



Thornlands State School

Annual Implementation Plan 2021

School Improvement Priorities 2021

Improvement priority: *READING*

Strategy – Use of data to structure reading programs to meet individual student needs			
Actions	Targets	Timelines	Responsible Officer/s
Class data profiles to inform instructional groupings	100% classes, data wall complete Feb, updated, Semester 2. Increase the percentage of Prep- Yr 2 students achieving, or exceeding age appropriate benchmark standards to 80%.	As per school assessment schedule	Class teachers, TAs, HOC
Rally Readers Program- Prep -2, Year 4	100% participation; Improvement in reading levels for 100% students. > 80% attain or exceed Year level reading targets (<i>see school Minimum Assessment Schedule</i>)	Feb-Dec	STL&N, HOC, DP, class teachers, TAs
MiniLit program- Year 1, MultiLit Yr 3-5, Nessy (Tier 2 Intervention- for all students not meeting, or tracking towards, Year level target)	Groups as required to meet student needs	Feb- Dec	STL&N, class teachers, TAs
Focus on Closing the Gap in Year 3 Reading for all Indigenous students	Data for all P-3 indigenous students monitored closely and response to intervention to best cater for individual needs.	Feb-Dec	G.O., Leadership team
Data TnTs	100% class teachers	Once per term	Leadership team, class teachers
Strategy – Explicit teaching of reading in every classroom			
Actions	Targets	Timelines	Responsible Officer/s
Individual reading goals for all students	100% students	Jan-Dec	HOC, classroom teachers
PD to build teacher and teacher aide capacity and consistency of pedagogy (Australian Curriculum, Sheena Cameron, QAR, Complex Texts and TDQ (Text Dependent Questions), shared and guided reading)	100% teachers and teacher aides participate	January; periodically	HOC, DP, Reading Mentor
T'NT (Thornlands 'Nquiry Teams) focus on every student demonstrating improved reading proficiency (data analysis, teachers learning from each other)	100% classroom teachers participating, Increase % students in Prep - 6 achieving a "C" standard, or above, in English to 85%	Jan-Dec	Leadership Team, teachers
WOW (Watching Others Work)	100% teachers take part in WOW sessions. Enhanced pedagogy as a result of this peer review and feedback process.	Jan- Dec	Leadership Team, teachers
Provision of dedicated teacher aides for every year level, full time aides in Prep classes; 0.2 Reading Mentor, as part of Rally Readers program, to oversee the program, model best practice, observe	100% students demonstrate improvement in reading levels; Increase the percentage of Prep- Yr 2 students achieving, or exceeding age appropriate benchmark standards to 80%.	Feb-Dec As per school assessment schedule	Leadership team, Reading Mentor, teachers, teacher

Strategy- Critical Thinking and Complex Texts

Actions	Targets	Timelines	Responsible Officer/s
Year 2,3,4 and 5 focus groups (Turbo Time) Analysis of data to inform groupings. Preparation of targeted resources aimed to support development of best practice in the teaching of reading comprehension for all staff.	Year 3 – 60 % U2B Reading Year 5 - 60% U2B Reading	Feb-May (Year 3,5); Aug-Dec Year 2,4)	STL&N, class teachers, TAs, HOC

Improvement priority: WRITING

Strategy - Use of data to structure writing programs to meet individual student needs

Actions	Targets	Timelines	Responsible Officers
Analysis of Naplan Writing data to determine areas of greatest need for PD and explicit instruction	Year 3 - 60% U2B Writing Year 5 - 30% U2B Writing	Term 4 (2020)	HOC
Class data profiles to inform instructional groupings	100% classes, data wall complete Feb, updated Semester 2	As per school assessment schedule	Class teachers, HOC
WOW (Watching Others Work)	100% teachers take part in WOW sessions (focus on teaching of cognitive verbs)		
Data TnTs	100% teachers	Once per term	Leadership team, class teachers

Strategy- Explicit teaching of writing in every classroom

Actions	Targets	Timelines	Responsible Officer/s
VCOP and Big Write- every week	100% students	Jan-Dec	HOC, classroom teachers
Individual writing goals for all students	100% students	Jan-Dec	HOC, classroom teachers
Use of writing exemplars	100% classrooms	Jan-Dec	HOC, classroom teachers
PD to build teacher capacity and consistency of pedagogy, Australian Curriculum, (Sheena Cameron)The Writing Toolbox and Cognitive Verbs	100% teachers and teacher aides participate	January; periodically every term	HOC

Strategy- Spelling

Actions	Targets	Timelines	Responsible Officer/s
Sound Waves spelling to support focused teaching and consistent pedagogy across school	100% students; Year 3- 50% U2B Spelling Year 5 –50% U2B Spelling	Jan-Dec	HOC, classroom teachers, TAs



Improvement priority: NUMERACY

Strategy- Explicit Teaching of Number			
Actions	Targets	Timelines	Responsible Officer/s
Whole school Number Facts focus	100% classrooms, every day	Feb-Dec	HOC, class teachers
Explicit teaching of number concepts	100% classrooms, every day	Feb-Dec	HOC, class teachers
Year 2,3,4 and 5 targeted teaching groups (Turbo Time)	Year 3 Numeracy - 60% U2B Year 5 Numeracy - 65% U2B	Feb-May (Year 3,5); Aug-Dec (Year 2,4)	STL&N, teachers, TAs, HOC
PD to build teacher capacity and consistency of pedagogy	100% teachers	Ongoing	HOC, class teachers
Data TNTs (Thomlands 'Nquiry Teams) focus on every student demonstrating improved knowledge and understanding of basic number concepts (data analysis, teachers learning from each other)	100% classroom teachers participating; Increase the % students in Year P-6 achieving a "C" standard, or above, in Maths to 85%	Jan-Dec	Leadership Team, teachers
WOW (Watching Others Work)	100% teachers take part in WOW sessions	Jan-Dec	Leadership Team, teachers
Strategy- Explicit teaching of Problem Solving			
Actions	Targets	Timelines	Responsible Officer/s
Regular, explicit teaching of problem solving skills.	100% students; Year 3 Numeracy - 60% U2B Year 5 Numeracy - 65% U2B	Feb-Dec	Class teachers, HOC

Improvement priority: TECHNOLOGIES

Strategy- Fostering Deep Learning (Fullan & Quinn "Coherence" 2016)			
Actions	Targets	Timelines	Responsible Officer/s
<p>Challenge: to manage the need for continuous improvement of foundational skills while fostering "Deep Learning" through further development of our STEM program.</p> <p>Identifying and supporting innovation to foster new learning outcomes.</p> <p>Use of technology as an accelerator to deep learning.</p> <p>Co-designing deep learning tasks in planning sessions (technology and HASS)</p> <p>Provision of targeted PD in use of digital technologies and the Thomlands Pedagogical Framework - DOTAL with IMPACT (specifically the 6Cs)</p>	<p>Redesigning technology units incorporating the 6 Cs – communication, critical thinking, collaboration, creativity, character and citizenship.</p> <p>Building a bank of physical resources.</p>	Ongoing	Class teachers, HOC, Leadership team



Improvement priority: WELLBEING

Strategy- Explicit teaching of Social Emotional Program			
Actions	Targets	Timelines	Responsible Officer/s
<p>Explicit teaching of Social Emotional Program and Supportive School Environment lessons (as per school Code of Conduct)</p> <p>Explicit teaching of Zones of Regulation for all students.</p> <p>Communication of content to whole school community eg. via website and school Assembly.</p>	<p>100% classrooms</p> <p>Common meta-language throughout the whole school.</p> <p>Outcomes as measured by the 6 Cs – communication, critical thinking, collaboration, creativity, character and citizenship.</p> <p>Decrease in percentage of students requiring Tier 2 and 3 intervention.</p> <p>Maintain high attendance rates for all students.</p>	<p>Ongoing</p>	<p>Class teachers, HOC, Leadership team</p>

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director