

Sunbury 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 DPPs to the improvement priority of Reading	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: DPP meetings completed, Placemat developed, Moderation calendar in place.
	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 Placemat style Reading Framework	Develop term 1. Revisit terms 2, 3 & 4	Staff Meetings SFDs	Principal HOC	<ul style="list-style-type: none"> • 75% of students achieving a C or better in English • Alignment of Achievement standards across KLAs 	At 6 months: Peer observation & feedback is occurring.
	All teachers engaging in internal and cluster post moderation process	4 times a year	In lieu of staff meetings	Principal	100% of teachers attend post moderation for English	At 9 months: Gradual Release PD refresher completed.
	Enhance teacher knowledge of Australian curriculum Reading through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.	Each teacher attends cluster pre-moderation once per term	10 days TRS per term	Principal BSM	100% of teachers using the NCR anchor chart to plan for English	At 12 months: ongoing data/planning day release has occurred, all staff embedding Sunbury Reading Placemat into daily practice.
	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 ½ day planning	5 days TRS per term	Principal BSM	SOS data – teacher satisfaction	
	Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice	Flexible walkthrough/formal observation	TRS as needed per term	Principal Teachers Teacher Aides	SOS data – teacher satisfaction	

	Deepen staff knowledge, understanding and pedagogical practice of the 4 Reading procedure – Modelling, Shared, Guided and Independent Reading to Pearson’s Gradual Release of Responsibility Model	Term 1 and Term 2 professional learning	“How to Teach Reading” Online resources, Reading Hub	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 Reading instruction	Each term	Specialist Teachers (SWD, HoSES, librarian) 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 whole school approach to support the learning of all students 	SFD January	Inclusion Policy	Principal, HoSES	100% of staff engaged in PD	At 3 months: Assessment Plan in place, Budget & I4S submitted, Early Start informed teaching. Physical spaces reflect inclusion.
	<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: U2B opportunities in place.
	<ul style="list-style-type: none"> Student improvement & achievement 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. 	Each term	Budget I4S (DRR & speech) TA Timetables Student Support Meetings	Principal BSM Support Team DRR co-ordinator	100% of funds are expended targeted to meet student learning needs	At 9 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. Communicate Plan at term 1 SFDs	Target and Assessment Plan	All staff	100% of teachers involve in data analysis conversations	At 12 months: Ongoing update of Whole School Data Snapshot

	<ul style="list-style-type: none"> Use Early Start and the P-10 Literacy Continuum to monitor students' progress in Reading and identify Reading behaviour goals for students. 	As per Assessment and Target Plan.	Literacy Continua Early Start Budget	All staff	Annual tracking of Early Start data	informed by termly reading benchmarks. Early Start completed.
	<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	Student Support Meetings Teaching and learning programs Walkthroughs/Observations	Principal HoSES 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, 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. 				50 % of students achieving in U2B for year 3 Reading	
Strategy – Principal Leadership	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	
	<ul style="list-style-type: none"> Use I4S funding to support Reading 	Term 1	I4S Budget (DRR & speech aide time)	Principal	100% of I4S targeted to reading support expended	

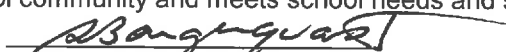
and Performance	<ul style="list-style-type: none"> Lead an inclusive and collaborative culture, deepen learning and foster accountability 	Ongoing	SFD Staff meeting	Principal		At 3 months: I4S submitted, Teaching & Learning calendar developed
	<ul style="list-style-type: none"> The school leadership 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:
	<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	At 12 months: Ongoing implementation of Assessment Plan
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: Ongoing improvement achievement matrix
	<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 6 months: At 9 months: NAPLAN data analysis
	<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 Pre-moderation	All staff	100% of staff engaged in data analysis	At 12 months: Ongoing termly update of Whole School Data Snapshot
Strategy – Regional support	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
	<ul style="list-style-type: none"> Engage with NCR offer of PA-AC support for pre moderation opportunities 	Each term	NCR PA-AC Budget	Principal	100% of teachers use the NCR planning process	At 3 months: Develop annual

	<ul style="list-style-type: none"> Engage with NCR offer of Early Years Coach for Phase 2 (Early Start) 	Each term	NCR Early Years Coach Budget	Principal	100% of teachers use the NCR planning process	timetable of PA-AC support
	<ul style="list-style-type: none"> Engage with NCR offer of Inclusive Curriculum resourcing support 	Each term	NCR Inclusive Team 0.05FTE Budget	Principal		At 6 months: At 9 months: 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	All staff	SOS data	At 3 months: Development of newsletter schedule of priorities
	<ul style="list-style-type: none"> Promote awareness and understanding of the Reading strategy to all stakeholders through communication channels – school newsletters, website, parades. 	Ongoing	Newsletters Parades Community Events	All staff	SOS data	At 6 months: Celebrate Reading improvement
	<ul style="list-style-type: none"> Provide opportunities to share Reading pedagogy with parents through scheduled learning opportunities. 	Ongoing	Parent Teacher Interviews In-class volunteers Home Reading Room	All staff	SOS data	At 9 months: At 12 months: Celebrate reading improvement.
Regional Priorities	Australian Curriculum <ul style="list-style-type: none"> Implementation of 8 KLAs by 2020 Lifting A – C Results Pre Moderation Post Moderation 	Ongoing	NCR PA-AC support	All staff	100% of teachers engaging in pre & poste moderation. Track A-C results in OneSchool	
	Inclusive Practices <ul style="list-style-type: none"> Implementing the Inclusive Education Policy Implementing a framework such as Positive Behaviour for Learning 	Ongoing	NCR Inclusive Team 0.05FTE Budget NCR PBL Team 0.05FTE Budget	All staff	100% of all staff engaging in PBL implementation.	At 3 months: Sunbury Inclusion Framework & PBL school plan developed.

Endorsement

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


Karen Dyball
Principal


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