



GINDIE STATE SCHOOL

Annual Implementation Plan 2023

WHOLE SCHOOL REVIEW FINDINGS				
Key improvement strategies identified by the Whole School Review undertaken by the Education Improvement Branch at Gindie State School between 29 th and 30 th October, 2020.	<ul style="list-style-type: none">- Develop strategies to support all teachers to become proficient in using the identified pedagogies that directly inform practice.- Strengthen and enhance curriculum planning processes that will further develop understanding of the Australian Curriculum and its implementation.- Enhance teacher knowledge of evidence-based, quality differentiation and inclusion practices supported by professional development and modelling.- Review and refine the range of data formats utilised by the school to enable more time to be allocated to develop teachers' data literacy skills.			
SCHOOL IMPROVEMENT PHASE				
2020 Whole School Review Conducted	2021 Phase 1	2022 Phase 2	2023 Phase 3	2024 Phase 4 Whole School Review Due
EXPLICIT IMPROVEMENT AGENDA (GINDIE GOAL FOR 2023)				
Improvement of student outcomes in Mathematics through high-quality pedagogical practices and coaching within our team and across our cluster.				

Improvement Priority #1:

Strengthen curriculum planning processes to improve student outcomes in Maths.

TARGETS (End Term 4)		
<ul style="list-style-type: none">- 80% of all students achieving C or better in Maths.- 60% of all NCCD students achieving C or better in Maths.- 100% of students not achieving A-C in Maths have enacted personalised learning plans.- 100% of full-time teaching staff engaged in school and cluster-based moderation on a termly basis.		
Strategy – Embed the requirements of the P-12 CARF in Mathematics.		
Actions	Timeline	Impact Measures
Review and update three levels of planning.	Term 1	End Term 1 <ul style="list-style-type: none">- <u>Teachers</u> review and update Level 2 Planning for 2023.- <u>Leadership</u> prepares moderation plan for 2023 developed.- <u>Teachers</u> engage in termly school and cluster moderation.- <u>Teachers</u> use 'Student Profiles' to inform end of unit moderation. End Term 2 <ul style="list-style-type: none">- <u>Teachers</u> engage in termly school and cluster moderation.- <u>Teachers</u> use 'Student Profiles' to inform end of unit moderation. End Term 3 <ul style="list-style-type: none">- School and cluster moderation continued.- Student profiles updated to reflect achievement in summative assessment.
Utilise diagnostic and formative data to inform teaching sequences.	Ongoing	
Engage in termly school-based moderation.	Ongoing	
Engage in moderation with Springsure Precinct of Instructional Excellence. <i>*I4S Funding towards TRS to attend termly Precinct meetings.</i>	Ongoing	
Introduce and embed the use of student profiles to monitor summative assessment data in Mathematics.	Sem 1, Sem 2	
Strategy – Build a shared understanding of inclusive education policy and practice.		
Actions	Timeline	Impact Measures
Scan and assess school's current whole school approach to inclusive practice.	Term 1	End Term 1 <ul style="list-style-type: none">- <u>All Staff</u> have a clear understanding of school's current approach to inclusive practice.- <u>Leadership</u> engages support from HoSES and PA Student Services.- <u>All Staff</u> have a clear understanding and implications of Inclusive Education policy. End Term 2 <ul style="list-style-type: none">- <u>All Staff</u> develop consistent process to document adjustments and differentiation.- <u>Leadership</u> updates whole school approach to inclusive practices tool.
Seek support from Cluster HoSES and Principal Advisor Student Service to develop understanding of Inclusive Education policy.	Term 1	
Engage with Inclusive Education policy documentation, procedures and guidelines.	Term 1	
Review and refine current processes to document differentiation across whole school.	Term 2	
Refine whole school approach to inclusive practice.	Term 2	

Improvement Priority #2:

Build staff capability in data literacy and evidence-based pedagogies.

TARGETS (End Term 4)

- 100% of full-time teaching staff engaged in instructional coaching.
- 100% of teaching staff involved in classroom observations and feedback.
- 100% of students mapped to the Numeracy Continuum with linked Maths learning goals.
- School Opinion Survey indicates 100% of teaching staff modify teaching practices after reviewing student assessment data.
- Twice termly data meetings embedded and attended by all staff.

Strategy – Embed the agreed instructional coaching model.

Actions	Timeline	Impact Measures
Scan, assess, review and refine current whole school approach to pedagogy.	Ongoing	End Term 1 - <u>Leadership</u> sets dates for instructional coaching opportunities with Junior Class teacher.
Develop clear model of instructional coaching at Gindie State School.	Term 1	- <u>Leadership</u> develops clear model of instructional coaching at Gindie SS via consultation with all staff.
Continue regular instructional coaching between Senior and Junior class teachers.	Ongoing	- <u>Teachers</u> engage in instructional coaching in Weeks 4, 6 and 8 and record conversations on agreed template. - <u>Teacher Aides</u> support instructional coaching lessons.
Engage part-time teachers in instructional coaching a minimum of once per semester.	Ongoing	End Term 2 - <u>Teachers</u> engage in instructional coaching in Weeks 4, 6 and 8 and record conversations on agreed template.
Document instructional coaching conversations using an agreed template.	Ongoing	End Term 3 - <u>Teachers</u> engage in instructional coaching in Weeks 4, 6 and 8 and record conversations on agreed template.

Strategy – Provide and engage in regular opportunities for data analysis and discussion.

Actions	Timeline	Impact Measures
Use student achievement and data as the basis for reflection and discussion during instructional coaching opportunities.	Ongoing	End Term 1 - <u>Leadership</u> updates and refines whole school data plan.
Identify marker students to monitor during instructional coaching opportunities.	Term 1	- <u>Leadership</u> schedules termly whole school data meetings.
Map all students to the Numeracy Continuum.	Term 2	- <u>Teachers</u> identify marker students.
Set individual student goals aligned to the Numeracy Continuum	Ongoing	- <u>Teachers</u> map students not achieving A-C to the Numeracy Continuum.
Refine and implement whole school data plan.	Ongoing	- <u>Teachers</u> set individual student goals aligned to the Numeracy Continuum.
Engage in termly whole school data meetings to monitor student achievement and plan intervention.	Ongoing	- <u>Students</u> strive towards achievement of termly goals.
*IAS Funding towards TRS to provide teacher release to analyse and enact collected data.	Ongoing	- <u>Teachers</u> plan intervention based on Numeracy Continuum aligned goals.
		- <u>Teacher Aides</u> implement necessary intervention based on Numeracy Continuum aligned individual student goals.
		End Term 2 - <u>Teachers</u> map students to the Numeracy Continuum.

Strategy – Invest in professional development targeted towards pedagogy and data literacy.

Actions	Timeline	Impact Measures
Engage 'Learning Through Doing' to provide whole school professional development in the teaching of Mathematics.	Term 1	End Term 1 - Area/s of development in the teaching of Mathematics identified. - Contact made with 'Learning Through Doing' team.
Seek and engage in professional development from the Centre for Learning and Wellbeing.	Term 2 Ongoing	End Term 2 - 'Request for Service' submitted to CLaW. - Engagement in PD with 'Learning Through Doing'. End Term 3 - Engagement in PD with CLaW.

Endorsement

Developed in consultation with the Gindie State School community, this plan meets the needs and systemic requirements of the school.

Stakeholder	Role	Signature	Date
Joel Davis	Principal		
Stephen Kajewski	P&C President		
Leisa Neaton	Assistant Regional Director		