

Gunalda State School

Annual Improvement Plan 2020

School Improvement Priority



- Writing in the Australian Curriculum
- Student social and emotion wellbeing
- Observation, coaching and feedback

Gunalda State School has undertaken a thorough evaluation of progress towards 2019 goals and established our focus for 2020.

To ensure that we maintain the high level of student improvement, we will engage with writing in the Australian Curriculum, student social and emotional wellbeing and observation, coaching and feedback in writing.

Our vision, *"Inspiring Minds. Creating Opportunities. Shaping Queensland's Future"* is being achieved through high expectations for all students, supported by quality teaching and consistent implementation of programs within a culture of collaboration and feedback. As a result of our narrow focus on academic success we will aim for:

1. 95% of students achieving a C or better in English at the end of Semester 1, 2020 and Semester 2, 2020.
2. Whole school implementation of social and emotional framework with explicit weekly lessons to improve student engagement.

Staff observation, coaching and feedback in writing with focus on student impact.

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Align staff DPPs to the improvement priority of writing in the Australian Curriculum	Term 1 and 3	DPP framework	Principal/BSM	100% of staff with engaged with the DPP plan	At 3 mths: At 6 mths:
	Develop a shared understanding of how writing is taught at Gunalda State School with a focus on the Australian Curriculum	Ongoing	Staff meetings Cluster meetings SFDs	Principal	Co-construction of a writing framework	At 9 mths: At 12 mths:
	All teachers engaging in the moderation process for English (M1, M2, M3 and M4)	Each term	In lieu of staff meetings	Principal/BSM	Engage with a minimum of two moderations (M1 and one other) each term	
	Co-construct and implement a peer observation, feedback and coaching model with a focus on writing in the Australian Curriculum,	Once per term	TRS release	Principal/BSM	One observation per term	

	student success criteria and bump it up walls					
	Deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedures – Modelling, Shared and Interactive Writing, Guided and Independent writing to Pearson’s Gradual Release of Responsibility Model	Term 1 and Term 2 professional learning	“How to Teach Writing” modules Staff Meetings	Principal Teacher	Early access to PD in Term 1 Engage in online modules in Term 2	
	Collaboratively develop a student social and emotional wellbeing framework incorporating ‘Reboot’ education	Term 3	Staff meeting External PD opportunities	Principal Teacher	Completed framework by end of Term 3	
	Explicitly taught ‘Reboot’ lessons across the entire school.	Term 1 – 5 faces, 3 brains, power over/ power under/ power with Term 2 – Zones of Engagement Term 3 – Positive change highway	Physical space to display resources	Principal Teacher Chaplain	Every Student engaging in Reboot lessons each week	
Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources,	Each term	Budget I4S TA Timetables Student Support Meetings	Principal BSM Support Team	100% of funds are expended targeted to meet student learning needs	At 3 mths: At 6 mths: At 9 mths: At 12 mths:

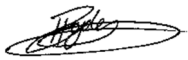
	reflecting whole school approach to support student learning aligned with the school improvement agenda					
	Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention	As per Assessment and Target Plan	Target and Assessment Plan	All staff	100% of teachers involve in data analysis conversations	
	Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD, indigenous and at-risk students	Every Day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/ Observations	Principal Teacher	100% completion of ICPs; ISPs; ESPs	
	Co-construction of bump it up walls in English and success criteria as the 'second teacher'	Every Day in every classroom	Clarity – Sharratt Physical space/wall	Principal/Teacher	Bump it up all for every English unit.	
Strategy – Principal Leadership and Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Monitor the enactment of the Australian Curriculum through line of sight processes	Ongoing	Learning Walks and Talks Observation and feedback Planning meetings	Principal Leadership Team	Leadership team engaged in classrooms each week	At 3 mths: At 6 mths: At 9 mths: At 12 mths:
	Lead an inclusive and collaborative culture, deepen learning and foster accountability	Ongoing	SFD Staff meeting	Principal	Lead an inclusive and collaborative culture, deepen learning and foster accountability	

	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.	Each term	Teaching and Learning Calendar	Principal	100% of staff receive a teaching and learning calendar at the commencement of each term	
Strategy – School Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles.	As per target and assessment plan	Target and Assessment Plan Moderation	All staff	100% of staff engaged in collaborative discussion of data analysis	At 3 mths: At 6 mths: At 9 mths: At 12 mths:
	Collect and triangulate Writing data (identified within School Target and Assessment Plan) to monitor performance; review practice and strategy outcomes through data analysis inquiry.	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	
	Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning	Each term	Target and Assessment plan Moderation	All staff	100% of staff engaged in data analysis	

Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Engage with NCR resource commissioning moderation opportunities	Each Term	NCR Resource Commissioning Budget	Principal	100% of teachers use the NCR planning process	At 3 mths: At 6 mths: At 9 mths: At 12 mths:
Strategy – Local Decision Making	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 3 mths: At 6 mths: At 9 mths: At 12 mths:
	Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities	Ongoing	Parent Teacher Interviews Newsletters Parent forums	All staff	SOS data	
	The school actively seeks to engage with the local community and supports initiatives that celebrate diversity	Ongoing	Newsletters Parades Community Events	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