

Gundiah State School

Annual Improvement Plan 2022

Key Improvement Priority –
Writing within the Australian Curriculum

NCR Leadership Challenges:

- Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.
- Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month Target	6 Month Actual	12 Month Target
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity	English Achievement P-2 91% A-C; 18% A-B P-6 – 91% A-C; 22% A-B	English Achievement P-2 91% A-C; 25% A-B P-6 – 91% A-C; 25% A-B		English Achievement P-2 91% A-C; 30% A-B P-6 – 91% A-C; 30% A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline 2021	6 Month Target	6 Month Actual	12 Month Target
All children making a great start	Every child engaged in high quality learning Every OOHC child, every child with a disability case managed to Prep. Every OOHC has an ISP in place within four weeks of enrolment Review the number of SDAs inclusive of Prep. Where possible have proactive strategies in place to minimise these.	English Achievement ATSI 0% P-2 A-C ATSI 0% P-6 A-C SWD 100% P-2 A-C SWD 100% P-6 A-C OOHC 0% P-2 A-C OOHC 0% P-6 A-C 0 Prep SDAs 0 SDAs	English Achievement ATSI 100% P-2 A-C ATSI 100% P-6 A-C SWD 100% P-2 A-C SWD 100% P-6 A-C OOHC 100% P-6 A-C OOHC 100% P-6 A-C 0 Prep SDAs 0 SDAs		English Achievement ATSI 100% P-2 A-C ATSI 100% P-6 A-C SWD 100% P-2 A-C SWD 100% P-6 A-C OOHC 100% P-6 A-C OOHC 100% P-6 A-C 0 Prep SDAs 0 SDAs
Every Student Succeeding	Leadership Challenge: Every school has developed and implemented a case management process by end of 2022	2# Marker students per class	2# Marker students per class improving		3# Marker students per class improving
	Leadership Challenge: Every teacher to engage in M1 in at least one Learning Area in 2022.	100% of Teachers	100% of Teachers		100% of Teachers

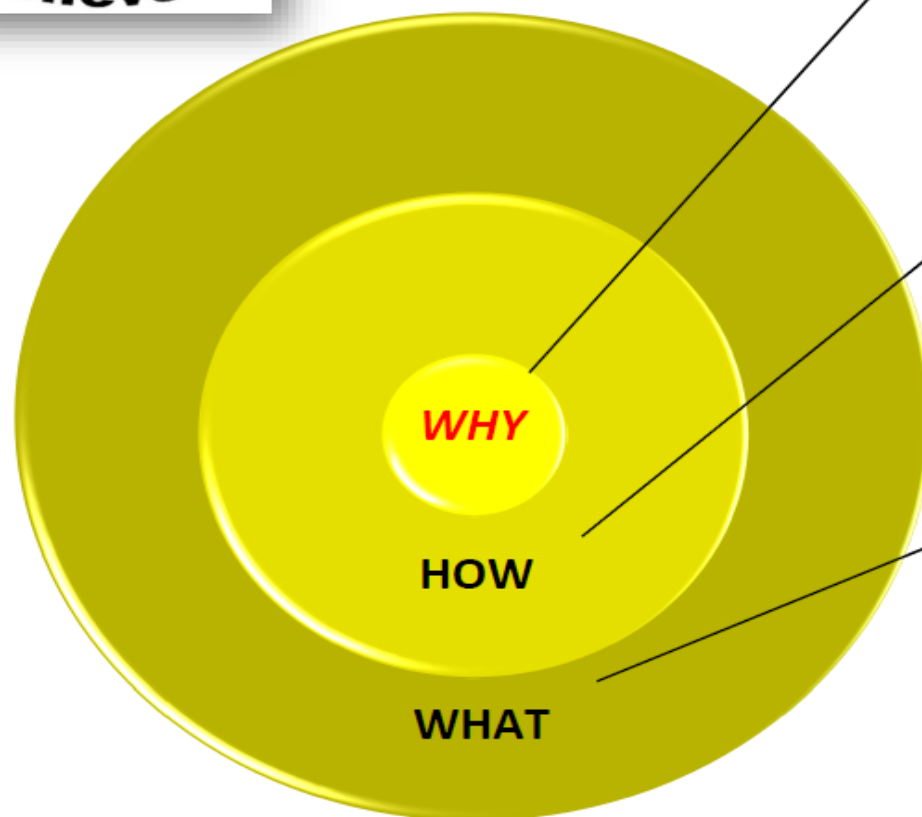
Endorsement: This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

Gundiah State School's 2022 "Why"



Achieve the objectives of the **Australian Curriculum**:

- * successful learners
- * confident and creative individuals
- * active and informed citizens

In response to 2021 data, prioritise **Writing**, in order that students can progress from representing **basic concepts and simple ideas** to conveying **abstract concepts and complex ideas**, in line with the demands of the eight learning areas.


Implement the actions contained in the school's **Annual Improvement Plan**.

Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. Penguin.

The 2022 Key Improvement Priority of **Writing within the Australian Curriculum** will be led through actioning the following key focus areas.

Focus PERFORMANCE <ul style="list-style-type: none"> <i>lifting the performance of each child and student in our state schooling system.</i> 	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Engage in M1, M2 and M3 moderation (English) across the year.	Each term	APDPs Whole School PD Plan	Principal Teaching Staff	
	Use of 5 Questions for Students, and student work samples, to ensure line-of-sight in teaching and learning.	Each Term	5 Questions for Students	Teacher Principal	
	Develop and communicate clear roles, responsibilities and accountabilities for all staff.	Ongoing	APDPs Whole School PD Plan	Principal	
	Deepen educational and social objectives of Gundiah Playgroup to support Prep transitions.	Each fortnight	TA School Budget I4S	Principal	
Focus TEACHING <ul style="list-style-type: none"> <i>A focus on the capability and capacity to enact a deep understanding of the P12 CARF.</i> <i>Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment</i> <i>Using evidence of student learning to inform next steps for students and teachers.</i> 	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Implement and embed the Gundiah State School Curriculum, Assessment and Reporting Plan, to facilitate the three levels of planning.	Each term	Whole School Curriculum Plan CARP Audit tool	Principal Teachers	
	Visits in every classroom each term with provision of feedback through 5 questions for students.	Each term	All staff	Principal	
	Embed the use of learning walls in each classroom, with samples of student work aligned to the Marking Guide for the current English unit.	Each term	Teaching staff	Principal	
	Refine and embed the Gundiah State School Teaching & Learning Framework to engage all staff in <i>agreed consistent teaching and moderation practices across the school.</i>	Semester 2	AAP Resources Teachers TAs	Principal Teachers TAs	
	Develop a whole of school approach to the gradual release model of writing including- the pedagogies used for automaticity, modelled, shared, guided and independent writing.	Ongoing		Principal	

Focus CAPABILITY <i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Align Teacher and Teacher Aide APDPs to the key priority area of Writing.	Ongoing	APDPs Whole School PD Plan	Principal	
	Provide professional learning to all staff (including Teacher Aides) to continue to deepen knowledge of the 3 levels of planning.	Each Term	CARP P-12 CARF 3 Levels of Planning	Teachers TAs Principal	
	Allocate I4S budget to purchase additional teacher hours to support targeted intervention in classrooms.	Ongoing	I4S Budget	Principal	
	Whole staff regularly engage in Collaborative Assessment of Student Work (English) through regular staff meetings, and inter-school CASW meetings.	2 x each term	Regional Support through Intentional Collaboration	Principal	
	Develop a shared understanding of the Australian Curriculum definition of Writing, to include word processing, digital forms of writing, recorded responses and scribing.	Ongoing Staff meetings	APDPs Whole School PD Plan	Principal	
Focus PARTNERS <ul style="list-style-type: none"> <i>fostering strategic partnerships that build understanding and expertise</i> <i>Co-ordinating, collaborating or co-designing shared work with partners.</i> 	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Visit early years services to build productive relationships, fostering quality transitions into Prep	Term 3&4	School Budget Staff release time	Principal	
	Support case management of vulnerable students through case management partnerships including: GO, AVT, SLP, BM	Each Term	School Budget I4S	Principal HoSES	

Focus WELLBEING	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Continue to monitor workload through review of the School Data Plan	Ongoing	Data plan and focused discussions	All staff led by Principal	
	Embed <i>You Can Do It</i> , <i>Zones of Regulation Framework</i> and <i>Smiling Mind</i> to build social and emotional capabilities.	Each term	School Budget Staff release time	All staff	
	Regularly review inclusive practices across the school using the Inclusive Education Next Steps tool	Once per semester in staff meeting	 Inclusive Education Next Steps	Principal HOSES	
	Develop Student Support Plans for required students to support successful engagement.	As required	Parents & Carers GO External agencies	Principal HoSES Teachers	
Focus INCLUSION	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Create inclusive opportunities for all students to reach their potential as successful learners	Ongoing	I4S teacher release	Principal HoSES	
	Case Management of verified students and diverse learners to create, implement and review Student Support Plans and PLPs.	2 x each term	Staff Meetings Teacher Release time	Principal Teachers	
	Establish effective monitoring and intervention processes for students whose attendance is <85%.	Semester 1	Data Wall OneSchool	Principal Teachers TAs	