



Thornlands State School

Annual Implementation Plan 2019

School Improvement Priorities 2019

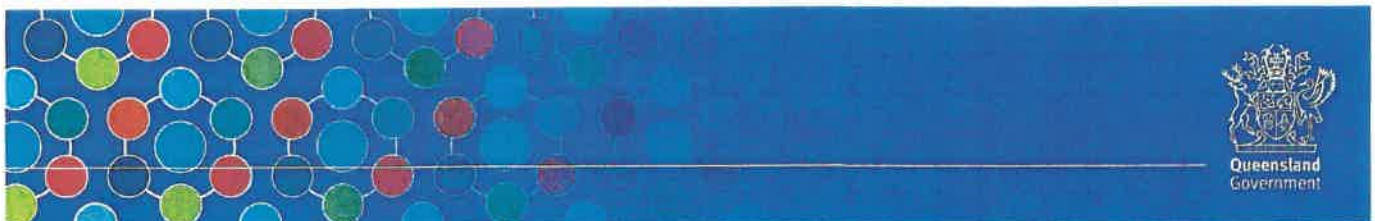
Improvement priority: *READING*

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	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	Reading Mentor, HOC, DP, class teachers, TAs
MiniLit program- Year 1 (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 Conversations	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))	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, At least 75% teachers take part in WOW (Watching Others Work) sessions Increase % students in Prep - 3 achieving a "C" standard, or above, in English to 80%; Increase % students in Year 4-6 achieving a "C" standard or above in English to 82%	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 and provide feedback to teachers and teacher aides.	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 aides
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 – 55 % U2B Reading Year 5 - 55% 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 - 45% U2B Writing Year 5 - 35% U2B Writing	Term 4 (2018), PD (Jan)	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
Data Conversations	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
PD to build teacher capacity and consistency of pedagogy, Australian Curriculum, (Sheena Cameron)The Writing Toolbox	100% teachers and teacher aides participate	January; periodically	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- 56% U2B Spelling Year 5 –65% 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 - 62% U2B Year 5 Numeracy - 52% 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
T'NT (Thornlands '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; at least 75% teachers take part in WOW (Watching Others Work) sessions Increase the % students in Year P -6 achieving a "C" standard, or above, in Maths to 85%	Jan-Dec	Leadership Team, teachers
Data Conversations	100% class teachers	Once per term	Leadership team, class 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 - 68% U2B Year 5 Numeracy - 60% U2B	Feb-Dec	Class teachers, HOC

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

Investing for Success

Under this agreement for 2019
Thornlands State School will receive

\$253,729*

This funding will be used to

- Maintain percentage students in Year 3 and 5 meeting the National Minimum Standards in reading and numeracy at or above 98%.
- Increase percentage of Year 3 and 5 students in U2B(Upper 2 Bands) NAPLAN Reading to Yr 3 and 5- 55% (Achieved 2018 Year 3 - 55% Year 5 - 41%);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Numeracy – Year 3 to 68% (66% 2018); Year 5 to 60% (57% 2018);
- Increase percentage of Year 3 and 5 students in U2B NAPLAN Writing – Year 3 to 45% (42% 2018); Year 5 to 35% (23% 2018);
- Embed whole school approach to goal setting – all students have individual reading and writing goals.
- Increase percentage students in Prep- Year 2 achieving, or exceeding, Benchmark standards in reading to 80% in 2019.
- Increase % students achieving a "C", or above, in English in P -3 to 80%; Year 4-6 to 82%
- Increase % students achieving a "C", or above, in Maths in P -6 to 85%
- Facilitate 100% teachers utilising a range of data to identify and group students according to need.
- Ensure every student accessing a different year level curriculum (individual curriculum plan) will work towards or achieve a "C" standard, or better, against the relevant year level achievement standard.
- Improve teacher capability through focused professional development to improve student performance.
- Provide additional high quality resources for the teaching of reading and number.

Our initiatives include

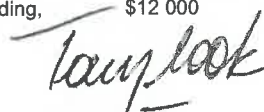
- 100% classrooms engage in small or guided instructional groups based on student needs, including Rally Readers in Prep 1- Year 2, MiniLit - Tier 2 Intervention (Meeting Initial Needs in Literacy- Macquarie University).
- Leap into Prep program- establishing links within the 0-5 yr community; supporting the transition to school for students and parents
- Additional teacher aide time for all classes. Dedicated teacher aide/s assigned to every year level to support student learning.
- Provision of additional teacher aide time to enable small group instruction in every P-2 class (Rally Reading), to facilitate the MiniLit program in Year 1 and Oral Language program in Prep.
- Provide teacher aide professional development to enhance student learning in literacy and numeracy.
- Employ "Reading Mentor" teacher, 1 day per week to co-ordinate the Rally Reader program, to mentor teachers in the teaching of reading and to provide PD for teachers and teacher aides.
- Enhance student vocabulary knowledge through the whole school STRIVE program (Beck, McKeown and Kucan 2002,2008)
- Embed the explicit teaching of Comprehension strategies- *Australian Curriculum, Classroom Comprehension Strategies* (Sheena Cameron), *QAR* (Taffy Raphael), *Effective questioning/Complex texts*.
- Year 2,3,4 and 5 focus groups (Turbo Time). Preparation of targeted resources aimed to support development of best practice in the teaching of reading comprehension for all staff.
- Embed the explicit teaching of Writing strategies, through use of Sheena Cameron resources, VCOP and Big Write
- Provide parent workshops to support early literacy and numeracy development at home.
- Review student performance data regularly– *Visible Learning for Teachers - Maximising Impact on Learning* (Hattie, John)
- Provide professional development to support teachers in data gathering, collation, analysis and use.
- Embed a professional learning community encompassing all key stakeholders to share and evaluate strategies and their impact (TNT- Thornlands N'quiry Teams) - *Coherence* (Fullan and Quinn 2016)

Our school will improve student outcomes by

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| • Provide additional support and specialist personnel to support student learning. | \$173 729 |
| • Build staff capacity in explicit teaching practices in reading, writing and numeracy, through professional development including professional collaboration, feedback and mentoring. | \$30 000 |
| • Build staff capacity through a professional development program around data analysis that supports teachers to build their capacity (cycle of inquiry and collaboration), including teacher release for data conversations | \$20 000 |
| • Purchase of additional resources (including ICTs) to support literacy and numeracy. | \$18 000 |
| • Leap into Prep program to support successful transition to school and improved reading, writing and numeracy outcomes. | \$12 000 |



Robyn Wilton
Principal
Thornlands State School



Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland
Government**