

# Gundiah State School

## Annual Improvement Plan 2019

### School Improvement Priority – Reading within the Australian Curriculum

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Align Staff DPPs to the improvement priority of Reading	Term 1 & 3 DPP Meeting	Staff Meeting 30 mins per staff member DPP Framework	Principal	100% of staff engage with DPP process	<p><b>At 3 months:</b></p> <ul style="list-style-type: none"> <li>-Develop a Literacy Continuum key ring to track and monitor student progress in reading.</li> <li>-Implement Early Start testing and analyse the data</li> <li>-Principal to deliver PD to all staff on Literacy Continuum</li> <li>-Principal and teacher to participate in pre/post cluster moderation</li> <li>-Analysis of PM reading data and completion of differentiation surfboards</li> <li>-Co-teaching of reading will be scheduled into the weekly timetable for the whole school</li> <li>-Establish Reading learning goals in consultation with the students using the Literacy Continuum</li> <li>-AIP key priority communicated to the community through P&amp;C discussions, newsletters and public website</li> <li>-Learning intentions and success criteria are displayed in the classrooms</li> </ul>
	To develop a shared understanding and commitment to developing Reading with reference to the Literacy Continuum	Each term	Staff Meetings Cluster Meetings SFDs	Principal  HOC	85% of students achieving a C or better in English. Alignment of Achievement standards across KLAS	
	Enhance teacher knowledge of Australian curriculum Reading through deepening knowledge of Achievement Standards and curriculum Intent through the Pre/post Moderation Process.	Each term	2 TRS per term	Principal BSM	100% of teachers using the NCR anchor chart to plan for English	
	Provide time for teaching staff to plan effectively for Reading use data to inform the teaching and learning program aligned to the Australian Curriculum	Each term provision of 1 / 2 day planning and data analysis	1/2 TRS per term	Principal BSM	SOS data – teacher satisfaction	
	Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice	Each term – walkthrough/formal observation	SWIVL	Principal Teachers Teacher Aides	SOS data – teacher satisfaction	
	Deepen staff knowledge, understanding and pedagogical practice of the 4 Reading procedures – Modelling, Shared, Guided and Independent Reading to Pearson’s Gradual Release of Responsibility Model	Term 1 and Term 2 professional learning	“How to Teach Reading”  Staff Meetings	Principal Teacher		

	Collaborative and co-teaching across the school enables shared responsibility for the success of all students through developing teacher knowledge and expertise to include and engage all learners.	Every week	Principal, teachers and teacher aides	Principal	Implementation of co-teaching reading on a weekly basis	-Establish and circulate a teaching and learning calendar to inform staff and clarify their roles and expectations.
<b>Strategy – Successful Learners</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	-Implement assessment tasks in accordance with the Whole School Assessment Schedule
	<ul style="list-style-type: none"> <li>A whole school approach to support the reading of all students</li> </ul>	SFD January	Inclusion Policy	Principal	100% of staff engaged in PD	-allocate I4S funding to support reading
	<ul style="list-style-type: none"> <li>Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities</li> </ul>	Ongoing	Planning documentation – anchor charts	Principal SWD Staff Teachers	Assessment tasks cater for diverse needs of learners	<b>At 6 months:</b> -Establish Reading learning goals in consultation with the students using the Literacy Continuum
	<ul style="list-style-type: none"> <li>Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.</li> </ul>	Each term	Budget I4S TA Timetables Student Support Meetings	Principal BSM Support Team	100% of funds are expended targeted to meet student learning needs	-Staff to work through on-line modules on the 'How to teach reading' website  -Analysis of PM reading data and completion of differentiation surfboards
	<ul style="list-style-type: none"> <li>Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention</li> </ul>	As per Assessment and Target Plan. Each term as a minimum	Target and Assessment Plan	All staff	100% of teachers involve in data analysis conversations	-Track all students reading progress on the Literacy Continuum
	<ul style="list-style-type: none"> <li>Use Early Start and the P-10 Literacy Continuum to monitor students' progress in Reading and identify Reading behaviour goals for students.</li> </ul>	Each term P-6	Literacy Continua Early Start Budget	All staff	Data Wall – whole school literacy continua (Reading) Data Collection – individual student literacy continua	-Collaboratively develop an observation and feedback sheet for best practice of teaching reading  -Review behaviour and attendance data against reading data to identify and barriers to student learning
	<ul style="list-style-type: none"> <li>Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students.</li> </ul>	Every Day in every classroom	Student Support Meetings Teaching and learning programs	Principal Teacher	100% completion of ICPs; ISPs; ESPs	-Discuss the teaching of reading pedagogy with families in parent teacher interviews  <b>At 9 months:</b>

			Walkthroughs/ Observations			-Establish Reading learning goals in consultation with the students using the Literacy Continuum
	<ul style="list-style-type: none"> <li>Monitor and review attendance and behaviour for continuous improvement in Reading</li> </ul>	Each term	Oneschool data sets PBL data sets	Principal Staff	Data analysis discussions each term with 100% engagement Above 90% attendance	-Observation and feedback on teaching reading with every staff member using the SWIVL
	<ul style="list-style-type: none"> <li>Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in Reading.</li> </ul>	Every day in every classroom	Oneportal – Wellbeing frameworks, Disability Resourcing	Whole school community	20% reduction in behaviour incidents	-Analysis of PM reading data and completion of differentiation surfboards
<b>Strategy – Principal Leadership and Performance</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	<b>At 12 months:</b>
	<ul style="list-style-type: none"> <li>Use I4S funding to support Reading</li> </ul>	Every week	I4S Budget	Principal	100% of I4S targeted to reading support expended	-Establish Reading learning goals in consultation with the students using the Literacy Continuum
	<ul style="list-style-type: none"> <li>The school leadership team routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices</li> </ul>	Each term	Walkthroughs Observation and feedback	All staff	100% of staff engaged in collegial engagement practices	-Discuss the teaching of reading pedagogy with families in parent teacher interviews
	<ul style="list-style-type: none"> <li>Establish a teaching and learning calendar each term to identify expectations of school staff to enact the strategies within the AIP and Assessment and Target plan.</li> </ul>	Each term	Teaching and Learning Calendar	Principal	100% of staff receive a teaching and learning calendar at the commencement of each term	-Review progress against goals
<b>Strategy – School Performance</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	-Analysis of PM reading data and completion of differentiation surfboards

	<ul style="list-style-type: none"> <li>Collect and triangulate Reading data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry.</li> </ul>	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis
	<ul style="list-style-type: none"> <li>Provide regular opportunities to analyse student Reading data through the school contextualised data analysis inquiry to inform teacher planning</li> </ul>	Each term	Target and Assessment plan Pre-moderation	All staff	100% of staff engaged in data analysis
<b>Strategy – Regional support</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>
	<ul style="list-style-type: none"> <li>Engage with NCR offer of PA-AC support for pre moderation opportunities</li> </ul>	Each Term	NCR PA-AC Budget	Principal	100% of teachers use the NCR planning process
	<ul style="list-style-type: none"> <li>Engage with NCR offer of Early Years Coach support for pre moderation opportunities</li> </ul>	Each Term	NCR Early Years Coach Budget	Principal	100% of teachers use the NCR planning process
<b>Strategy – Local Decision Making</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>
	<ul style="list-style-type: none"> <li>Promote awareness and understanding of the Reading strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades.</li> </ul>	Ongoing	Newsletters Parades Community Events	All staff	SOS data
	<ul style="list-style-type: none"> <li>Provide opportunities to share Reading pedagogy with parents through scheduled learning opportunities.</li> </ul>	Ongoing	Parent Teacher Interviews	All staff	SOS 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