

Glenwood State School

Annual Improvement Plan 2019

School Improvement Priority – Improving Academic Success: Reading and Spelling within the Australian Curriculum

Our focus for the 2019 year is:						
<ul style="list-style-type: none"> All students experience 12 months growth in reading and spelling 						
Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Align Staff DPPs to the improvement priority of Reading and spelling. Use this to develop a sequence of staff Professional Development for 2019 based on the School Improvement Hierarchy Reflection Tool	Term 1 & 3 DPP Meeting	Staff Meeting 30 mins per staff member DPP Framework	Principal BM	100% of staff engage with DPP process	At 3 months:
	To develop a shared understanding and commitment to developing Reading and spelling with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas, using evidence based teaching practices into elements of reading and spelling.	Each term	Staff Meetings Cluster Meetings SFDs Professional Development	Principal	85% of students achieving a C or better in English reading & spelling assessment	At 6 months: At 9 months:
	Develop a 2019 Glenwood 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 to Pearson’s Gradual Release of Responsibility Model, whilst setting clear expectations, imbedding a common language and consistent quality pedagogies around the Big 6 of reading.	Term 1 and Term 2 professional learning	“How to Teach Reading” Staff Meetings TRS days to allow for off line planning time.	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 12 months:
	All teachers engaging in the post moderation process	Each term	TRS	Principal BM	100% of teachers attend post moderation for English	
	Work with District Curriculum leaders to enhance teacher knowledge of Australian curriculum Reading and spelling through deepening knowledge of Achievement	Each term	TRS for off line planning	Principal NCR support staff	100% of teachers using the Glenwood Adapted NCR anchor	

	Standards and curriculum Intent through the Pre-Moderation Process.				chart to plan for English	
	Build teacher understanding and effective use of assessment by enhancing teacher knowledge of Australian curriculum in Reading and spelling through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.	Each term	TRS Planning Days Staff Meetings	Principal/s (Cluster)	100% of teachers using the Adapted Glenwood SS NCR anchor chart to plan for English.	
	Continue the use of the Data Wall and provide time for teaching staff to plan effectively for reading and spelling using data to inform the teaching and learning program aligned to the Australian Curriculum	Each term provision of 1 / 2 day planning	TRS – Planning Days SFD Staff Meetings Data Wall	Principal	SOS data – teacher satisfaction	
	Provide time for teaching staff to plan effectively for Reading and spelling using data to inform the teaching and learning program aligned to the Australian Curriculum	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 practice	Each term – walkthrough/formal observation	Through intended Learning rounds. This may require the targeted use of school budget to fund time for this to occur. It may be in school or across schools	Principal/s (Cluster) Teachers Teacher Aides	SOS data – teacher satisfaction	
	All teachers engaging in the post moderation process	Each term	TRS	Principal BM	100% of teachers attend post moderation for English	
	Deepen staff knowledge, understanding and pedagogical practice of the 4 spelling procedure – Modelling, Shared , Guided and Independent	Term 1 and Term 2 professional learning	“How to Teach reading and spelling” PFD twilight sessions Staff Meetings Professional Development	Principal Teacher		
	Continue Daily Rapid Reading and Reading Links	Each Term	Trained Teacher Aides – I4s funding	Principal Teachers Teacher Aides BM		
Strategy –	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress

Successful Learners	<ul style="list-style-type: none"> A whole school approach to support the learning of all students in reading and spelling. 	SFD January	Inclusion Policy	Principals (Cluster)	100% of staff engaged in PD	At 3 months:
	<ul style="list-style-type: none"> Assessment is 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 AVTs	Assessment tasks cater for diverse needs of learners	At 6 months:
	<ul style="list-style-type: none"> Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda. 	Each term	Budget I4S TA Timetables Student Support Meetings	Principal BM Support Team	100% of funds are expended targeted to meet student learning needs	At 9 months:
	<ul style="list-style-type: none"> Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention 	As per Assessment and Target Plan	Target and Assessment Plan	All staff	100% of teachers & Aides involved in data analysis conversations	At 12 months:
	<ul style="list-style-type: none"> Use Early Start and the P-10 Literacy Continuum to monitor students' progress in Reading and spelling and identify Reading and spelling goals for students. 	Each term	Literacy Continua Early Start Budget	All staff	Data Wall – whole school literacy continua Data Collection – individual student literacy continua	
	<ul style="list-style-type: none"> Create inclusive opportunities for all students to reach their potential as successful learners; identify and lift top students, SWD and at-risk students. 	Every Day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/Observations Data meetings	Principal Teacher	100% completion of ICPs; ISPs; ESPs	
	<ul style="list-style-type: none"> Monitor and review attendance, behaviour, strategies for continuous improvement in Reading and spelling 	Each term	One School data sets PBL data sets	Principal Staff	Data analysis discussions each term Above 92% attendance	
	<ul style="list-style-type: none"> Provide challenging learning experiences that further develop Reading and spelling through critical and creative thinking capabilities across the curriculum. 				30% of students achieving in U2B for Reading, Writing and Numeracy	
Strategy –	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress

Principal Leadership and Performance	<ul style="list-style-type: none"> Use I4S funding to support Reading 	Term 1	I4S Budget	Principal	100% of I4S targeted to reading support expended	
	<ul style="list-style-type: none"> Lead an inclusive and collaborative culture, deepen learning and foster accountability 	Ongoing	SFD Staff meeting	Principals (Cluster)		At 3 months:
	<ul style="list-style-type: none"> The Principal routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices 	Each term	Walkthroughs Observation and feedback	All staff	100% of staff engaged in collegial engagement practices	At 6 months At 9 months:
	<ul style="list-style-type: none"> 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 SharePoint	Principal	100% of staff receive a teaching and learning calendar continually updated on SharePoint.	At 12 months:
Strategy – School Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Work collaboratively within and across schools to improve student achievement in Reading and spelling 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: At 6 months:
	<ul style="list-style-type: none"> Collect and triangulate Reading and spelling data (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 Show Me Tasks Writing Samples and Preliminary Data Data meetings	All staff	100% of staff engaged in data analysis	At 9 months: At 12 months:
	<ul style="list-style-type: none"> Provide regular opportunities to analyse student Reading and spelling data through the school contextualised data analysis inquiry to inform teacher planning 	Each term	Target and Assessment plan Pre moderation Data meetings	All staff	100% of staff engaged in data analysis	
	<ul style="list-style-type: none"> Analyse Reading and spelling 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. Data meetings	All staff	100% of staff engaged in data analysis	
Strategy –	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress

Regional support	<ul style="list-style-type: none"> Engage with NCR offer of support for pre and post moderation opportunities 	Each Term	NCR Budget	Principal	100% of teachers use the NCR planning process	At 3 months:
Optional	<ul style="list-style-type: none"> Engage with NCR offer of Curriculum Roadshows. 	Each Term	Budget	Principal	100% of teachers use the NCR planning process	At 6 months:
Optional	<ul style="list-style-type: none"> Engage with NCR offer of Student Engagement AVT 	Each Term	NCR Inclusive Team Budget	Principal		At 9 months: At 12 months:
Strategy – Local Decision Making	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> The school actively seeks to engage with the local community and supports initiatives that celebrate diversity 	Ongoing	Newsletters Parades Community Events Cluster Events	All staff	SOS data	At 3 months:
	<ul style="list-style-type: none"> Promote awareness and understanding of the Reading and spelling strategies to all stakeholders through communication channels – school newsletters, website, EIA, parades. 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 6 months: At 9 months:
	<ul style="list-style-type: none"> Provide opportunities to share Reading and spelling pedagogy with parents through scheduled learning opportunities. 	Ongoing	Parent Teacher Interview Parent Information Sessions	All staff	SOS data	At 12 months:

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Darren Sengstock
Principal



Stacey Mravik
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Janelle Reid
Assistant Regional Director