



Torbanlea State School Annual Implementation Plan 2020

School Improvement Priorities 2020



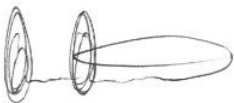
Improvement priority: Reading

| Strategy – Building leadership capacity | | | |
|---|---|---------------------------------|-----------------------|
| Actions | Targets | Timelines | Responsible Officer/s |
| Seek support from Regional staff (PATL (AC)/ Early Years coach) to lead local school cluster focused on developing best practice around implementing the Australian Curriculum (reading) and associated pedagogy. | | Term 1 onwards | Principal |
| Use I4S funding to support reading initiatives e.g. Teacher aide support for reading groups & release time for Teacher planning conferences. | Raise the % of P-6 students achieving in A – C in English to above 80% | Term 1 onwards | As above |
| Analyse and Share collated school data-sets (reading data , NAPLAN, Diagnostic assessment) | | Term 1 onwards | As above |
| Explore cohort data through data conversations with leadership team using class data profiles and identify target students to track reading strategy. | | Semester 1 & 2 | As above |
| Embed Torbanlea Reading Snapshot | | Term 1 | As above |
| Promote awareness of the reading improvement agenda to the broader school community | Parent SOS Data – S2025 The School keeps me well informed 92% S2017 My child's English skills are being developed at this school. 95% | Term 1 & Ongoing | As above |
| Strategy – Building teacher capacity | | | |
| Actions | Targets | Timelines | Responsible Officer/s |
| Access PATL - AC & Early Years coach to create and provide opportunities for professional learning within the Australian Curriculum around reading | All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English | Semester 1 and 2 | Principal/DP |
| Consolidate implementation of a Balanced Reading Program (TSS Reading Snapshot) (includes Gradual Release Model) | | Term 1 Ongoing | As above |
| Through Professional Learning, consolidate the shared understanding of reading procedures and comprehension strategies (Reading Procedures, Comprehension & decoding strategies) | DPP – all staff have identified an aspect of reading to develop | Semester 1 ongoing | As above |
| Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement | | Term 1 ongoing | As above |
| Provide opportunities for teachers to engage with Instructional Coaching, Mentoring and Feedback to sharpen consistency of practice (Release time to observe best practice) | All staff understand assessment tools and their purpose | Semester 1 & 2 | As above |
| Align APDP for staff to the reading strategy | 100% staff achieving reading goal as identified in APDP by end of year | APDP Meeting – Semester 1 and 2 | As above |
| Timetable regular meetings with Principal/DP to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. Assessment tools include (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative | Term meetings for every teacher around tracking reading progress and the alignment to curriculum planning | Ongoing | As above |

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| C2C reading assessment to map performance against the standard) | 80% Students achieving A-C in English Achieving similar to like schools for National Mean in Reading (P-6) | | |
| Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English e.g. consistency of A-E Data | Four times a year internal moderation Twice a year cluster moderation | Terms 1-4 Term 2 & Term 4 | As above |
| Strategy – Successful learners | | | |
| Actions | Targets | Timelines | Responsible Officer/s |
| Ensuring that challenging learning opportunities are provided for all students to demonstrate their skills and knowledge in reading. | Lesson Observations once per Term | Ongoing | Principal/DP |
| Implement, monitor and review attendance and attainment strategies (Home visits, GO Support, Positive Reporting, Teacher Accountability) for continuous improvement. | All students achieving 94% attendance | Ongoing | Principal/DP |
| Strategy – School performance | | | |
| Actions | Targets | Timelines | Responsible Officer/s |
| Collect and triangulate Reading data presented on Data Wall (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff. | | Ongoing | Principal/ DP |
| Strategy – Local decision making | | | |
| Actions | Targets | Timelines | Responsible Officer/s |
| Communicate reading improvement of students to parents through individualised reading goals | Parent SOS DATA | Term 1 ongoing | Principal, all staff |
| Celebrate reading progress within the wider community through Newsletters, Facebook and parade. | 100% of parents aware of reading as the EIA | | Principal, all staff |

Endorsement

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



Principal



P and C



Assistant Regional Director