



REVIEW CYCLE:			
2024	2025	2026	2027
SCHOOL REVIEW			

Current strategic plan was developed in 2021.

## DEPOT HILL STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

ICSEA: 815 TOTAL ENROLMENT: 68  
STUDENTS WITH DISABILITY: 28 FIRST NATIONS STUDENTS: 35

Depot Hill State School, located on the south side of Rockhampton, is a co-educational, Prep to Year 6 school which provides an inclusive and supportive learning environment to wrap around and help prepare our students to be ready to learn. The school is committed to maximising learning of the students through maintaining inclusive and supportive learning environments. Intentional support for learners is an embedded part of the Depot Hill approach to help each child achieve their potential and includes breakfast club, lunch box club, chaplain support, social worker sessions and a strong intentional focus on literacy and numeracy delivered through a contextualised P-6 curriculum. Depot Hill works within the Rockhampton small school cluster to plan and moderate systematic curriculum delivery and there has been a strong focus on the explicit teaching of reading which includes a systematic synthetic approach to phonics and explicit teaching of vocabulary. We aim to develop students into life-long learners so they are able to successfully participate in society. Depot Hill State School is proud to provide family values within a family environment and school opinion survey results consistently reflect that parents, staff and students believe that Depot Hill is a good school.

<b>School priority 1: Teaching Practices</b> The 2020 school review recommended the school continue to review and refine pedagogical practices to build clarity and consistency in the use of consistent teaching practices. This priority is particularly focused on the school's explicit improvement agenda of reading and how SoundsWrite can be used to differentiate instruction and provide opportunities for professional learning and feedback for staff.	<b>Monitoring</b> <small>Green –on track, Yellow – underway, Magenta – yet to commence. Monitoring will be updated at end of each term.</small> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<b>Long term desired outcomes:</b> <ul style="list-style-type: none"> <li>100% of teachers in the Prep- 2 years are trained in the Sounds Write Phonics programme and are implementing with fidelity in their classroom</li> <li>Students in Yr 3-6 have access to differentiated phonics support provided by a teacher aid trained in the SoundsWrite phonics programme</li> <li>A whole school spelling programme is created and implemented in all classes based on the Sounds Write phonics programme</li> <li>100% of teachers are differentiating lessons to meet the needs of students with disability</li> <li>Differentiated support is provided to each classroom teacher by providing opportunities to observe other teachers work and to be observed and given feedback on chosen areas</li> </ul>	<b>AIP measurable/ outcomes 2024:</b> <ul style="list-style-type: none"> <li>Improved A-C performance in the Starting Strong Years (baseline of 40% A-C semester 2 English)</li> <li>Improved A-B performance in the Starting Strong and Building on Foundations junctures (Baseline Sem 2 2023 of 4% and 22%)</li> <li>High levels of inter-assessment agreement (NAPLAN to A-C English and maths)</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<b>Strategies: (from the 2021-2024 Strategic Plan)</b> <ul style="list-style-type: none"> <li>-Building capacity of staff to use high yield pedagogical practices.</li> <li>-Providing opportunities for staff to enhance their data literacy skills to identify starting points and next steps in the teaching and learning process.</li> </ul>											
<b>Actions:</b> <ul style="list-style-type: none"> <li>-Provide training for Prep teacher and upper school teaching aide in Sounds Write.</li> <li>-Organise Sounds Write resources to support ease of access in the two lower years classrooms and intervention in the upper years.</li> <li>-Provide aligned intervention support to students who have not reached targets in phonics learning.</li> <li>-Use Sounds Write screeners to assess students in year 3-6 and provide responsive intervention.</li> <li>-Develop a whole school spelling program aligned to Sounds Write programme and meeting the requirements of the Australian Curriculum.</li> <li>-Develop and enact an observation and feedback cycle to respond to the differentiated needs of teachers and related to their annual performance development plans.</li> <li>-Increase access to a bank of decodable readers to support students working at differentiated levels.</li> </ul>		<b>Responsible officer(s):</b> Jane Downing & Wendy Young Louise Bidenko Wendy Young Louise Bidenko, Elizabeth Jacobson & Wendy Young Louise Bidenko, Elizabeth Jacobson Louise Bidenko, Jane Downing, Liz Jacobson, Jo-Anne Ward Louise Bidenko, Elizabeth Jacobson	<b>Resources:</b> Sounds Write Training and TRS to release staff to access online Decodables resources. Workforce Plan and WSSLR & RARR funding								
<b>School priority 2: Delivering the Australian Curriculum</b> The 2020 school review recommended further embedding professional development opportunities aligned to the professional learning plan to support consistency of practice and understanding, and high standard of delivery of the Australian Curriculum. Depot Hill works alongside a cluster of small schools to plan and moderate & contributes to a fractional HOD C position that is based at Depot Hill SS.	<b>Monitoring</b> <small>Green –on track, Yellow – underway, Magenta – yet to commence. Monitoring will be updated at end of each term.</small> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>Small school cluster HOD-Curriculum has adapted the current Level 1, 2 and 3 planning in preparation for implementation in 2025 of Version 9 for English and Mathematics</li> <li>100% of teaching staff can articulate the embedded systemic process which analyses and utilises school collected data to inform the next steps in the teaching and learning cycle</li> <li>100% of staff can articulate where differentiation for individual students fits into the assessment and reporting framework</li> </ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>100% of teachers take part in Before Moderation every term within the small school cluster</li> <li>100% of teachers take part in After Moderation (Calibration) with a teacher from within the cluster and time is put aside in staff meeting time to ensure that this occurs</li> <li>100% of teachers take part in After After Moderation (Consensus) at least twice a year using face to face or Teams</li> <li>100% of teachers take part in End Moderation with other cluster teachers at least twice a year using time given in lieu of staff meetings</li> <li>100% of classroom teachers collating portfolios for each child using the folio sheets created for End moderation and using these folios in 3 way chats with parents and students</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<b>Strategies: (from the 2021-2024 Strategic Plan)</b> <ul style="list-style-type: none"> <li>-Delivering the Australian Curriculum to a high standard</li> <li>-Embedding PD opportunities aligned with the professional learning plan to support consistency of practice and understanding of the AC.</li> </ul>											
<b>Actions:</b> <ul style="list-style-type: none"> <li>-Provide access to PD for version 9 Australian Curriculum for the HOD C and prioritise use of HOD C time to revise level 1,2,3 planning ahead of 2025 implementation of version 9 AC in English and maths</li> <li>-Publish a calendar of dates to give clarity about moderation expectations aligned to the agreed cluster approach</li> <li>-Allocate and book TRS for teachers to attend moderation through financial allocation within the school budget</li> <li>-Allocate one staff meeting per term to engage in calibration moderation and collaborate with others in the cluster</li> <li>-Continue to apply consistent records of teaching and assessments through folios and assessment profile sheets for each subject to create concise records aligned to DoE expectations and agreed cluster protocols</li> <li>-Create a whole school professional development plan</li> <li>-Create a timetable of observation and feedback for staff based on staff members' APDPs and the explicit improvement agenda</li> <li>-Encourage teachers to collaborate with teachers across the cluster to watch each other work</li> </ul>		<b>Responsible officer(s):</b> Steph Ruddick  Steph Ruddick, Elizabeth Jacobson Elizabeth Jacobson Elizabeth Jacobson Bidenko, Jane Downing, Elizabeth Jacobson, Jo-Anne Ward  Elizabeth Jacobson Elizabeth Jacobson Louise Bidenko, Jane Downing, Liz Jacobsen, Jo-Anne Ward	<b>Resources:</b> HODC FTE contribution TRS allocation Staff meeting timetable Professional Learning Plan APDPs Rockhampton Small School Cluster Handbook								

**School priority 3: Ensuring student, staff and community wellbeing**

The 2020 school review recognised the complexity of Depot Hill and recommended the embedding of consistent PBL processes and practices across the setting. Since this time the ICSEA of the school has continued to decline with high levels of need within the student body. Additional resourcing has flowed into the school through WSSLR, RARR and The Wellbeing Workforce.

**Strategies: (from the 2021-2024 Strategic Plan)**

- Embedding the agreed consistent PBL processes and practices across the school setting
- Collaboratively exploring school wide systems and processes that assist academic and non-academic support for individual students

**Actions:**

- Create a TEAMS channel for PBL processes and data which all staff can access.
- Review the Student Code of Conduct and take to P&C for approval
- Review major and minor behaviours chart with all staff at staff meeting.
- Embed whole school rewards system across the school through weekly acknowledgements on parade
- Utilise social worker to counsel five students per fortnight and feed back ideas to teachers of these students about how to support each child in the classroom and playground
- Connect social worker with outside agencies such as Multicultural Australia to provide support options for parents
- Attend Paediatrician appointments (principal and social worker) to provide a clear picture of the needs of the child within the school context to prevent delays in diagnosis and support.

**Approvals**

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

**Principal: Elizabeth Jacobson**

**P&C/School Council**

**School Supervisor: Leisa Neaton**

Monitoring			
Green –on track, Yellow – underway, Magenta – yet to commence. Monitoring will be updated at end of each term.			
Term 1	Term 2	Term 3	Term 4

**Long term measurable/desired outcomes:**

- Staff, students and parents can articulate the PBL processes which occur across the school setting
- 100% of teachers are able to articulate the documented school wide processes in place to support students who require support for both academic and non-academic issues
- Improved community consultation regarding school wide processes

**AIP measurable/desired outcomes:**

- 90% of staff are experiencing high morale (baseline of 80% in 2023 SOS)
- 75% of students feel safe at school (baseline of 60% in 2023 SOS)
- Improved student attendance rates Starting Strong to 89% (baseline of 87% sem 1 2023)
- Improved student attendance rates Building on Foundations to 88% (baseline of 85% sem 1 2023)
- Reduce SDA rates from 15% to 7% in the Building on Foundations juncture
- Improved and sustained access to psychological support provided by social worker at school

**Responsible officer(s):**

Elizabeth Jacobson, Steph Ruddick  
Elizabeth Jacobson, Steph Ruddick  
Elizabeth Jacobson, Steph Ruddick  
Erin Clifford  
Erin Clifford  
Erin Clifford, Elizabeth Jacobson

**Resources:**

MS Teams  
DoE Code of Conduct review support materials  
Classroom Management Hub  
AERO Classroom Management Handbook  
Social Worker allocation 0.15  
HOC C FTE allocation-0.1  
Paeds in a Pod service

**E&E School Summary**

Data refresh dates: Enrolment: 03/11/2023; ReportCard: 08/12/2023; Attendance: 31/07/2023; SDA: 8/12/2023; SOS: 31/07/2023; Year12: 31/12/2023

ICSEA	Total Students	First Nations Students	Students With Disability	Students In Care	School
<b>815</b>	<b>71</b>	<b>40</b>	<b>39</b>	<b>5</b>	Depot Hill State School

**Student Performance**

Year	Subject	Actual	Relative
Starting Strong Prep - Year 2	English % C and Above	40%	72%
	English % A or B	4%	39%
	Mathematics % C and Above	71%	80%
	Mathematics % A or B	50%	51%
	Attendance (Semester1)	87%	82%
SDA Rate		0%	3%
Building on Foundations Year 3 - 6	English % C and Above	83%	74%
	English % A or B	22%	29%
	Mathematics % C and Above	80%	77%
	Mathematics % A or B	32%	36%
	Attendance (Semester1)	85%	83%
SDA Rate		15%	7%

**Governance**

**Actual vs Planned Expenditure as at 31/12/2023**

101.0% planned year to date expenditure has occurred

\$-3,000 planned expenditure still to occur this year

\$62,000 funding provisioned for expenditure in future years

\$58,000 in bank account

**Allocated staffing resources used as at 31/12/2023**

100.0% Day 8 allocated teaching resources used

FTE diff 0.0

4.8 Day 8 FTE allocation

4.8 Day 8 FTE paid

**Staff morale (School Opinion Survey)** 80%

**Completion of annual safety assessment** YES NO 21/06/2023

**Student safety (School Opinion Survey)** 60%

**School audit rating as at 31/10/2023**

Self Manage Support Priority Support

**Utilisation rate as at 10/01/2024**

<=60% 61%-80% 81%-94% >=95%

Legend Actual Performance Relative Comparison Statewide Target