

Gunalda State School

Annual Improvement Plan 2022

WELLBEING

Embed consistent and intentional practices that foster **positive relationships** and a **supportive environment** for staff, students and community

INCLUSION

Utilise internal and external expertise, and student data to ensure all students achieve by **implementing three tiers of intervention**

PEDAGOGY

Enact the **Australian Curriculum** through employing the **right pedagogy** at the **right time** for the **right student**

NCR Leadership Challenge

Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

NCR Leadership Challenge

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.

Regional Improvement Plan Focus Areas	Quality	Baseline (2021 S2 reporting)	6 Month progress	12 Month progress
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity Target: P-2 85% A-C, P-6 35% A-B	English Achievement P-2 - 89% A-C; 26% A-B P-6 - 91% A-C; 32% A-B	English Achievement P-2 - xx% A-C; xx% A-B P-6 - xx% A-C; xx% A-B	English Achievement P-2 - xx% A-C; xx% A-B P-6 - xx% A-C; xx% A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress
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. *Add OOHC as required for new enrolments	English Achievement ATSI 85% P-2 A-C ATSI 90% P-6 A-C SWD 100 % P-2 A-C SWD 90% P-6 A-C	English Achievement ATSI xx% P-2 A-C ATSI xx % P-6 A-C SWD xx % P-2 A-C SWD xx % P-6 A-C	English Achievement ATSI xx% P-2 A-C ATSI xx % P-6 A-C SWD xx % P-2 A-C SWD xx % P-6 A-C
Every Student Succeeding	Leadership Challenge: Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability	2 Marker students per class		
			T1	T2
			T3	T4
	Leadership Challenge: 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.	M1: all teaching staff 1x term CASW: teachers 2x term		
			M1	M1
			CASW	CASW

Endorsement This plan was developed in consultation with the school community and meets school needs and systemic requirements. [School performance planning: Annual implementation plan](#)

C Bushell

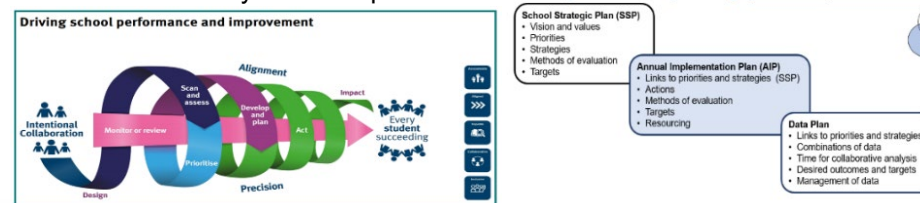
Principal

T Harding

P & C / School Council

D. ...

Lead Principal



<div>Focus PERFORMANCE</div> <div>lifting the performance of each child and student in our state schooling system.</div>	<div>Actions</div> <div>English A – E achievement data collected<ul style="list-style-type: none">Disaggregated on data wall: Indigenous students, Children in Care and students with disabilityTwo students from each class identified as markers students, one from an identified student groupIndividual data discussions</div>	<div>Timelines</div> <div>Data Wall populated T1: Week 5 T2: Week 1 T3: Week 1 T4: Week 1 & 9 Discussions W10</div>	<div>Resources</div> <div>Data Plan Data Wall Staff meeting agenda Staffing</div>	<div>Budget Allocation</div>	<div>Responsible Officer</div> <div>Principal Teachers Teacher Aides</div>	<div>AIP Progress</div> <div>See data populated on page 1</div>																																								
	<div>Collaborative whole school analysis of A – E data<ul style="list-style-type: none">identify number of students achieving an English A-Ctrack progress towards AIP targets inclusive of all groups</div>	<div>Week 8, termly prior to M1</div>	<div>Data Wall Staff meeting agenda</div>		<div>Principal Teachers Teacher Aide</div>	<div>See data populated on page 1</div>																																								
	<div>Line of site of marker student progress<ul style="list-style-type: none">Learning Walks using 5 questions for studentsCollaborative reflection of whole school trends</div>	<div>By week 5 and week 10 of T1, T2, T3, T4</div>	<div>Learning Walks Staff Meeting agenda</div>		<div>Principal Teachers</div>	<table><tr><td></td><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td>Q1</td><td></td><td></td><td></td><td></td></tr><tr><td>Q2</td><td></td><td></td><td></td><td></td></tr><tr><td>Q3</td><td></td><td></td><td></td><td></td></tr><tr><td>Q4</td><td></td><td></td><td></td><td></td></tr><tr><td>Q5</td><td></td><td></td><td></td><td></td></tr></table>		T1	T2	T3	T4	Q1					Q2					Q3					Q4					Q5														
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Q5																																														
<div>Focus TEACHING</div> <div>a focus on the capability and capacity to enact a deep understanding of the P12 CARF. 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 and using evidence of student learning to inform next steps for students and teachers.</div>	<div>Actions</div> <div>Every teacher delivering the Australian Curriculum in classrooms using the 3 levels of planning identified within the Gunalda CARP. Collaborate with specialists to track enacted curriculum in HPE, music and LOTE</div>	<div>Timelines</div> <div>Continuous Review end of Sem 1 and Sem 2</div>	<div>Resources</div> <div>Gunalda CARP P-12 CARP CARP Audit tool</div>	<div>Budget Allocation</div> <div>\$1708 within \$10100 Professional Development</div>	<div>Responsible Officer</div> <div>Principal Teachers</div>	<div>AIP Progress</div> <div>Highlight enacted curriculum on CARP end of Sem 1 and Sem 2</div>																																								
	<div>Collaborative planning, led by the principal to identify Age Appropriate Pedagogical approach and characteristics to drive engagement within English units of work</div>	<div>Week 10 each term, post pre-moderation</div>	<div>AAP planning materials</div>	<div>\$1800 Within \$10479 Curriculum</div>	<div>Principal Teachers</div>	<div>Increased engagement = increased A to E</div>																																								
	<div>Use the Inquiry cycle to establish effective strategies to support the Whole School Pedagogical Approach of Visible Learning<ul style="list-style-type: none">Learning Wall – minimum expectationsLearning Wall - Extend</div>	<div>Sem 1: Learning Walls Sem 2: Extend</div>	<div>NCR materials Ghost Walks Staff Meeting agenda</div>		<div>Principal Teachers Teaching Aide</div>	<div>At 6 months: Agreed expectations published to CARP</div>																																								
	<div>Use the Inquiry cycle to establish effective practices to support the Whole School Pedagogical Approach of Explicit Instruction<ul style="list-style-type: none">Consistent Phonics approachExplicit teaching of Phonological AwarenessExplicit teaching of Oral LanguageAction research in explicit instruction in line with Science of Reading – purchase decodables</div>	<div>Sem 1: phonics, phonological awareness, oral language Sem 2: Explore/research Science of Reading</div>	<div>Professional Development Staff Meeting Agenda Speech Pathologist HOSES</div>	<div>\$2000 Within \$10479 Curriculum</div>	<div>Principal Teachers Teaching Aide</div>	<table><tr><td></td><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td>P</td><td></td><td></td><td></td><td></td></tr><tr><td>PA</td><td></td><td></td><td></td><td></td></tr><tr><td colspan="5">Oral language: no. students</td></tr><tr><td></td><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr></table> <div>Collaborative discussions begun</div>		T1	T2	T3	T4	P					PA					Oral language: no. students						T1	T2	T3	T4	1					2					3				
	T1	T2	T3	T4																																										
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Focus CAPABILITY	Actions	Timelines	Resources	Budget Allocation	Responsible Officer	AIP Progress				
<i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	All teachers and teaching aides attend M1 moderation hosted by Maryborough Regional Office to support deep understanding of the expectations of the Australian Curriculum: English	Week 9, termly	TRS bookings Small School Curriculum	\$5112 Within \$10100 Professional Development	Principal Region Staff	See data populated on page 1				
	All staff engaged in collaborative assessment of student work (CASW) ▪ engage in collaborative inquiry cycles to build consistency of pedagogical practices/strategies	Weeks 3, 5, 7 termly	CASW templates, English Unit plans, Staff Meeting agenda		Principal Teachers	See data populated on page 1				
	Align PDPs to AIP Key priorities	Term 1 and 4	Professional Development Budget		Principal		TA/C		BM/T	
							C	A	C	A
						T1				
						T4				
Focus INCLUSION	Actions	Timelines	Resources	Budget Allocation	Responsible Officer	AIP Progress				
<i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.</i>	Stakeholder case management meetings to identify, prioritise and embed intervention including differentiation, focused and intensive	Twice per term	TRS	As required within \$10100 Professional Development	Teacher HOSES SWD teacher		T1	T2	T3	T4
						No. students				
	HOSES and AVTs to support teachers to differentiate curriculum delivery, assessment and pedagogy to meet the needs of students. Planning day following pre-mod each term for teachers	Week 10 each term	TRS booking		HOSES Principal	Modified assessment published to CARP PLP reflect differentiation				
						T1	T2	T3	T4	
	Record differentiation ▪ NCCD collected with evidence ▪ all students with PLP	Termly NCCD August	OneSchool Staff meeting agenda		Principal HOSES Teachers	NCCD evidence PLP updated				
						T1	T2	T3	T4	
Build Oral language and Vocabulary ▪ Embed an oral language program in P-1 ▪ Embed strategies for building oral language P-6 ▪ Enact individual Speech Programs	T1: Oral language, Speech programs S2: Vocabulary	Budget Support a Talker Speech programs		Speech Pathologist HOSES Principal	P-1 oral language program published to CARP Strategies published to CARP					
Enhance Age Appropriate Pedagogies opportunities by enhancing outdoor learning spaces and constructing outdoor classroom	Sem 2	Professional Development Budget	\$10 000 Facilities	Principal Teachers Teacher Aides	Construction of outdoor learning area					
Maintain small class sizes to support all students to achieve a C standard or above in English and maths by supporting the implementation of three tiers of intervention	Ongoing	Staffing School Purchased	\$31 352 IAS \$14 944.18 Wages	Principal Teachers	See data populated on page 1					

Focus WELLBEING	Actions	Timelines	Resources	Budget Allocation	Responsible Officer	AIP Progress				
creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.	Refine Staff Wellbeing Framework collaboratively with the school community – staff, students, parents and community to support wellbeing of all	By end of Term 4	Wellbeing framework Reflection Tool		Jo	Strategies to support teachers in all 5 dimensions identified for practice				
	Provide all teaching staff with Professional Development <ul style="list-style-type: none">Essential Skills for Classroom ManagementMAPPA training for Principal	T1: ESCM T1: MAPPA	Engagement team	\$1060 within \$10100 Professional Development	Principal	Min 4:1 positive to redirect				
	Build whole school consistency and clarity of PBL practices <ul style="list-style-type: none">Establish PBL committee: use data to leadExplicit lessons, weeklyreview and embed use of behaviour matrix	Sem 1	PBL lessons Expectations Matrix Meetings	\$2000 Within \$10479 Curriculum	PBL committee	Matrix reviewed Expectations explicitly taught, lessons recorded on CARP				
	Refresh Reboot implementation <ul style="list-style-type: none">PD for new staffEmbed within PBL framework	Sem 2	Professional Development		Principal	Student SOS data: Wellbeing 100%				
	Develop ISPs for vulnerable students to support successful engagement	As required			Teachers Engagement team		T1	T2	T3	T4
	Embed Social Emotional intervention through Chaplain <ul style="list-style-type: none">use Support a Talker to foster opportunities	Ongoing	Support a Talker	\$20 280 Chaplaincy	Chaplain	NCCD Social and Emotional group A-C data consistent with school				
	Build community communication and engagement <ul style="list-style-type: none">Increase social media and School Stream presenceHost termly community eventsEncourage community involvement in school events: Breakfast club, excursions, special events	Ongoing	Face Book School Stream Events	\$2000 Community	Principal	T1				
					T2					
					T3					
					T4					
Focus PARTNERS	Actions	Timelines	Resources	Budget Allocation	Responsible Officer	AIP Progress				
fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.	Support successful transitions and to reduce vulnerability in early years and foster productive primary to high school transitions <ul style="list-style-type: none">Collaborative transition plan for early years with Gunalda Kindy, promote transition days and eventsEstablish stakeholder meetings: Gunalda, Glenwood and Kindy to discuss transition of phonemic awareness: how can we support Kindy?Collaborative transition plan with James Nash High and Gympie HighEstablish working relationships through STEM	Term 2, 3, 4: Early Years Term 2, 3, 4: High School			Kindy: P-2 Teacher High School: Principal, BM	Increased percentage of Gunalda Kindy enrolment transition to Prep (27% to 50%) Students connections established Visits to James Nash attended by students				
	Host community day to connect community with support services	Term 3	AVTs, G.O, HOSES, Chaplain	\$2000 Community	All staff	Services	Patrons			