



# GINDIE STATE SCHOOL

## Annual Implementation Plan 2024

| 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 <sup>th</sup> and 30 <sup>th</sup> October, 2020. | -               | 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<br>Whole School Review Conducted   | 2021<br>Phase 1 | 2022<br>Phase 2   | 2023<br>Phase 3 | 2024<br>Phase 4<br>Whole School Review Due |
| EXPLICIT IMPROVEMENT AGENDA (GINDIE GOAL FOR 2024)  |                 |   |                 |  |
| Improvement of student outcomes in <b>Reading</b> and <b>Mathematics</b> through <b>high-quality pedagogical practices</b> and <b>coaching</b> within our team and across our cluster.              |                 |   |                 |  |

**Improvement Priority #1:** *Strong curriculum planning processes to provide every student with the opportunity to realise their potential.*

| TARGETS (End Term 4)  |  |   |
|---|--|---|
| -   | 85% of all students achieving C or better in English (80% in 2023) and Maths (96.7% in 2023).        |   |
| -   | 60% of all NCCD students achieving C or better in English (28.6% in 2023) and Maths (85.7% in 2023). |   |
| -   | 100% of students mapped to the Literacy and Numeracy Continuums with aligned learning goals.         |   |
| -   | 100% of students not achieving A-C in English Maths have enacted personalised learning plans.        |   |
| -   | 100% of teaching staff engaged in instructional coaching.  |   |
| -   | 100% of full-time teaching staff engaged in school and cluster-based moderation on a termly basis.   |   |
| -   | Twice termly data meetings embedded with a focus on student next steps.                              |   |
| Strategy – Embed the requirements of the P-12 CARF.   |  |   |
| Actions   | Timeline   | Impact Measures   |
| Review and update three levels of planning.   | Ongoing  | <b>Termly</b>   |
| Unify Level 3 planning to include student goals and differentiation strategies.                       | Term 2   | - <u>Teachers and Teacher Aides</u> engage in twice termly data meetings.<br>- <u>Teachers</u> engage in school and cluster moderation.   |
| Engage in school based and across school moderation.  | Ongoing  | <b>End Term 1</b>   |
| Sustain agreed instructional coaching cycles with all teaching staff aligned to approach to pedagogy. | Ongoing  | - Induct <u>new staff</u> in curriculum planning processes.<br>- <u>Teachers</u> review and update Level 2 Planning for 2024.<br>- <u>Leadership</u> prepares moderation plan for 2024.   |
| Lead and engage in more rigorous data conversations with all staff focussing on next steps.           | Ongoing  | <b>End Term 3</b>   |
| Develop understanding of Version 9 of the Australian Curriculum.                                      | Term 3, Term 4   | - <u>Teachers</u> oriented to Australian Curriculum V9 English and Maths and aware of key changes.<br><b>End Term 4</b><br>- <u>Leadership</u> updates Level 3 Unit Planning Template for English and Maths in consideration of Australian Curriculum V9 changes. |
| Strategy – Develop a Whole School Approach to the Teaching of Reading                                 |  |   |
| Actions   | Timeline   | Impact Measures   |
| Review current approach to the teaching of reading with support from SLP.                             | Term 1   | <b>End Term 1</b>   |
| Assess early literacy skills of all students.   | Term 1   | - <u>Staff</u> scan and assess current approach to the teaching of reading.<br>- <u>SLP</u> complete early literacy screeners with all students.  |
| Embed the teaching of systematic synthetic phonics across P-6.  | Ongoing  | <b>End Term 2</b>   |
| Collaboratively construct Gindie SS Whole School Approach to the Teaching of Reading.                 | Term 3   | - Whole School Approach to the Teaching of Reading established and documented, including consistent approach to monitoring.   |



## Improvement Priority #2:

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

### TARGETS (End Term 4)

- 100% of teaching staff engaged in instructional coaching.
- 100% of students mapped to the Literacy and Numeracy Continuum with aligned 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 with focus on next steps.

### Strategy – Embed the agreed instructional coaching model.

| Actions   | Timeline | Impact Measures   |
|---|----------|---|
| Continue regular instructional coaching between Senior and Junior class teachers.   | Ongoing  | <b>End Term 2</b><br>- Collegial Engagement Framework finalised.<br><b>Termly</b><br>- <u>Teachers</u> schedule coaching opportunities with <u>Teaching Principal</u> and add to school calendar.<br>- <u>Teachers</u> complete monitoring circles for each coaching opportunity.<br><b>Semesterly</b><br>- <u>Part Time</u> teachers engage in instructional coaching with <u>Teaching Principal</u> . |
| Engage part-time teachers in instructional coaching a minimum of once per semester. | Ongoing  |   |
| Document instructional coaching conversations using an agreed template.             | Ongoing  |   |
| Refine Collegial Engagement Framework.  | Term 2   |   |

### 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  | <b>End Term 1</b><br>- <u>Teachers</u> identify marker students.<br>- <u>Teachers</u> introduce Student Profiles in English.<br><b>Termly</b><br>- <u>Leadership</u> updates and refines whole school data plan.<br>- <u>Leadership</u> schedules termly whole school data meetings.<br>- <u>Teachers</u> map students to the Literacy and Numeracy Continuums.<br>- <u>Teachers</u> set individual student goals aligned to the Literacy and Numeracy Continuums.<br>- <u>Students</u> strive towards achievement of termly goals.<br>- <u>Teachers</u> plan intervention based on continuum aligned goals.<br>- <u>Teacher Aides</u> implement necessary intervention based on continuum aligned individual student goals.<br>- <u>Teachers</u> use 'Student Profiles' to inform judgements and end of unit moderation. |
| Identify marker students to monitor during instructional coaching opportunities.   | Term 1   |   |
| Map students to the Literacy and Numeracy Continuums.  | Ongoing  |   |
| Utilise Gindie NCR Maths pre and post-tests to monitor progress in Numeracy.   | Ongoing  |   |
| Set students goals based on Literacy and Numeracy Continuum markers.   | Ongoing  |   |
| Refine and implement whole school data plan.   | Ongoing  |   |
| Continue the use of Student Profiles in Maths and introduce in English.  | Ongoing  |   |
| Engage in termly whole school data meetings to monitor student achievement and plan intervention.                        | Ongoing  |   |

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

| Actions  | Timeline | Impact Measures  |
|--|----------|--|
| Engage in Reading Through the Australian Curriculum Online Modules.    | Term 1   | <b>End Term 1</b><br>- <u>Teachers</u> and <u>Teacher Aides</u> complete online modules<br><b>End Term 2</b><br>- <u>Teachers</u> and <u>Teacher Aides</u> attend reading PD sessions hosted by SLP. |
| Engage in ongoing professional development in the teaching of reading. | Ongoing  |  |

### 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         |           | 25.03.24 |
| Stephen Kajewski | P&C President     |           |          |
| Dale Magner      | School Supervisor |           |          |