



Gunalda State School

Annual Improvement Plan 2019

School Improvement Priority – Improving Academic Success in Reading within the Australian Curriculum

Gunalda State School has undertaken a thorough evaluation of progress towards 2018 goals and established our focus for 2019. 2018 reading results indicate that we are seeing a steady increase in students achieving district targets, but is not yet consistent with historical NAPLAN data. To ensure that we maintain the high level of student improvement, we will continue to engage with reading as our improvement priority.

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. 80% of students achieving a C or above in summative reading assessment
2. All students achieving 12 months growth in their reading levels
3. Identified students engaging with reading intervention programs to reach national minimum standards.
4. 30% of students achieving in the upper two bands of NAPLAN reading

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
Strategy – Teaching Quality	Align Staff DPPs to the improvement priority of Reading.	Term 1 & 3 DPP Meeting	Staff Meeting 30 minute consultation per staff member DPP Framework	Principal – for teacher DPP BSM – for Teacher Aide DPP	100% of staff engage with DPP process.	At 3 months: <ul style="list-style-type: none"> • All staff DPP started • Timeline for staff PD created
	Use staff DPP to develop a sequence of staff Professional Development for 2019 based on the School Improvement Hierarchy Reflection Tool.	Ongoing	DPP Framework Regional coaches	Regional coaches Principal	100% of staff accessing reading PD.	<ul style="list-style-type: none"> • Incorporating fortnightly 'School-Wide' reading with learning goals.
	Continue inclusive practices through Daily Rapid Reading and Reading Links program for students identified as being below district reading benchmarks.	Each day on rotational schedule	Trained Teacher Aides – I4S funding	Principal Teacher Aides	12 month improvement in students' data.	<ul style="list-style-type: none"> • C2C reading assessment used • Data wall established
	Establishment of a 'whole school' reading timetable where every student, regardless of reading ability	On-Going	Sheena Cameron Comprehension resources Levelled reading materials	Principal Teachers Teacher Aids	100% of students engaging in reading	<ul style="list-style-type: none"> • Students engaged with

	engages with targeted reading, teaching and learning for their identified individual needs.		LEM Phonics		program for 90 minutes per week.	Reading link/ Rapid reading
	Participation with the 'IMPACT' reading program for students who, identified through data analysis, should reach U2B for reading.	Weekly	IMPACT reading program Computers Internet	Principal IMPACT reading team	30% of students achieving U2B for reading. 100% of students who engage with the program reach U2B reading on NAPLAN yr 3 and 5.	At 6 months: <ul style="list-style-type: none"> Participation in IMPACT program Staff engaged with Sheena Cameron PD
	Develop a 2019 Gunalda SS Reading Framework that will allow staff to deepen knowledge, understanding and pedagogical practice of the 4 Reading procedure – Modelling, Shared, Guided and Independent Reading.	Term 1 and Term 2 professional learning	"How to Teach Reading" Staff Meetings	Principal Teacher	100% of Staff will be provided with clear direction, using a common language and sharing a common understanding of pedagogical practices across the school.	At 9 months: <ul style="list-style-type: none"> DPP review for all staff Peer observation commenced
	Set school wide goals fortnightly to increase students' engagement with Sheena Cameron reading comprehension strategies.	On-going. Fortnightly	Parade Newsletter Reading Groups Rapid Reading/Reading Link	Principal Teacher Teacher Aides	100% of students able to identify the fortnightly reading focus. 100% of staff explicitly teaching fortnightly focus during 'whole school' reading time.	At 12 months: <ul style="list-style-type: none"> Whole school reading policy created and embedded
	Train all staff on explicit instruction of Sheena Cameron strategies.	Each term	Staff meetings External PD	Principal Regional Coaching BSM	All staff receive training on reading comprehension in the first term.	

	All teachers using C2C assessment tasks to report on reading achievement in line with National Curriculum English Achievement Standard.	In accordance with assessment schedule	C2C reading comprehension tasks	Principal Teachers	100% of staff using reading comprehension C2C assessment	
	All teachers engaging in the post moderation process for C2C reading comprehension tasks.	Each term	In lieu of staff meeting	Principal Teachers	100% of teachers attend post moderation for Reading Comprehension	
	Build teacher understanding of reading assessment (formative, summative and diagnostic) and their purpose in the classroom.	Each term	Staff Meetings	Principal Teachers	100% of teachers using PM/Probe diagnostic, C2C monitoring and summative reading tasks.	
	Continue the use of the Data Walls to plan effectively for reading by using data to inform the teaching and learning.	Each term provision of 1 / 2 day planning	TRS – Planning Days SFD Staff Meetings Data Wall	Principal Teachers	SOS data – teacher satisfaction	
	Provide time for teaching staff to plan effectively for reading using data to inform the teaching and learning program.	Week 5 and Week 10 of Term	In staff meeting	Principal Teachers Teacher Aides	SOS data – teacher satisfaction	
	Use peer observation, feedback and differentiated coaching to share best practice and improve teaching of reading.	Each term – walkthrough/formal observation	TRS allocation to allow for collegial observation and feedback. Both across school and cluster	Principal Teachers Regional Coaching Teacher Aides	SOS data – teacher satisfaction	
	Strategy –	Actions	Timelines	Resources	Responsible Officer	

Successful Learners	Develop a whole school approach to support the learning of all students in reading	SFD January	Inclusion Policy	Principal SWD teacher	100% of staff engaged in PD	<p>At 3 months:</p> <ul style="list-style-type: none"> Students engaging in supported daily rapid reading Using student data and data walls for planning <p>At 6 months:</p> <ul style="list-style-type: none"> Staff discussion around student data and allocation of resources <p>At 12 months:</p> <ul style="list-style-type: none"> Inclusive culture embedded at school that promotes success in all students reading
	Reading assessments (diagnostic, formative and summative) are planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities.	Ongoing	Planning documentation – anchor charts	Principal SWD Staff Teachers	Assessment tasks cater for diverse needs of learners	
	Student reading achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach and inclusive practices to support student learning in reading.	Each term	Budget I4S TA Timetables Student Support Meetings	Principal BSM Support Team	100% of funds are expended targeted to meet student learning needs	
	Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention in reading.	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 readers; identify and support top students (IMPACT), SWD and at-risk students (Rapid Reading/Reading Link).	Every Day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/Observations	Principal Teacher SWD staff	100% completion of ICPs; ISPs; ESPs	
	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	Every day in every classroom	Oneportal – Wellbeing frameworks, Disability Resourcing	Whole school community Chaplain	% reduction in behaviour incidents % increase in attendance SOS data improvement	

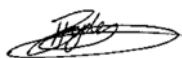
	Education, 2005 to enable student success in Reading.					
Strategy – Principal Leadership and Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Develop a shared understanding and commitment to creating a reading culture at the school.	On-going	Staff Meetings SFDs Professional Development Explicit Improvement Plan Parade Newsletter Community noticeboard Front school sign	Principal	100% of staff and 80% of school community knowing reading is GSS AIP priority and specific student achievement targets.	At 3 months: <ul style="list-style-type: none"> I4S documentation finalised and money allocated towards reading intervention Established a teaching and learning calendar
	Use I4S funding to support Reading intervention programs (Rapid Reading and Reading Link)	Term 1	I4S Budget	Principal BSM	100% of I4S targeted to reading support expended	At 6 months <ul style="list-style-type: none"> School review of inclusive practice in relation to reading
	Lead an inclusive and collaborative culture, deepen learning and foster accountability	Ongoing	SFD Staff meeting	Principals	SOS staff satisfaction	At 12 months: <ul style="list-style-type: none"> School has an inclusive and collaborative culture that fosters accountability.
	Routinely review inclusive practices in reading to ensure alignment with evidence-based inclusive practices.	Each term	Walkthroughs Observation and feedback	All staff	100% of staff engaged in collegial engagement 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.	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 reading using data evidenced inquiry cycles.	As per target and assessment plan	Target and Assessment Plan	All staff	100% of staff engaged in collaborative discussion of data analysis	At 3 months: <ul style="list-style-type: none"> Review term 1 data to monitor performance

	Collect and triangulate reading (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 PM/Probe Data C2C summative assessment data NAPLAN reading data	All staff	100% of staff engaged in data analysis	At 6 months: <ul style="list-style-type: none"> Establish a calendar to meet and discuss teaching of reading within the school and cluster
	Analyse Reading data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings.	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	At 9 months: <ul style="list-style-type: none"> Review internal monitoring data and triangulate with NAPLAN 2019 results At 12 months: <ul style="list-style-type: none"> Review school, cohort and individual data to determine success of reading programs
Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Engage with NCR offer of PA-AC support for pre moderation opportunities in reading.	Each Term	NCR PA-AC Budget	Principal	100% of teachers use the NCR planning process	At 3 months: <ul style="list-style-type: none"> Engage with pre-moderation processes for NCR
	Engage with NCR offer of Inclusive Resourcing Tier 1 support for reading program.	Each Term	NCR Inclusive Team Budget	Principal		<ul style="list-style-type: none"> Engage with PA-AC for small school planning day
	Work with District Curriculum leaders to enhance teacher knowledge of Reading within the Australian Curriculum through deepening knowledge of Achievement Standards and curriculum intent.	Each term	TRS for off line planning	Principal BSM NCR support staff	100% of teachers using the Gunalda Adapted NCR anchor chart to plan for English to ensure summative	At 9 months: <ul style="list-style-type: none"> PA-IC to visit school to view inclusive

					assessment of reading against achievement standards.	practice within reading
Strategy – Local Decision Making	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	The school actively seeks to engage with the local community to help support student reading.	Ongoing	Newsletters Parades Community Events Cluster Events	All staff	SOS data	At 3 months: <ul style="list-style-type: none"> P&C endorse AIP, EIP and I4S funding. Rollout of reading agenda in newsletter
	Promote awareness and understanding of the reading agenda and strategies to all stakeholders through communication channels.	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 6 months: <ul style="list-style-type: none"> Parent learning session established and ongoing
	Provide opportunities to share reading pedagogy with parents through scheduled learning opportunities.	Ongoing	Parent Teacher Interview Parent Information Sessions	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