

Gundiah State School Annual Implementation Plan 2017

School Improvement Priorities 2017



Improvement priority - Numeracy

Strategy – Build leadership capacity.			
Actions	Targets	Timelines	Responsible Officer/s
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice mathematics pedagogy. (Rob Profit-White)		Semester 1 and 2, 2017	Principal
Identify and recruit school based mathematics cohort leaders (Rebecca Brown)		Commence January 2017	Principal
Use I4S funding to support mathematics	I4S funding expended by end of year	2017 I4S funding	Principal
Strategy – Build teacher quality			
Actions	Targets	Timelines	Responsible Officer/s
Build teacher capacity to recognise and remediate key misconceptions through NCR Diagnostics and EdStudios	All teachers using the diagnostic tool as pre and post-test.	Cluster Networks – 6 per semester	Principal
Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent.		staff briefing each Staff Meeting	Principal
Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context.	Survey data indicates 100% satisfaction staff knowledge has increased.	Planning Meetings	Principal
Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum		Planning Meetings	Principal
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices (Small School Cluster Meetings)		Ongoing	Principal
Provide opportunities for staff to engage in moderation within and across schools using the NCR/Show Me Paper diagnostic tool (Small School Cluster Meetings)		1 per term	Principal
Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving		100% staff achieving numeracy goal as identified in DPP by end of year	Numeracy cluster meetings Planning Meetings
Align DPP for staff to the numeracy strategy		DPP Meeting – Semester 1 and 2	Principal
Strategy – Successful Learners			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks.		Planning Meetings	Principal
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term	Principal
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving	Weekly attendance review	Principal

	95% attendance		
Expand opportunities for all students to reach their potential – student achievement in U2B	Student achievement 80% or better in A/B data	Semester 1 Semester 2	Principal
Expand opportunities for OOHC students /ATSI student to reach their potential.	Student achievement 80% or better in A/C data	Semester 1 Semester 2	Principal
Strategy – School Performance			
Actions	Targets	Timelines	Responsible Officer/s
Triangulate Mathematics data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	80% of students achieving A – C in Mathematics	Semester 1 Semester 2	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Planning Meeting each term	Principal
Share successful practice across cluster	All staff	Each term	Principal/Staff
Strategy – Local Decision Making			
Actions	Targets	Timeines	Responsible Officer/s
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, letters, postcards, EIA, parades, Facebook	100% of parents aware of Numeracy as the school EIA	ongoing	Principal All Staff
Provide opportunity for parents to engage with mathematics pedagogy	50% of parents attend professional learning	1 per semester	Principal
Collaborate with local school clusters to share practice and promote learning (Small Schools Cluster Meetings)	All Staff	Each Term	Principal/Staff

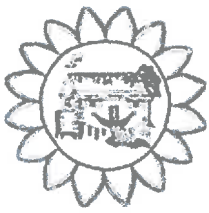
Endorsement

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



Gundiah State School Annual Implementation Plan 2017

School Improvement Priorities 2017

Improvement priority: **Reading**

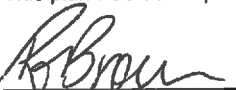


Strategy – Regional Support			
Actions	Targets	Timelines	Responsible Officer/s
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy (Sally Rankin)			Principal
Strategy – Building leadership capacity			
Actions	Targets	Timelines	Responsible Officer/s
Identify and recruit champion in “reading” (Rebecca Brown)			Principal
Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning			Principal
Analyse and Share collated school data-sets (reading data , NAPLAN, Diagnostic assessment)		Term 1 onwards	Principal
Explore cohort data through data conversations with teaching team		Semester 1 & 2	Principal
Audit current reading pedagogy and framework		Term 1	Principal
Promote awareness of the reading improvement agenda to the broader school community	Parent SOS Data	Term 1 & Ongoing	Principal
Strategy – Building teacher capacity			
Actions	Targets	Timelines	Responsible Officer/s
Access HOD – RS to create and provide opportunities for professional learning within the Australian Curriculum around reading	All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English	Semester 1 and 2	Principal
Implement focussed Professional Learning with staff on implementing a Balanced Reading Program (includes Gradual Release Model)		Term 1 Ongoing	Principal
Through conversations with staff embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron)		Semester 1 ongoing	Principal
Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement	DPP – all staff have identified an aspect of reading to develop	Term 1 ongoing	Principal
Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice (Cluster Moderation)	All staff understand assessment tools and their purpose	Semester 1 & 2	Principal
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices		Ongoing	Principal
Align DPP for staff to the reading strategy	100% staff achieving reading goal as identified in DPP by end of year	DPP Meeting – Semester 1 and 2	Principal

Actions	Targets	Timelines	Responsible Officer/s
Timetable regular meetings with staff to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. Assessment tools include (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative C2C reading assessment to map performance against the standard)	Term meetings with staff around tracking reading progress and the alignment to curriculum planning 80% Students achieving A-C in English Achieving similar to like schools for National Mean in Reading	Ongoing	Principal
Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English e.g. consistency of A-E Data	Twice a year internal moderation Twice a year cluster moderation	Term 2 & Term 4	Principal and Teacher
Strategy – Successful learners			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading	Reach Regional benchmarks in Reading	Ongoing	Principal
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term – Pre and Post	Principal
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 95% attendance	Ongoing	Principal
Strategy – School performance			
Actions	Targets	Timelines	Responsible Officer/s
Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff.		Ongoing	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Termly	Principal
Strategy – Local decision making			
Actions	Targets	Timelines	Responsible Officer/s
Communicate reading improvement of students to parents through individualised reading goals	Parent SOS DATA	Term 1 ongoing	Principal
Celebrate reading progress within the wider community through Newsletters, Facebook, postcards, letters and parade	100% of parents aware of reading as the EIA		Principal, all staff
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Reading level trackers	Term 4	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


Assistant Regional Director