Gladstone South State School Implementation Plan 2022

PEDAGOGY   Improvement Priority – Writing

STRATEGY –Embed consistent Writing approaches in The Australian Curriculum		AIP PROGRESS INQUIRY 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	• Term observation/ 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

STRATEGY –Use Data Literacy to enhance teacher capacity growth.		AIP PROGRESS INQUIRY 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*

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.

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Assistant Regional Director