

Parke State School
Annual Improvement Plan 2020

School Improvement Priority – Writing within the Australian Curriculum



Strategy – Teaching Quality	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Align Staff DPPs to the improvement priority of Writing 	Term 1/3 DPP Meeting	Staff Meeting 30 minutes per staff member DPP Framework	Principal	100% of staff engage with DPP process	At 3 months:
	<ul style="list-style-type: none"> All teachers engaging in the post moderation process – Internal and External 	Each term	In lieu of staff meeting	Principal Teachers	100% of teachers attend pre/post moderation for English 100% of teachers using the NCR anchor chart to plan for English	At 6 months:
	<ul style="list-style-type: none"> Enhance teacher knowledge of Australian Curriculum Writing via deepening knowledge of Achievement Standards and Curriculum Intent through the Pre-Moderation Process, planning meetings, data analysis and Internal and External Moderation 	Each term	1 TRS Day Per Teacher per term	Principal Teachers BSM	Whole School A-C English Data Sem 1 2020 Targets 2019 (S1) A-B: 25% → 2020 (S1) A-B: 30% C: 55% → C: 60% DE: 20% → DE: 15% Sem 2 2020 Targets 2019 (S1) A-B: 25% → 2020 (S2) A-B: 30% C: 55% → C: 60% DE: 20% → DE: 15%	At 9 months:
	<ul style="list-style-type: none"> Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice. 	Each term walkthrough /formal observation	.5 TRS Day Per Teacher per term	Principal Teachers Teacher Aides	SOS data – teacher satisfaction 2019 87.5% → 2020 100%	At 12 months:
	<ul style="list-style-type: none"> Principal/STLAN modelling best practice and supporting aides to implement the Parke SS Writing Support and Extension Program 	All Year	STLAN and Principal	All Staff	2019 (S1) A-B: 25% → 2020 (S1) A-B: 30% C: 55% → C: 60% DE: 20% → DE: 15%	


Strategy – Successful Learners	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Assessment planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities. 	Ongoing	Consistent and Reviewed Planning documentation – Anchor Charts	Principal SWD Staff Teachers	Assessment tasks cater for diverse needs of learners	At 3 months:
	<ul style="list-style-type: none"> Assessment Capable Learners – Every class to utilise Bump it Up Walls – These are dynamic, teacher developed and targeted at upcoming assessment items 	Each term	PD for staff – shared design and collaborative practice	Principal Teachers Support Team	Students can articulate 'where to next' in their learning – monitored by fortnightly visits by principal	At 6 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 schedule	Target and Assessment Plan	All staff	100% of teachers involved in data analysis conversations	
	<ul style="list-style-type: none"> Use Early Start and the P-10 Literacy Continuum to monitor effectiveness of 'Playing in the Parke' pre-prep program 	Term 1 and 4	Literacy Continua Early Start Budget One School	All staff	Improve On Entry to Prep – Literacy results 2019 – 55% below level Reduce to 33%	
	<ul style="list-style-type: none"> Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in Writing. 	Each term	Oneschool data sets PBL data sets	Principal Staff	Data analysis discussions each term with 100% engagement 95% attendance target	At 9 months:
	<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, guided by the <i>Learning and Wellbeing Framework</i> and the <i>Disability Standards for Education, 2005</i> to enable student success in Writing. 	Every day in every classroom	Oneportal – Wellbeing frameworks, Disability Resourcing One School	Whole school community	Close the Gap on Indigenous Outcomes: Increase the percentage of A-C English from 42% to 71% Close the Gap on Students with a recognised disability by increasing the percentage of A-C English from 33% to 66%	At 12 months:
	<ul style="list-style-type: none"> Provide writing extension program that further develops student capability 	Weekly extension	Teaching and learning programs	Principal Teacher STLAN	50% + of students achieving in U2B for Writing (Naplan)	

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 writing 	Term 1	I4S Budget	Principal	100% of I4S targeted to Parke Writing Support and Extension Programs	
	<ul style="list-style-type: none"> Lead an inclusive and collaborative culture, deepen learning and foster accountability. 	Ongoing	SFD Staff meeting	Principal	Teacher Survey Outcomes	
Strategy – School Performance	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Develop and implement an early years transition program to support a great start for every child 	Each term	Target and Assessment plan Teaching and Learning Calendar	All staff	Early Start data lift Survey parents and prep teacher to assess impact	
	<ul style="list-style-type: none"> Embed writing Support and Extension Programs to improve English A-C Outcomes 	Semester	Target and Assessment plan Teaching and Learning Calendar	All staff	Whole School A-C English Data Sem 1 2020 Targets 2019 (S1) A-B: 25% → 2020 (S1) A-B: 30% C: 55% → C: 60% DE: 20% → DE: 15% Sem 2 2020 Targets 2019 (S1) A-B: 25% → 2020 (S2) A-B: 30% C: 55% → C: 60% DE: 20% → DE: 15%	
Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Engage with NCR offer of Early Years Coach and support team to audit 'Playing in the Parke' pre-prep program to establish effectiveness and impact 	Each Term	NCR Early Years Coach Human Resources	Principal	100% of teachers use the NCR planning process Attend Communities of Practice and Learning Circles	

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	All staff	SOS data Maintain 100% SOS data from parents	At 3 months: At 6 months:
	<ul style="list-style-type: none"> Promote awareness and understanding of the writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades. 	Ongoing	Newsletters Parades Community Events	All staff	SOS data Every document that leaves school prominently displays 2020 AIP Writing is discussed at parades and in newsletters.	At 9 months: At 12 months:
	<ul style="list-style-type: none"> Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities. 	Ongoing	Parent Teacher Interviews	All staff	SOS data Literacy continuum and assessment tasks used to identify next step for improvement and discussed with parents in informal and formal meetings	

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