

Wolvi School State School Annual Improvement Plan 2019

School Improvement Priority – Reading within the Australian Curriculum

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Align Staff PDDs to the improvement priority of Reading	Term 1 & 3 PDDs Meeting	Staff Meeting 30 mins per staff member PDD Framework	Principal	100% of staff engage with PDD process	At 3 months:
	To develop a shared understanding and commitment to developing Reading with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas	Each term	Staff Meetings Cluster Meetings SFDs	Principal	<ul style="list-style-type: none"> • 65% of students achieving a C or better in English • Alignment of Achievement standards across KLAS 	At 6 months: At 9 months:
	All teachers engaging in the post moderation process for C2C small schools English overviews.	Each term	In lieu of staff meeting	Principal Teacher	100% of teachers attend post moderation for English	At 12 months:
	Enhance teacher knowledge of Australian curriculum Reading through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.	Each term	2 trs per term	Principal BSM	100% of teachers using the NCR anchor chart to plan for English	
	Provide time for teaching staff to plan effectively for Reading use data to inform the teaching and learning program aligned to the Australian Curriculum	Each term provision of 1 day planning	2 trs per term	Principal BSM	SOS data – teacher satisfaction	
	Monitoring and tracking children’s progress through the use of formative assessment	Each term PM/PROBE Week 10 – by TA		Principal BSM TA	100% of teachers	

	PM/PROBE and the monitoring of the P-6 Literacy continuum.	LC – by teacher Update data card		Teachers TA BSM		
	Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice of reading.	Each term – walkthrough/formal observation		Principal Teachers Teacher Aides	SOS data – teacher satisfaction	
	Deepen staff knowledge, understanding and pedagogical practice of a balanced reading program – Modelling, Shared, Guided and Independent Reading to Pearson’s Gradual Release of Responsibility Model	Term 1 and Term 2 professional learning	A balanced reading program – Early Years Coach	Principal Teacher Early Years Coach	100% of teaching staff	
	Consistency across the school enables shared responsibility for the success of all students through developing teacher knowledge and expertise to include and engage all learners. Specialist staff working alongside teachers in classrooms to deliver Reading instruction	Term 3 and Term 4	Specialist Teachers attending pre moderation meetings	Specialist teachers	100% of specialist teachers attending pre moderation meetings	
Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> A consistent whole school approach to support the learning of all students 	SFD January	Inclusion Policy	Principal	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	Assessment tasks cater for diverse needs of learners	At 6 months: At 9 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. Social Justice meeting 	Each term Each month	Budget IAS TA Timetables Student Support Meetings Tuesdays (Principals Admin day)	Principal Teacher BSM Support Team	100% of funds are expended targeted to meet student learning needs Action plan for identified students.	At 12 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 involve in data analysis conversations
	<ul style="list-style-type: none"> Use Early Start and the P-6 Literacy Continuum to monitor students' progress in Reading and identify Reading behaviour goals for students. 	Each term	Literacy Continua Early Start Budget	All staff	Children's interest and capabilities – whole school literacy continua Update progress of children – data card
	<ul style="list-style-type: none"> Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students. 	Every Day in every classroom	Social Justice Meetings Teaching and learning programs Walkthroughs/Observations	Principal Teacher	100% completion of ICPs; ISPs; ESPs
	<ul style="list-style-type: none"> Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in Reading 	Each term	Oneschool data sets PBL data sets	Principal Staff	Data analysis discussions each term with 100% engagement Above 93% attendance
	<ul style="list-style-type: none"> Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests by using Age Appropriate Pedagogy, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in Reading. 	Every day in every classroom	Oneportal – Wellbeing frameworks, Disability Resourcing	Whole school community	% reduction in behaviour incidents
	<ul style="list-style-type: none"> Provide challenging learning experiences that further develop Reading through critical and creative thinking capabilities across the curriculum. 				20 % of students achieving in U2B for Reading

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Strategy – Principal Leadership and Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Use I4S funding to support Reading resources in the classrooms including guided reading packs, home readers and library resources. 	Term 1	I4S Budget	Principal	100% of I4S targeted to purchasing new text.	
	<ul style="list-style-type: none"> Lead an inclusive and collaborative culture, deepen learning and foster accountability 	Ongoing	SFD Staff meeting	Principal		At 3 months:
	<ul style="list-style-type: none"> The school leadership team 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: At 12 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	Principal	100% of staff receive a teaching and learning calendar at the commencement of each term	
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 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 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	All staff	100% of staff engaged in data analysis	At 9 months: At 12 months:
	<ul style="list-style-type: none"> Analyse Reading 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	All staff	100% of staff engaged in data analysis	

Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Engage with C2C small schools English overview to support pre and post moderation opportunities 	Each Term	Small schools Budget	Principal Teacher	100% of teachers	At 3 months:
	<ul style="list-style-type: none"> Engage with NCR Early Years Coach support for the teaching of reading and tracking of children’s progress 	Each Term	NCR Early Years Coach Budget	Principal	100% of teachers use the NCR planning process	At 6 months: At 9 months:
	<ul style="list-style-type: none"> Engage with NCR of Inclusive Resourcing Tier 1 support 	Each Term	NCR Inclusive Team Budget	Principal		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 Playgroup – Wolvi Wagtails	All staff	SOS data	At 3 months: At 6 months:
	<ul style="list-style-type: none"> Promote awareness and understanding of the Reading strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades. 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 9 months: At 12 months:
	<ul style="list-style-type: none"> Provide opportunities to share Reading pedagogy with parents through scheduled learning opportunities. 	Ongoing	Parent Teacher Interviews	All staff	SOS data	

Endorsement

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


Principal


P and C / School Council


Assistant Regional Director