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**Gladstone South State School Implementation Plan 2022**

***PEDAGOGY Improvement Priority –Writing***

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| **STRATEGY –Embed consistent Writing approaches in AIP PROGRESS INQUIRY**  **The Australian Curriculum** **PERFORMANCE MEASUREMENT/TARGETS** | | | |
| ACTIONS | RESPONSIBLE OFFICERS | AIP PROGRESS INQUIRY | TIMELINES |
| * Develop a yearly Writing Plan Overview with staff. * Staff partake in 6 month Writing Surveys to gauge individual and whole school understandings and capacity needs. * All teachers engage in PLC/Sector meetings – focus capacity building with writing based from checkpoints. * Coach/Mentors support sustainability/implementation of strategies. * Embed models for engaging effective pedagogical practices aligned to GSSS Pedagogical Whole School Approach including the school observation and feedback model each term. * GTMJs link to assessment tasks leading to unpacked/annotated for writing standards and expectations with all students - displayed on learning walls. * Termly Writing Inquiry Cycle – pre/post moderation – identify needs- capacity building identified leading to PD’s, Daily Writing, place student writing needs from feedback on cold write on Learning Wall, collection of checkpoints and feedback. * Teachers apply sound pedagogical responses to student data conversations and feedback from Walk and Talks and Observations and Checkpoints. * Liaising with other schools sharing practices, moderation. * Term Learning Walk with Learning Walls with students, feedback to the teachers.. | Admin /teachers  Teachers  Teachers/Admin  Mentors  Admin/Teachers  Teachers/Admin  Teachers/Admin  Region Schools  Admin/students | * Termobservation/ feedback, Walk and Talks * PLC meeting process occurring three times a term. * Strategic Learning Wall updated * Whole School Writing Framework progressing.   PERFORMANCE MEASUREMENT/TARGETS   * **100%** of the teaching staff identify writing demands within English unit planning, construct English Learning Walls and participate in observation and feedback * **100%** students have a learning goal aligned to achievement standard being taught and assessed. * 100% staff complete writing survey twice a year * Monitor Indigenous/EALD student’s English A to C progress, address with enhancement if required. * **100%** staff will participate in Writing Revolution PD’s based from their ADPD * >30% students achieving A or B, >85% achieving C or better in English * SOS 2021 maintain / improve * Parent:My child’s learning needs are being developed at this school. 93.3% * **Student**: My child is making good progress at this school. 93.3% | Each term  Three times a term  On going  On going |

***CURRICULUM Improvement Priority –Data Literacy***

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| **STRATEGY –Use Data Literacy to enhance teacher AIP PROGRESS INQUIRY**  **capacity growth. PERFORMANCE MEASUREMENT/TARGETS** | | | |
| ACTIONS | RESPONSIBLE OFFICERS | AIP PROGRESS INQUIRY | TIMELINES |
| * Conduct Term Cohort Data Meetings to identify progressions, areas to address, concerns, capacity building conversations – progression of students in reading, writing, responsive pedagogy, increased teacher confidence and competence. * Profile, snapshot of class -perceptual data at beginning of year. * Continue to conduct Walk and Talks to gauge students’ understanding of individual/cluster reading goals and provide feedback to students. * Observation and Feedback will focus predominately on differentiated classroom practices. * Moderation is to be refined to include English and leading towards Maths * The process includes pre-moderation, moderation and inform teaching and learning practices from moderation and after moderation. * Each term shared Year Level Data meetings, student profiles discussed, differentiated student needs established. * School attendance monitored on a weekly basis, class teachers to report to Admin. Maintain communication and develop strategies with targeted families and enrolment enforce where necessary. * Behaviour monitored through PBL meetings and class teachers and complex case management. * Systematically target the use of resources from PBL data to build capacity, support effective teaching and prioritise student’s learning needs -teacher aides, teachers. * Termly collection of Reading Diagnostics, feedback provided and to be enacted upon, including student feedback. | Admin and all teaching staff  Teachers  Curriculum Co-ordinator and Admin  Teachers  Admin/Teachers  Teachers/Admin  PBL Committee  Admin  Admin/Teachers  /students | * Professional development plans align to GSSS AIP. * Once a term data cohort meetings embedded. * PLC – demonstrated growth in teacher feedback through pre-moderation – Walk and Talks   PERFORMANCE MEASUREMENT/TARGETS   * **100 %** of students identify their reading and writing goals based on their progress from from pre moderation/diagnostics, GTMJ * **90%** of students are on track with reading year level expectations for reading. * **100%** staff engage in data meetings * 92% overall attendance rate – all students, Aboriginal and Torres Strait Islander students, SWD-NCCD, Out of Home Care * **SOS 2021**  maintain / improve * **Student:** My teachers provide me with useful feedback about my school work. 98.9% * **Parent**: Teachers at this school motivate my child to learn. 93.3% * 100% fluid class data walls are established, addressed and student needs identified. | On going  Each term  Each term |

**PEGAGOGY CURRICULUM  *Improvement Priority – Inclusion***

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| **STRATEGY- Improve Student Inclusion AIP PROGRESS INQUIRY**  **PERFORMANCE MEASUREMENT/TARGETS** | | | |
| ACTIONS | RESPONSIBLE OFFICERS | AIP PROGRESS INQUIRY | TIMELINES |
| * Continue to promote and implement the Whole School Inclusive Framework. * Revisit Signposts for school improvement in Inclusive practices which is mapped each semester and actions taken. * Whole school Intervention Plan reviewed through staff survey each semester and timetables to reflect co-teaching of English. * Promotion of culturally appropriate programs to assist with inclusion of indigenous perspectives in planning, professional development, assist indigenous families to engage with school and agencies. * Implement/continue gradual release to facilitate co-teaching, collaborative planning and teaching involving engagement and representation of differentiated practices. * ICP student’s learning needs will be included in Learning Walls. * Capacity building of all staff of Inclusive practices, differentiation and promoting same language * Continued ICP, differentiated and collaborative Planning for the classrooms. * Develop a systematic process to identify and implement evidence -based targeted and focused wellbeing support including case management, building consistent strategies and school-wide language. * Provision of targeted social/emotional programs including the Zones of Regulation, Ditto and SAS | HOD  SWD Teachers HOD  Teachers  Selected Co-Teaching Staff  Teachers/Teacher Aides/Admin  HOD  Teachers/students  Guidance Officer  SWD/ Teachers  Admin HOD  SWD Teachers | * Gradual release of co-teaching and collaborative planning. * Continual inclusion reflective practices during the staff meetings. * Gradual observations of differentiation and interactions from staff learning about co-teaching and planning.   PERFORMANCE MEASUREMENT/TARGETS   * 85% of students achieving C or better across the KLAs – all students, Aboriginal and Torres Strait Islanders, SWD -NCCD, Out of Home Care * 95% students on an ICP achieve a C or above * Reduction of the % of students receiving SDAs between Term 1 to Term 4 2022 – all students, Aboriginals and Torres Strait Islanders, SWD – NCCD, Out of Home Care * SOS 2021 maintain/improve * **Staff:** Students with a disability are well supported in this school 100% | Present  On-going  On-going. |

**Endorsement**

This plan was developed in consultation with the school community and meets school needs and systemic requirements. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal P&C President Assistant Regional Director