

Oonoonba State School

2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority 1	Develop deep knowledge of the teaching of reading through the Australian Curriculum V9	Phase	Implementing
Link to school review improvement strategy:	Refine and develop processes and practices that support deep, systematic discussion of data to inform next steps in learning for students and that informs teaching and differentiated classroom practices		
Strategy/ies	Embed a consistent approach across P-6 to improve reading outcomes for all students through the engagement of the Australian Curriculum.		
Actions including Responsible officer(s)		Resources	
<ul style="list-style-type: none"> HODC to align PLD P-6 with DoE Reading Position Statement and Reading through the Australian Curriculum V9 PORTAL. Leaders and Classroom teachers to embed consistent whole school systemic synthetic phonics instructional routines to develop word reading and spelling (all beginning readers regardless of year level will practise word reading using decodable readers that is, students working at junior primary level) Leaders and Teachers continue to review and reflect on the teaching of reading using the DoE Reading Modules and Reading PORTAL resources HODC and STLaNs build the capability of Teacher Aides to support reading practices. HODC and STLaNs build capability of the teaching staff in the planning, teaching and monitoring of reading in <ul style="list-style-type: none"> Systematic synthetic phonics instruction Vocabulary instruction Shared and dialogic reading routines for language comprehension Fluency routines and writing about reading (responding) Tracking student progress for reading and provide evidence- based intervention Engage with families about the teaching of reading and their child's progress Specialist teachers engage in reading through the Australian Curriculum in their learning areas 		<ul style="list-style-type: none"> Jan SPDD – PD for teachers and Teacher Aides in Reading and update in PLD Teachers to develop Class Profile Data conversations with teachers to identify marker students PD on Explicit Direct Instruction by Speech Language Pathologist in Term 1 Training in PLD for new teachers T1 beginning & Reading Portal Modules & Instructional resources ACV9 Updated PLD resources-T4 2024 and ongoing Supplement decodable readers for older students (high interest low level) Check in with classroom teachers each term monitoring and reviewing individual class and year level reading and spelling data Leaders support identified classroom teachers needing support 	
End Term 4	Measurable outcomes	Improve Inter-assessment match in Year 3 in NAPLAN and LOA in Reading Maintain Inter-assessment match in Year 5 in NAPLAN and LOA in Reading Every student reading to age/year level appropriate level Prep achieving 90% or higher in ENGLISH Year 1 achieving 90% or higher in ENGLISH (2024 Prep 87%) Year 2 achieving 90% or higher in ENGLISH (2024 Year 1 87%) Year 3 achieving 85% or higher in ENGLISH (2024 Year 2 82%) Year 4 achieving 95% or higher in ENGLISH (2024 Year 3 95%) Year 5 achieving 85% or higher in ENGLISH (2024 Year 4 82%) Year 6 achieving 90% or higher in ENGLISH (2024 Year 5 88%)	
	Success criteria <i>By end of TERM 4</i> <i>All students achieve A-C in English in year level</i>	Behaviourally: Students can/will: read/view/comprehend age-appropriate texts independently aligned to year level achievement standard. Independent reading requires both the ability to decode and make meaning from printed texts. Teachers can/will: Plan, teach, monitor and assess reading to gather information against the assessable element, <i>Reading and viewing</i> in the year level achievement standard. Leadership team can/will: Lead, monitor and support next steps in reading for all teachers and students. Teacher aides can/will: be trained in reading and supporting students with reading under the guidance of teachers.	
	Artefacts	Inter-assessment data from DoE SORD Data LOA Data in ENGLISH in Term 4 2024 Survey results of teachers at OSS about the way they teach reading Reading Position Statement Reading PORTAL Resources PLD data	

	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	PLD data End of term LOA for ENGLISH Triangulation of data with South Australia testing	<p>Behaviourally: Students can/will: Engage in systematic synthetic phonics instruction, shared dialogic reading and explicit teaching of vocabulary through English.</p> <p>Teachers can/will: Plan and implement a structured literacy block using the system resources that encompasses the components of reading through the Australian Curriculum following the DoE year level unit plans. All teachers have completed/engaged with modules in Reading Portal. Develop instructional routines including explicit instruction to teach reading. Engage in PLD online training (new teachers/new year levels). Engage Professional Learning opportunities Teaching of Reading P-6. Embed practices identified through Reading Portal to support student achievement.</p> <p>Leadership team can/will: Build capacity of components of reading through the Australian Curriculum to monitor and gain line of sight to quality assure consistent reading practices across the school. Build shared understanding principles of explicit instruction and identify the sequential nature of learning to read. Engage with the community to build a shared understanding of how reading is taught through the curriculum in our school, and how to support reading at home. Monitor student engagement and achievement. Monitor Implementation and progress using Implementation Guide & SIGNPOSTS (Reading Portal). Teacher Aides support teachers in the implementation of reading in balanced literacy program.</p>	<p>Documentation on Unit Planning on Teams</p> <p>Reading PORTAL</p> <p>Implementation Guide & Signposts</p> <p>Release time for new teachers to PLD and Reading Modules</p> <p>PLD data on track for each student</p> <p>Personalised Learning Records</p> <p>Students for Intervention identified</p>	
End Term 2	Students will be at relevant stage for PLD At least marker students will have achieved A-C	<p>Behaviourally: Students can/will: Engage in and develop word, reading and spelling knowledge.</p> <p>Teachers can/will: Develop and apply knowledge, understanding and skills of phonics and word knowledge. Embed practices identified through Reading Portal to support student achievement.</p> <p>Leadership team can/will: Observe and monitor instructional routines and effective reading practices. Monitor student engagement and achievement Monitor Implementation and progress using Implementation Guide & SIGNPOSTS (Reading Portal). Teacher Aides support teachers in the implementation of reading in balanced literacy program.</p>	<p>PLD and LOA Data</p> <p>Intervention changes due to changes to data</p> <p>Observations completed</p>	
End Term 3	Students will be at relevant stage for PLD	<p>Behaviourally: Students can/will: Read and comprehend tasks required of them in English.</p> <p>Teachers can/will: Continue to support students to understand and apply knowledge, understanding and skills of phonics and word knowledge. Embed practices identified through Reading Portal to support student achievement.</p> <p>Leadership team can/will: Observe and monitor instructional routines and effective reading practices. Monitor student engagement and achievement Monitor Implementation and progress using Implementation Guide & SIGNPOSTS (Reading Portal). Teacher Aides support teachers in the implementation of reading in balanced literacy program.</p>		

Approvals

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



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Principal



Rebecca Dale
School Council Chair



Timothy Farrell
School Supervisor

