Townview State School Action Plan

	Name	Signature	Leadership team members
Principal	Miebaka Dede	*signature*	• **Bronwyn Edwards (Head of Department Curriculum)** • **Michael Collingwood (Head of Department Wellbeing)** • **Trish Stark (Support Teacher Literacy and Numeracy/Reading Coach)** • **Laura Gavin (Positive Behaviour for Learning Coach)** • **Michelle Arsenic (Business Manager)**
Assistant Regional Director	Lesley Pecchiar	*signature*	
Regional Director	Lyal Giles	*signature*	
Case Manager	Jenny Hart		
Review date			

Follow-up meeting (three months)		Follow-up meeting (six months)		Follow-up meeting (nine months)		Follow-up meeting (12 months)	

Action plan objectives

Systemness and Intentional Collaboration

PRINCIPAL

RESPONSIBILITIES
- Collaboratively leads action plan (AP) planning and implementation including fully costed resourcing.
- Establish roles, responsibilities and accountabilities to implement the AP
- Prepare artefacts, documentation and timetable for all check-ins
- Communicates adjustments to AP with Senior Reviewer
- Work closely with ARD to source additional regional support

ACCOUNTABILITIES
- Submit AP for feedback prior to three-month check-in
- Submit AP for endorsement with two weeks after three-month check-in
- Document PSR journey across full 12-month period
- Broadly communicate AP success criteria
- Quality assure the successful implementation and successful completion of AP

ASSISTANT REGIONAL DIRECTOR

RESPONSIBILITIES
- Support principal in the development of AP
- Support, challenge and build capacity of the principal and leadership team
- Advocate and facilitate priority regional support for the school
- Actively participate in line-of-sight conversations at check-ins
- Liaise with SIU case manager
- Provide honest and open feedback to both principal and school leaders

ACCOUNTABILITIES
- Keep Regional Director appraised of PSR process
- Ensure regional support is provisioned
- Facilitate endorsement of AP with Regional Director
- Prioritise attendance at all PSR check-in meetings
- Prepare documentation outlining regional support for 12-month check-in

SENIOR REVIEWER

RESPONSIBILITIES
- Provide external oversight of PSR process
- Outlines process explicitly to principal
- Provides open honest feedback at three monthly junctures
- Communicates frequently with ARD and principal
- Conduct line-of-sight conversations at six, nine and 12-month check-ins

ACCOUNTABILITIES
- Keep ADG appraised of PSR progress
- Provides written feedback after each visit
- Conducts line-of-sight interview at six, nine and 12-month junctures
- Reports back to staff at 12 months (optional)
- Formulates and communicate 12-month decision
- Keep comprehensive and accurate records of PSR process

Measureable outcomes:	Baseline	six months	12 months
Letter and sound knowledge	No baseline data for Prep	50% of Prep students identify all 44 sounds.	100% of Preps produce and recognise all 44 sounds and 26 letter.
Student PM Benchmarks (% above Term 3 targets)	Prep 31.4%, Yr 1 25%, Yr 2 33.3%, Yr 3 23.5%, Yr 4 34.8%, Yr 5 26.7%, Yr 6 11% (End of Term 3)	50% above Term 1 benchmarks (Years 1-6)	75% above Term 3 Benchmarks
English LOA - % above C in identified English reading comprehension units	61% of all students received C or above in Semester English LOA	75% of students achieve a C or above (Semester 1)	75% of students achieve a C or above (Semester 2)
Leaders, Teachers, T/A's and Students will participate in Reading surveys developed around satisfaction, confidence and capability of engaging in Townview SS 'signature' strategies.	Baseline measured with survey at 2021 Student Free Days	Above 50% average improvement in satisfaction, confidence and capability measures across all stakeholder groups	100% improvement in satisfaction, confidence and capability measures across all stakeholder groups

NOTE: Moniter marker students progressions (Improvement in identified Literacy Continuum critical aspects)

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Townview State School Action Plan

Improvement Strategy 1: Strengthen staff capability with evidenced based 'signature' strategies for the teaching of reading.

Describe the 12-month success criteria:

- *All staff to effectively implement the school's reading pedagogical framework.*
- *All teaching team members will be involved in professional dialogue focused on reading. This will be evidenced by documented data conversation feedback forms.*
- *All Prep students complete Synthetic Phonics*
- *All Prep classes will effectively implement Read It Again.*
- *P-2 classes will effectively implement early years reading through the 4 Lesson Sequence.*
- *All classes will effectively implement explicit instruction of reading, the Big 6 and STRIVE.*
- *All P-2 students will have their phonemic awareness critical aspect on the Literacy continuum tracked by teachers.*
- *All students will have individualised reading goals informed by an analysis of triangulated data and derived from the Literacy continuum.*

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as three, six, nine and 12-month targets		
			Timelines/Outcomes	**Evidence of Impact (express in behavioural terms)**	**Artefacts**
• *Collaboratively review and refine the reading pedagogy framework with all staff* • *Establish a Reading PLC with teaching staff membership (fortnightly Tuesdays)* • *Conduct reading workshops with support staff (fortnightly Wednesday's)* • *Continue implementation of the 4LS with Prep-2* • *Collaboratively work with knowlegable other (HODC) of Healy SS to build capability of TVSS leaders and teachers in whole school implementation of the 4LS.* • *Complete Early Start Prep-2* • *Screen identified students using PLD screener (Diagnostic tool) to support*	**Financial** *I4S purchase STLAN (Reading Coach) position* *Professional development budget* **Human** *CLaW/QELI coaching support and PD for leadership team* *CLaW HODTL collaboration for delivery of professional development* *Reading and writing Centre SLP (Term 2)*	*Principal* *and* *Leadership Team* *Complete quality assurance with data conversations walkthroughs, observations and feedback, GRR, coaching.* *SLP (0.4FTE)* *CLaW HODTL* *Early Years Coach*	**Three months** • Nomination for reading focus team completed (Reading Committee). • Individual reading targets are conferenced by teaching team with students and set at regular intervals following agreed goal setting practices. • Complete wholeschool collection of reading data to inform 2021 focus and targets. • Survey conducted to identify teacher confidence and knowledge in the teaching of reading and guided reading practices to inform PD. • A collegial engagement framework is completed with a focus on supporting the teaching of reading. • The early years coach delivers coaching to staff on using transition statements and early start data to inform the teaching of reading.	**Behaviourally:** **Students can/will:** • Articulate their individual reading goals. **Teachers can/will:** • Plan English units with individual reading goals from literacy continuum. • Plan, track and monitor students individual literacy levels with literacy continuum. • Articulate that reading is the EIA for 2021. **The leadership team can/will:** • Complete observations and consultation to assess staffs' current teaching of reading confidence. • Consult with staff and utilise APDP's to plan PD that meets individual needs and school priorities. • Articulate 2021 EIA as Reading and clearly establish roles and responsibilities to quality assure teaching of reading.	***Artefacts*** • *Reading plans (AC and Lit. Continuum)* • *Student Reading goals* • *Draft/published data plan for 2021* • *Wholeschool reading data wall* • *Collegial Engagement Framework* - *Including a collegial engagement timeline/plan (observation and feedback timeline)* • *Professional Development plan* • *Leadership meeting minutes* • *Data Plan - What? When? Why? How? Where to put it? How to Analyse it?*

Townview State School Action Plan

	Physical		Six months	Behaviourally:	Artefacts

teachers to identify the appropriate strategies for the teaching of reading.
 	
• *Teachers record their reading data termly on Oneschool.*
• *Conduct Reading Data conversations with Teachers-Leadership (fortnightly) and whole school (Once a term).*
• *Use the Literacy Continuum to develop student reading goals in P-6.*
• *Engage with the reading centre to develop reader profiles for an identified cohort of students, with a 3, 6, 9, 12 month intervention plan including supporting teacher planning.*
• *SLP provides PD on a framework for reading comprehension, assessment and intervention (Reading House).*
	Physical
	
	Visible Learning for Literacy (Fisher, Frey and Hattie)
	
	Simple View of Reading
	
	Synthetic Phonics program (Letters and Sounds)
	
	The big 6 of reading
	
	PLD (Promoting Literacy Development) resources and screeners
	
	Purchasing Australian Decodable readers
			Six months
			• PD delivered in Student Free Days in Simple View of Reading (reading house), Structured Synthetic Phonics (Letters and sounds) and Big 6 Reading Pedagogical Framework.
			
			• Reading focus team (Reading PLC) established, operational and meeting fortnightly alternating with staff meetings.
			
			• Team will support implementation of developed phonics instruction schedule
			
			• Leaders, teachers and teacher aides report increased confidence in assessing and teaching reading following access to student free day PD from SLP
			
			• 100% of students have Literacy Continuum reading goals reviewed fortnightly
				Behaviourally:
				Students can/will:
				• Articulate individual reading goals (end of Term 1)
				• Know and understand their individual reading strategies
				• Communicate reading progress during learning fairs.
				• Receive feedback on reading progress and communicate with parents.
				Teachers can/will:
				• Use data plan to perform timely reading assessments on students
				• Plan and implement teaching with 'signature approaches' as identified in Pedagocical framework
				• Provide feedback and communicate individual reading goals with students and parents
				• Use screeners, PA progression knowledge and simple view of reading knowledge to plan and implement intervention for Prep-2 students
				The leadership team can/will:
				• Model expectations of Big 6 framework
				• Refer to Pedagogical Framework when coaching and advising staff
				• Complete weekly reading walkthroughs
				• Complete teaching and learning conversations observations with conferencing about data and feedback on teaching.
				  - Reading PLC supports expectations and leaders 1. Model 2. Model (together with teacher) 3. Observe and Feedback
				• Identified leaders driving responsibilities with data and teachers.
					Artefacts
					• *Student free day induction and minutes*
					• *Reading Commitee minutes*
					• *Teaching and Learning (+Data) Conversation minutes*
					• *Draft Pedagocical Framework*
					• *Updated Data Plan*
					• *Lesson observation and feedback forms*
					• *Student reading data and assessment*
					• *Classroom reading goals displayed*
					• *Reading communication check in with parents*
					• *Phonics instruction schedule*
					• *Update data walls/OneSchool marbooks*
					  - *PM reading*
					  - *Reading house marker students*
					  - *Literacy continuum*
					  - *EAL/D Bandscales*
					  - *English LOA*

			Nine months
			• Reading Committee collaboratively develop agreed process for communicating reading actions, giving feedback and celebrating success.
			
			• All staff to effectively be implementing the reading pedagogical framework.
			
			• All teaching team members will be involved in professional dialogue focused on reading. This will be
				Behaviourally:
				Students can/will:
				• Participate in reading and phonics lessons
				• Receive structrured feedback about reading and use to improve reading
				• Articulate individual reading goals
				• Know and understand their individual reading strategies
				• Receive feedback on reading progress and communicate with parents.
				Teachers can/will:
				• Participate in observation and feedback activities
					Artefacts
					• *Student reading goals displayed in classrooms*
					• *Student reading feedback model*
					• *Update data walls/OneSchool marbooks*
					  - *PM reading*
					  - *Reading house marker students*
					  - *Literacy continuum*
					  - *EAL/D Bandscales*
					  - *English LOA*
					• *Teacher observation and feedback/reflection forms*

Townview State School Action Plan

			evidenced by documented data conversation feedback forms.
			
			 • All Prep classes will effectively implement Read It Again.
			
			 • All P-2 classes will follow the phonics instruction schedule
			
			 • P-2 classes will effectively implement 4 Lesson Sequence.
			
			 • All Year 3-6 will effectively implement explicit instruction of reading, the Big 6 and STRIVE.
			
			 • All students will have individualised reading goals informed by an analysis of triangulated data and derived from the Literacy continuum.
			
			 • 75% of Prep - 2 students complete Concepts of Print critical aspect on the literacy continuum
			
			 • 75% of year 1's complete Phonemic awareness critical aspect on the literacy continuum
			
			 • 75% of year 2's complete Phonics critical aspect on the literacy continuum
				• Observe best practise and use to differentiate teaching of reading
				 • Analyse classroom/student data to monitor improvement and plan intervention
				 The leadership team can/will:
				 • Complete weekly observations of reading lessons and classroom walkthroughs
				 • Conduct a scan and assess of consistent use of agreed pedagogical practices schoolwide and provide feedback to inform improvements in practice.
				 • Collect signature strategies with videos and vignettes to support instructional coaching
				 • Analyse data to target further reading intervention
				 • Develop and deliver a future induction program clearly articulating Explicit Instruction for the teaching of reading.
					• *Teaching and Learning (+Data) Conversation minutes*
					 • *Collegial Engagement (PD) plan and term calendar*
					 • *Reading committee minutes*
					 • *Newly developed reading induction plan*
					 • *Parent and community communication*
					  - *Newsletters*
					  - *Facebook*
					  - *Website*
					  - *Letters home*
					  - *P&C meetings*
					  - *Posters and signage in school*
					  - *Parades*
					  - *Information nights*

Townview State School Action Plan

Improvement Strategy 2: Build the capability of key staff members for instructional leadership, to effectively apply quality assurance procedures across the school.

Describe the 12-month success criteria:

- *Established and specific roles and responsibilities for leadership team*
- *All middle leaders will have successfully completed the ML programs and apply their new learnings to instructional leadership.*
- *All leaders will be involved in professional dialogue including walk throughs and observations focused on the EIA of reading. This will be evident by documented feedback between colleagues.*
- *All leaders can confidently use an inquiry coach for instructional leadership*
- *All leaders will apply their data literacy skills to regular data conversations with teachers.*
- *All leaders will be familiar with and support the implementation of all aspects of the reading framework.*

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as three, six, nine and 12 month targets		
			Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
The leaders will: - *Collaboratively create and implement the statement of roles, responsibilities and accountabilities of school leaders.* - *Engage in the Mt Isa Middle Leaders Network sponsored by the CLaW.* - *Use the Regional 5Q4 Model to build the capability of instructional leadership with key staff.* - *Use the inquiry cycle approach to support instructional leadership to implement Reading Framework with the P-2 teachers.* - *Lead the 2 PLC's created (reading and PBL) and communicate back to all members of the leadership in leadership team meetings.* - *Work with the regions EYC, PBL Coach and SLP to develop leaders*	**Financial** *Professional development budget* *Leadership team unpack Visible Learning for Literacy (Fisher, Frey and Hattie)* **Human** *CLaW/QELI coaching support and PD for leadership team*	*Principal* *Leadership Team* *SLP* *CLaW HODTL*	**Three months** - Leadership team established with meeting schedule and action plans - A collegial engagement framework is completed with a focus on supporting the teaching of reading - The early years coach delivers coaching to staff on using transition statements and early start data to inform the teaching of reading **Six months** **Professional Development** - APDP's finalised to support scheduling of individual coaching and PD **Instructional leadership** - Close examination of signature strategies in each year level. - Prep – 2 focus on Synthetic phonics - Whole school support to use ESCM	**Behaviourally:** **Students can/will:** - Respond to teacher and peer feedback with NQR 5Q4 Model as evidenced in walkthroughs. - Reading - PBL - Curriculum **Teachers can/will:** - Collaboratively construct APDP's with leaders - Engage with Professional learning (SFD) - Complete initial reading data collection **The leadership team can/will:** - Deliver PD on reading and EIA (SFD) - Engage CLAW to support Reading EIA - Support planning of reading and KLA's - Timetable PLC's and quality assurance **Behaviourally:** **Students can/will:** - Articulate personalised Literacy Continuum reading goals - Respond to teacher and peer feedback with NQR 5Q4 Model as evidenced in walkthroughs. **Teachers can/will:** - Perform scheduled reading assessments	- *Collegial engagement framework (Draft)* - *Leadership Meeting minutes* - *Staff Meeting minutes* - *PLC/Committee meeting minutes* - *LCC meeting minutes APDP's* - *Whole school professional learning plan* - *Data plan* - *Lesson Observation and Feedback forms* - *Walkthrough forms/ reflections notes* - *Teaching/Learning/Data Conversation minutes* - *Videos and vignettes*

Townview State School Action Plan

data literacy skills to analyse reading and PBL data. • *Conduct rigorous data convesations with individual teachers to quality assure expectations and signature strategies.* • *Complete walkthroughs fortnightly to provide feedback for teachers about students reading goals, marker student progess and agreed reading strategies.* • *Complete a reading lesson observation with feedback once per term.* • *Share and moderate walkthrough and lesson observation findings at leadership team meetings.* • *Initiate a data dialogue process with all staff once per term on reading data against other key data sets (LOA, NAPLAN, EAL/D bandscales, Literacy Continuum, SWD, ATSI, attendance).*	*CLaW HODTL collaboration for delivery of professional development* *Early Years Coach* *(for Age Appropriate Pedagogy)* **Physical** • *Visible Learning for Literacy (Fisher, Frey and Hattie)*		- Reading PLC and PBL committee plan construction/development of instructional tool and resources - Reading PLC and PBL committee give feedback on coaching cycle **Quality assurance** - Reading and PBL data collected - Data dialogue in PLC/meeting - Walkthroughs and one lesson observation completed • Triangulation of data completed for each class: English LOA (AC achievement standards), Literacy Continuum (vocabulary and writing) and EAL/D bandscales (writing) • PLC schedule planned with key members, meeting times and roles and responsibilities. • Whole school moderation of reading assessment and data collection	• Plan Australian Curriculum units and develop Literacy Continuum reading goals for clusters of students. • Participate in observation and feedback cycle **The leadership team can/will:** • Lead PLC/ committee meetings • Monitor whole school reading data • Quality assure reading assessments with 'before and during' moderation process • Identify teachers/classes requiring coaching and support via walkthroughs and lesson Observation/feedback cycle • Schedule and deliver fortnightly walkthroughs (Reading/PBL) • Deliver (Termly – Week 5) observation and feedback cycle • Offer complete voluntary Profiling	• *Communication plans* • *P&C meeting notes* ***Quality Assurance*** - *Reference NQR Effective Teaching and Learning* - *Formation of guiding frameworks* - *Teaching/Learning/Data conversations* - *Walkthroughs* - *Lesson Observation and Feedback Cycle* - *Modelling* - *Instructional Coaching* - *Lead learning in PLC/Committee meetings* - *Feedback and Reflection with Critical friends (ARD, Principals, CLAW HODs and other schools)*
			Nine months **Professional Development** - APDP's finalised to support scheduling of individual coaching and PD **Instructional leadership** - Close examination of signature strategies in each year level. - Prep – 2 focus on Synthetic phonics - Whole school plan for supporting Tier 2 and 3 student behaviours - Reading PLC and PBL committee plan construction/development of instructional tool and resources - Reading PLC and PBL committee give feedback on **Quality assurance** - Reading and PBL data collected - Data dialogue in PLC/meeting - Walkthroughs and one lesson observation completed • Triangulation of data completed for each class: English LOA (AC achievement standards), Literacy Continuum (vocabulary and writing) and EAL/D bandscales (writing) • Whole school moderation of 'signature strategies', reading samples/ assessment and PBL and reading data collected	**Behaviourally:** **Students can/will:** • Articulate personalised Literacy Continuum reading goals • Apply learned 'signature strategies' to improve reading • Respond to teacher and peer feedback with 5Q4 model as evidenced in walkthroughs. - Reading, PBL **Teachers can/will:** • Analyse students reading observations/data fortnightly to develop differentiated and specific goals and teaching strategies • Reflect on teaching with '5Q4 Model **leadership team can/will:** • Coach teachers to conference and communicate how to improve reading with students • Quality assure reading assessments with 'during and after' moderation process • Quality assure effective teaching and learning (Observations and walkthroughs) • Reflect on coaching with '5Q4 Model for leaders' • Finalise publication of 'signature' strategies in Reading Pedagogical Framework	

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