



Gundiah State School Annual Improvement Plan 2020


Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Align Staff DPPs to the improvement priority of Writing To develop a shared understanding and commitment to developing writing with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas All teachers engaging in the post moderation process Enhance teacher knowledge of Australian curriculum writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process Provide time for teaching staff to plan effectively for writing use data to inform the teaching and learning program aligned to the Australian Curriculum Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice Deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedure – Modelling, Shared, Guided and Independent reading and writing to Pearson’s Gradual Release of Responsibility Model Collaborative and co-teaching across the school enables shared responsibility for the success of all students through developing teacher knowledge and expertise in data literacies to include and engage all learners. Teacher aides working alongside teachers in classrooms to deliver writing instruction 	<p>Term 1 & 3 DPP Meeting on one on one with Principal</p> <p>Each term Provision of 1 day for planning for both teachers Walkthrough and formal observation</p> <p>Term 1 and Term 2 Professional learning in Writing</p> <p>Term 3 and Term 4 Draft a Writing Program as a staff, using data</p>	<p>Staff Meetings</p> <p>30 mins per staff member (DPP)</p> <p>DPP Framework</p> <p>English Australian Curriculum reference book</p> <p>2x TRS planning day and pre moderation</p> <p>SWIVVEL for observations</p>	<p>Principal</p> <p>BSM</p> <p>Teacher</p> <p>Teacher Aides</p> <p>Specialist Teachers</p>	<p>100% of staff engage with DPP process</p> <p>95% of P-2 students achieving a C or better in English</p> <p>85% of P-6 students achieving a C or better in English</p> <p>100% of teachers attend pre and post moderation</p> <p>100% of teachers using the NCR anchor chart to plan for English</p> <p>SOS data – teacher satisfaction</p> <p>PE specialist moderating with Health teacher at school level each semester</p>	<p>At 3 mths: All DPP completed Writing PD completed PD Calendar finalised for S1 2020</p> <p>At 6 mths: 65% of students achieving a C or better in English Moderation completed with PE teacher PD Calendar finalised for S2 2020</p> <p>At 9 mths: Review DPP Review NAPLAN data Writing Program draft (based on skills)</p> <p>At 12 mths: 95% of P-2 students and 85% of P-6 students achieving a C or better in English Moderation completed with PE teacher</p>
Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> A whole school approach to support the learning of all students Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities 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 Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention Use Early Start and the P-10 Literacy Continuum to monitor students’ progress in writing and identify writing individual goals for students. Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students. Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in writing 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 writing Provide challenging learning experiences that further develop writing through critical and creative thinking capabilities across the curriculum 	<p>Ongoing Data analysis</p> <p>Each Semester ICP meetings Case Management meetings Early Start Conducted</p> <p>Each term As per Assessment and Target Plan Data Wall update Student Goal setting (5 week cycle)</p>	<p>Inclusion Policy Planning documentation – anchor chart Budget: I4S TA Timetables Support Meetings Target and Assessment Plan Literacy Continuum Early Start Student Support Meetings Teaching and learning programs Walkthroughs Observations Oneschool data sets PBL data sets Onportal – Wellbeing frameworks, Disability Resourcing Case Management protocols and procedures</p>	<p>Principal</p> <p>HOSES</p> <p>SWD Staff</p> <p>Teachers</p> <p>Teacher Aides</p> <p>Parents</p>	<p>100% of staff engaged in Inclusive PD Assessment tasks cater for diverse needs of learners 100% of funds are expended targeted to meet student learning needs 100% of teachers involve in data analysis conversations Data Wall – whole school literacy continua 100% completion of ICPs; ISPs; ESPs Data analysis discussions each term with 100% engagement Above 95% attendance 50 % of students achieving in U2B for Writing 50 % reduction in behaviour incidents</p>	<p>At 3 mths: Data walls updated with Literacy Continuum (reading, comprehension, writing) Set Ob&Feedback , Case Management protocols</p> <p>At 6 mths: 50% of funds are expended targeted to meet student learning needs Data walls updated ICP review and renew</p> <p>At 9 mths: Data walls updated Review Ob&Feedback protocols</p> <p>At 12 mths: 100% of funds are expended targeted to meet student learning needs ICP review and renew Data walls updated</p>


Strategy – Principal Leadership and Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> • Use I4S funding to continue reading intervention and support writing in classrooms • Lead an inclusive and collaborative culture, deepen learning and foster accountability • The school leadership team routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices • 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. 	<p>Ongoing DRR check in with teacher aides</p> <p>Each term Review I4S budget</p>	<p>I4S Budget</p> <p>SFD</p> <p>Staff meeting</p> <p>Walkthroughs</p> <p>Observation and feedback</p> <p>Teaching and Learning Calendar</p> <p>Assessment and Target plan</p>	<p>Principal</p> <p>BSM</p>	<p>100% of I4S targeted to Writing support expended</p> <p>100% of staff engaged in collegial engagement practices</p> <p>100% of staff receive a teaching and learning calendar at the commencement of each term</p>	<p>At 3 mths: Budget set T&L calendar implemented and used</p> <p>At 6 mths Budget review</p> <p>At 9 mths: Review programs and Budget</p> <p>At 12 mths: Review what worked/ what didn't Review T&L calendar</p>
Strategy – School Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> • Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles and learning sprints • Collect and triangulate writing data (identified within School Target and Assessment Plan) to monitor performance; review practice and strategy outcomes through data analysis inquiry. • Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning • Analyse writing data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings. 	<p>As per target and assessment plan</p> <p>Each term Case Management meeting for each class Moderation</p>	<p>Target and Assessment plan</p> <p>Simon Breakspear research on learning sprints</p> <p>Pre-moderation</p> <p>Case Management Meeting Guidelines</p>	<p>Principal</p> <p>Teachers</p>	<p>100% of staff engaged in collaborative discussion of data analysis</p> <p>100% of staff engaged in data analysis</p>	<p>At 3 mths: M3 moderation to improve student outcomes prior to moderation</p> <p>At 6 mths: Review student writing data Review writing opportunities</p> <p>At 9 mths:</p> <p>At 12 mths: Create Writing program</p>
Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> • Engage with NCR offer of PA-AC support for pre moderation opportunities • Engage with NCR offer of Early Years Coach support to overlay AAP into planning across multiple KLAs • Engage with NCR offer of Learning Circles over the year • Engage with NCR PD calendar for opportunities over the year 	<p>Each term Pre moderation AAP Afternoons Learning Circles</p>	<p>NCR PA-AC</p> <p>NCR Early Years Coach</p> <p>NCR Inclusive Team</p> <p>NCR PD calendar</p>	<p>Principal</p> <p>Teachers</p>	<p>100% of teachers use the NCR planning process</p> <p>100% of staff participating in NCR support</p>	<p>At 3 mths: Attend meetings both at school and regional levels Set TRS budget</p> <p>At 6 mths: Review TRS budget to allow staff to participate in NCR PD</p> <p>At 9 mths: Review TRS budget to allow staff to participate in NCR PD</p> <p>At 12 mths: Review support and impact on student learning</p>

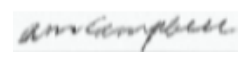
Strategy – Local Decision Making	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> • The school actively seeks to engage with the local community and supports initiatives that celebrate diversity • Promote awareness and understanding of the writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades, class communication board • Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities. 	<p>Ongoing Newsletter and Facebook posts</p> <p>Term 1 and 3 Parent/Teacher interviews</p> <p>Each Semester Parent afternoon</p>	<p>Newsletters</p> <p>Parades</p> <p>Community Events</p> <p>Social Media</p> <p>Parent Teacher Interviews</p>	<p>All Staff</p>	<p>SOS Data</p> <p>80% of parents engaging in Parent/Teacher interviews</p>	<p>At 3 mths: Newsletter with information and tips on Writing improvement</p> <p>At 6 mths: Parent information session for tips on Writing improvement Semester celebration of success</p> <p>At 9 mths: Social Media with information and tips on Writing improvement</p> <p>At 12 mths: Newsletter with information and tips on Writing improvement Parade celebration of success Open Writing program for parent helpers Review for next yea</p>

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