

## Kin Kin State School Annual Improvement Plan 2019

### School Improvement Priority – Writing within the Australian Curriculum

Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	Align Staff DPPs to the improvement priority of Writing	Term 1 & 3 DPP Meeting	Staff Meeting 30 mins per staff member  DPP Framework	Principal	100% of staff engage with DPP process	At 3 months:
	To develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas	Each term	Staff Meetings Cluster Meetings SFDs	Principal  HOC	<ul style="list-style-type: none"> <li>80% of students achieving a C or better in English</li> <li>Alignment of Achievement standards across KLAs</li> </ul>	At 6 months:  At 9 months:
	All teachers engaging in the post moderation process	Each term	In lieu of staff meeting	Principal	100% of teachers attend post moderation for English	At 12 months:
	Enhance teacher knowledge of Australian curriculum Writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.	Each term	3 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 Writing use data to inform the teaching and learning program aligned to the Australian Curriculum	Each term provision of 1-day planning	4 TRS per term	Principal BSM	SOS data – teacher satisfaction	
	Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice	Each term – formal observation	Staff Meetings	Principal Teachers Teacher Aides	SOS data – teacher satisfaction	

	Deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedure – Modelling, Shared and Interactive Writing, Guided and Independent writing to Pearson’s Gradual Release of Responsibility Model	Term 1 and Term 2 professional learning	“How to Teach Writing” Staff Meetings	Principal Teacher		
	Collaborative and co-teaching 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 writing instruction	Term 3 and Term 4	Specialist Teachers attending pre moderation meetings	Specialist teachers	100% of specialist teachers attending pre moderation meetings	
<b>Strategy – Successful Learners</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	<b>AIP Progress</b>
	<ul style="list-style-type: none"> <li>A whole school approach to support the learning of all students</li> </ul>	SFD January	Inclusion Policy	Principal	100% of staff engaged in PD	At 3 months: At 6 months:
	<ul style="list-style-type: none"> <li>Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities</li> </ul>	Ongoing	Planning documentation – anchor charts	Principal SWD Staff Teachers	Assessment tasks cater for diverse needs of learners	At 9 months: At 12 months:
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Each term	Budget IAS TA Timetables Student Support Meetings	Principal BSM Support Team	100% of funds are expended targeted to meet student learning needs	
	<ul style="list-style-type: none"> <li>Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention</li> </ul>	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"> <li>Use Early Start and the P-10 Literacy Continuum to monitor students’ progress in writing and identify writing behaviour</li> </ul>	Each term	Literacy Continua Early Start Budget	All staff	Data Wall – whole school literacy continua	

	goals for students.				Data Collection – individual student literacy continua	
	<ul style="list-style-type: none"> <li>Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students.</li> </ul>	Every Day in every classroom	Student Support Meetings Teaching and learning programs Observations	Principal Teacher	100% completion of ICPs; ISPs; ESPs	
	<ul style="list-style-type: none"> <li>Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in writing</li> </ul>	Each term	Oneschool data sets	Principal Staff	Data analysis discussions each term with 100% engagement Above 93% attendance	
	<ul style="list-style-type: none"> <li>Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in writing.</li> </ul>	Every day in every classroom	Oneportal – Wellbeing frameworks, Disability Resourcing	Whole school community	10% reduction in behaviour incidents	
	<ul style="list-style-type: none"> <li>Provide challenging learning experiences that further develop writing through critical and creative thinking capabilities across the curriculum.</li> </ul>				30% of students achieving in U2B for Writing	
<b>Strategy – Principal Leadership and Performance</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	<b>AIP Progress</b>
	<ul style="list-style-type: none"> <li>Lead an inclusive and collaborative culture, deepen learning and foster accountability</li> </ul>	Ongoing	SFD Staff meeting	Principal		At 3 months:  At 6 months
	<ul style="list-style-type: none"> <li>The school leadership team routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices</li> </ul>	Each term	Observation and feedback	All staff	100% of staff engaged in collegial engagement practices	At 9 months:  At 12 months:
	<ul style="list-style-type: none"> <li>Establish a teaching and learning calendar each term to identify expectations of</li> </ul>	Each term	Teaching and Learning Calendar	Principal	100% of staff receive a teaching and	

	school staff to enact the strategies within the AIP and Assessment and Target plan.				learning calendar at the commencement of each term	
<b>Strategy – School Performance</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	<b>AIP Progress</b>
	<ul style="list-style-type: none"> <li>Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles.</li> </ul>	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: At 9 months:
	<ul style="list-style-type: none"> <li>Collect and triangulate Writing data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry.</li> </ul>	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	At 12 months:
	<ul style="list-style-type: none"> <li>Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning</li> </ul>	Each term	Target and Assessment plan Pre-moderation	All staff	100% of staff engaged in data analysis	
	<ul style="list-style-type: none"> <li>Analyse writing data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings.</li> </ul>	Each term	Target and Assessment plan	All staff	100% of staff engaged in data analysis	
<b>Strategy – Regional support</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	<b>AIP Progress</b>
	<ul style="list-style-type: none"> <li>Engage with NCR offer of PA-AC support for pre-moderation opportunities</li> </ul>	Each Term	NCR PA-AC Budget	Principal	100% of teachers use the NCR planning process	At 3 months: At 6 months:
	<ul style="list-style-type: none"> <li>Engage with NCR offer of Early Years Coach support for pre-moderation opportunities</li> </ul>	Each Term	NCR Early Years Coach Budget	Principal	100% of teachers use the NCR planning process	At 9 months: At 12 months:
	<ul style="list-style-type: none"> <li>Engage with NCR offer of Inclusive Resourcing Tier 1 support</li> </ul>	Each Term	NCR Inclusive Team Budget	Principal		
<b>Strategy – Local Decision Making</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>	<b>AIP Progress</b>
	<ul style="list-style-type: none"> <li>The school actively seeks to engage with the local community and supports initiatives that celebrate diversity</li> </ul>	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 3 months: At 6 months:
	<ul style="list-style-type: none"> <li>Promote awareness and understanding of the Writing strategy to all stakeholders</li> </ul>	Ongoing	Newsletters Parades	All staff	SOS data	At 9 months:

	through communication channels – school newsletters, website, EIA, parades.		Community Events			At 12 months:
	<ul style="list-style-type: none"> <li>Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities.</li> </ul>	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



School Council Chair

Assistant Regional Director