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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 /teachersTeachersTeachers/AdminMentorsAdmin/TeachersTeachers/AdminTeachers/AdminRegion SchoolsAdmin/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 termThree times a termOn goingOn 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 staffTeachersCurriculum Co-ordinator and AdminTeachersAdmin/TeachersTeachers/AdminPBL CommitteeAdminAdmin/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 goingEach termEach 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
 | HODSWD Teachers HODTeachersSelected Co-Teaching StaffTeachers/Teacher Aides/AdminHODTeachers/studentsGuidance OfficerSWD/ TeachersAdmin HODSWD 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%
 | PresentOn-goingOn-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