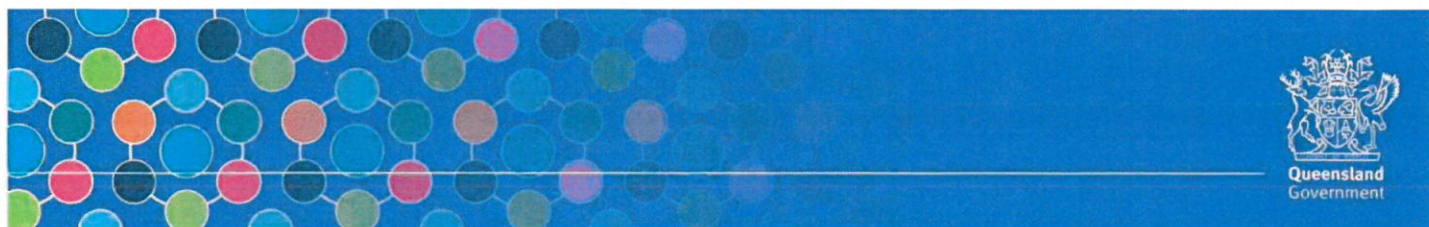
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Strategy: Investigate and develop stronger school partnerships with families and organisations

Actions	Timeline	Responsible Officer(s)
Continue working closely with The Smith Family to provide an after school Learning Club which engages parents to supervise small group learning games	Ongoing	Elizabeth Jacobson
Employ chaplains for 2 days a week to work with children and their families on issues of resilience, health and wellbeing.	Ongoing	Principal
Continue working closely with Darumbal and Bidjergdii to provide health and well being programmes for students	Ongoing	Principal
Use Sporting Schools grants to provide swimming lessons for all students	Ongoing	Principal
Employ a teacher aide to run a playgroup in the school once a week and to access the Connect and Grow programme from Playgroup Qld	Ongoing	Colleen Portch
Support parents to access scholarships through Smith Family as we are a Learning For Life Scholarship school.	Ongoing	Elizabeth Jacobson
Collaborate with Rockhampton High School to involve students in the Virtual STEM Academy.	Ongoing	Stephanie Ruddick
Improve student engagement and therefore attendance by creating a Student Council.	Ongoing	Stephanie Ruddick
Employ a music teacher to implement the Arts Curriculum- music and support student involvement in Eisteddfod and Choral Festival.	Ongoing	Katie Black, Jodie Hiron
Encourage volunteers from the community to come to the school and read with students	Ongoing	Principal
Support the delivery of targeted student wellbeing lessons by purchasing a class set of Wellbeing Journals.	Term 1	Principal
Employ a teacher aide to coordinate a lunch box club which ensures all students have access to a healthy lunch and education around the health and cost benefits of packing smart choices lunches.	Term 2	Principal
Employ an experienced theatre artist and educator to provide the opportunity for all students to be involved in a musical production to be presented at the local Walter Reid Centre.	Term 3	Principal





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Improvement Priority 2. Improve student academic performance

Targets

In 2018, no students in Year 3 or 5 were in the upper two bands in NAPLAN writing results. We aim to have 25% of students in the upper two bands in 2019.

By the end of 2019, 100% of teachers will be using the Literacy Continuum to guide planning and assessment of literacy.

By the end of 2019, 100% of teachers will be using the CQ planning process to plan units of work in English and Maths.

100% of teachers will be involved in a moderation process at a school and cluster level

In 2018, 20% of students indicated on the school opinion survey that they were unaware of how they were assessed. In 2019 100% of teachers will use learning walls to embed and display GTMJ.

Strategy:	Identify any students performing below a C in English, Mathematics or Science and have a Learning Plan for these students
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Actions	Timeline	Responsible Officer(s)
Age Appropriate Pedagogies implemented in the Prep classroom.	Ongoing	Principal
Implement Individual Curriculum Plans for students who are achieving well below their year level expectations.	Ongoing	Principal, Guidance Officer
Involve classroom teachers in Professional development focused on the use of the Literacy Continuum.	Ongoing	Katie Black, Kate Graham, Elizabeth Jacobson, Stephanie Ruddick
Involve all classroom teachers in professional development which focuses on the CQ Planning process and the moderation and assessment cycle	Ongoing	Katie Black, Kate Graham, Elizabeth Jacobson, Stephanie Ruddick

Strategy:	Set aspirational achievement targets in key learning areas for all students
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Actions	Timeline	Responsible Officer(s)
Collect data for reading, writing and number and display on Data Walls.	Ongoing	Meryl Henseleit
Use the Literacy Continuum to track student progress in English and provide new ideas to differentiate teaching of reading.	Ongoing	Katie Black, Kate Graham, Elizabeth Jacobson, Stephanie Ruddick
Use NCR diagnostic tests to set mathematical goals for all students	Ongoing	Katie Black, Kate Graham, Elizabeth Jacobson, Stephanie Ruddick
Use Writer of the Week processes to assess effectiveness of teaching of new concepts. Give weekly feedback to students using the Focus Correction Areas.	Ongoing	Katie Black, Elizabeth Jacobson, Stephanie Ruddick





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Improvement Priority 3. Embed whole school pedagogical practices

Targets

- 100% of teachers are engaged in a timetable of observation and feedback with colleagues based on the PBL in the classroom processes.
- 100% of teachers are involved in moderating samples of work within the school and our cluster of small schools every term.
- 100% of classes follow Positive Behaviour for Learning (PBL) processes

Strategy: Develop formal modelling, coaching and feedback practices for all staff members

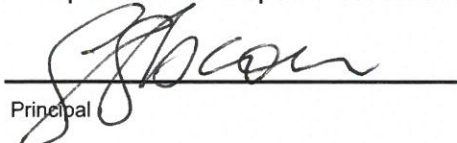
Actions	Timeline	Responsible Officer(s)
Embedding Positive Behaviour for Learning into all classrooms through a programme of observation and feedback for all teachers and some teacher aides.	Ongoing	Principal

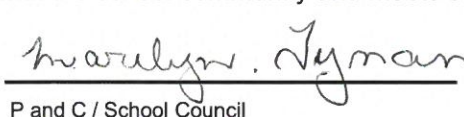
Strategy: Offer quality professional development to all staff to help support them in meeting their goals as set out in PDPs

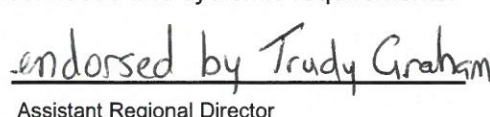
Actions	Timeline	Responsible Officer(s)
All teachers take part in 3 days of professional development provided by the Reading Centre to introduce the use of the Literacy Continuum.	Term 1	Katie Black, Elizabeth Jacobson, Stephanie Ruddick
Upper school teachers take part in further Professional Development to embed processes around the use of the literacy continuum.	Ongoing	Kate Graham, Stephanie Ruddick
Invite the Early Years Coach to provide support in the implementation of Age Appropriate Pedagogies in the Prep year.	Term 1	Principal
Improve implementation of the Digital Technologies curriculum through the purchasing of additional hardware and joining the roll out of #qldtechschools	Ongoing	Principal
Provide access to Professional development focused on supporting students with Autism.	Term 2	Principal
All teachers take part in one day per term of professional development focused on the CQ planning process.	Term 1	Principal
All teachers take part in one day of moderation per term, within our small school cluster, of English, Maths or Science assessments.	Ongoing	Principal

Endorsement

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


Principal


P and C / School Council

 endorsed by Trudy Graham
Assistant Regional Director

