

2025 Annual Improvement Plan - Darra State School

READING THROUGH THE AUSTRALIAN CURRICULUM



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority

Increase student outcomes through high-quality pedagogical practices with an explicit focus on the school-wide approach to the teaching of reading.

Strategy	Improve student outcomes through evidence-based, school-wide reading instruction (THE WHAT).	Phase:	Implementing	Strategy	Increase student engagement through high-quality pedagogical practices (THE HOW).	Phase	Implementing
Link to school review improvement strategy:	Explicit Improvement Agenda 1.1, 1.2, 1.3 Data 2.1, 2.2 Resourcing 4.2 Expert teaching team 5.2 Curriculum 6.1	Link to school review improvement strategy:	Expert teaching team 5.1, 5.3 Inclusion 7.2 Pedagogy 8.1, 8.2 Community 9.2				
Actions - including Responsible officer(s)	Resources	Actions - including Responsible officer(s)	Resources				
<ul style="list-style-type: none"> Embedding Systematic Synthetic Phonics (SSP) instruction routines (review, teach, practice, apply) across the school. – HOD & Principal Review and refine SSP data processes so teachers are confidently able to plan, teach and differentiate their instruction. – HOD & Principal Implementing components of Language Comprehension (LC) instruction across all learning areas, informed by contemporary reading research (Reading through the Australian Curriculum (AC)) – HOD & Speech Language Pathologist (SLP) Collaboratively refine our whole school approach to the teaching of literacy routines (reading) that includes documentation and videos of practice. – HOD, SLP, Curriculum team Professional development in understanding the teaching of reading. – HOD, SLP, & Principal 	<ul style="list-style-type: none"> Student Free Days/ Twilights Curriculum team Staff meetings Promoting Literacy Development (PLD) training & resources Reading through the Australian Curriculum Teaching Reading Playbook (Fisher et al) 	<ul style="list-style-type: none"> Unpack our common language and common understandings of school-wide beliefs, values and practices. – Principal, HOD and SET Develop a shared understanding of the Pedagogical Practices for Learning (PP4L) and apply them in the literacy routines (then transfer into all learning areas). – Principal, HOD & SET Collaboratively develop a collegial engagement framework (Collaborative Capability Development). – Principal & HOD Establish a culture of learning walks, where teachers are given the opportunity to feedback and feedforward about the effectiveness of their impact on student learning. – Principal and HOD 	<ul style="list-style-type: none"> Student Free Days/ Twilights Curriculum team Staff meetings DoE Whole School Approach to Pedagogy DeWitt (et al) Explicit Instruction (Archer et al) Explicit Direct Instruction (Hollingsworth et al) 				
Success Criteria		Artefacts	Monitoring	Success Criteria		Artefacts	Monitoring
End T1	<p>Behaviourally: Students can/will: understand the expectations of SSP literacy routines. Teachers can/will: establish SSP literacy routines with knowledge and clarity of each stage of review, teach, practice and apply. Teachers can/will: develop their knowledge and understanding of teaching LC. Leadership team can/will: review and refine data processes, define shared expectations of SSP routines and resourced strategically.</p>	Data plan endorsed by LCC Finalise SSP documentation Reading through AC PD <i>Education Futures Institute (EFI)</i>	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete	End T1	<p>Students can/will: recognise the process of the literacy routines and be able to talk about their role as a learner. Teachers can/will: audit school practices to identify PP4Ls currently being utilised. Leadership team can/will: gather data on our shared understanding and language of PP4L. Leadership team can/will: consult with staff on collegial engagement framework</p>	Collegial engagement framework A whole school approach to Pedagogy (EFI) Data conversations.	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete
End T2	<p>Behaviourally: Students can/will: know and engage in SSP literacy routines at each stage of review, teach, practice and apply. Teachers can/will: refine their SSP literacy routines through Watching Others Work (WoW). Teachers can/will: establish knowledge and understanding of teaching of LC. Leadership team can/will: monitor student progress and support professional learning. Leadership team can/will: develop clarity of content knowledge in LC pedagogy and curriculum.</p>	Report card results T2 Twilight – Language Comprehension Develop LC routine document	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete	End T2	<p>Students can/will: know and articulate their phonic focus each week. Teachers can/will: see themselves represented in the collegial engagement framework. Teachers can/will: identify consistency between classrooms through engaging in an observation/feedback cycle and WOW. Teachers and leadership team can/will: develop a shared understanding and language about pedagogy in literacy routines – specifically Explicit Instruction (Learning Intent, Success Criteria and Check for Understanding)</p>	Formal Ob/Fb timetable and feedback Updated DSS Whole school approach to literacy Data conversations	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete
End T3	<p>Students can/will: understand LC routines. Teachers can/will: have a shared understanding and are establishing teaching routines of LC. Leadership team can/will: define shared expectations of LC routines, including updating documentation (DSS Whole school approach to literacy).</p>	Refine LC documentation Timetables reflect LC routines	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete	End T3	<p>Students can/will: provide feedback on their learning. Teachers can/will: incorporate Explicit Instruction pedagogy to support students at each stage of learning in literacy routines. Teachers can/will: reflect on how students will progress from being dependent learners to being able to apply their understanding and skills independently. Leadership team can/will: embed pedagogical focused conversations and decision-making into curriculum planning, and moderation.</p>	Sharrett's 5 questions Data conversations.	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete
End T4	<p>Behaviourally: Students can/will: be confident and capable readers who are transferring their literacy skills into other learning areas. Read decodable texts and comprehend authentic texts. Teachers can/will: have embedded literacy routines which are data-informed and differentiated for all students. Teacher aides can/will: confidently be able to support teachers in the delivery of word recognition and LC. Leadership team can/will: monitor student progress and have a clear line of sight of consistent delivery of literacy routines from P-6.</p>	Report card results DSS Whole school approach to literacy	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete	End T4	<p>Students can/will: provide feedback on their learning. Teachers can/will: transfer knowledge and understanding of PP4Ls from literacy routines into other learning areas, specifically Explicit Instruction. Teachers can/will: monitor and measure their evidence of impact for improvement. Leadership team can/will: observe PP4Ls (Explicit Instruction) utilised during all lessons and visual representation in classrooms.</p>	Sharrett's 5 questions PLRs Data conversations.	<input type="checkbox"/> On track <input type="checkbox"/> Underway <input type="checkbox"/> Yet to complete
Outcomes	<p align="center">Measurable Outcomes for Semester 1</p> <p align="center">Prep-2 English C+: 86 (2024=86%) and B+: 57% (2024=51%) ~~~ Years 3-6 English C+: 87 88% (2024=83%) and B+: 52% (2024=47%) SSP tracker - 100% of students show growth (move +1 targets/stages)</p> <p align="center">Measurable Outcomes for Semester 2</p> <p align="center">Prep-2 English C+: 86% (2024=78%) and B+: 57% (2024=44%) ~~~ Years 3-6 English C+: 84 88% (2024=80%) and B+: 56% (2024=52%) Attendance – maximise learning days to 90% (2024 = 87.0%) ~~~ SSP tracker - 100% of students show growth (move +2 targets/stages)</p> <p align="center">School Opinion Survey – Student behaviour is well managed at my school increase student response to 85% (2024 = 75%); I am interested in my schoolwork increase student responses to 88% (2024 = 78%)</p>						

Approvals

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

Principal: *Jonas Shantz*

P&C President: *Steve Krack*

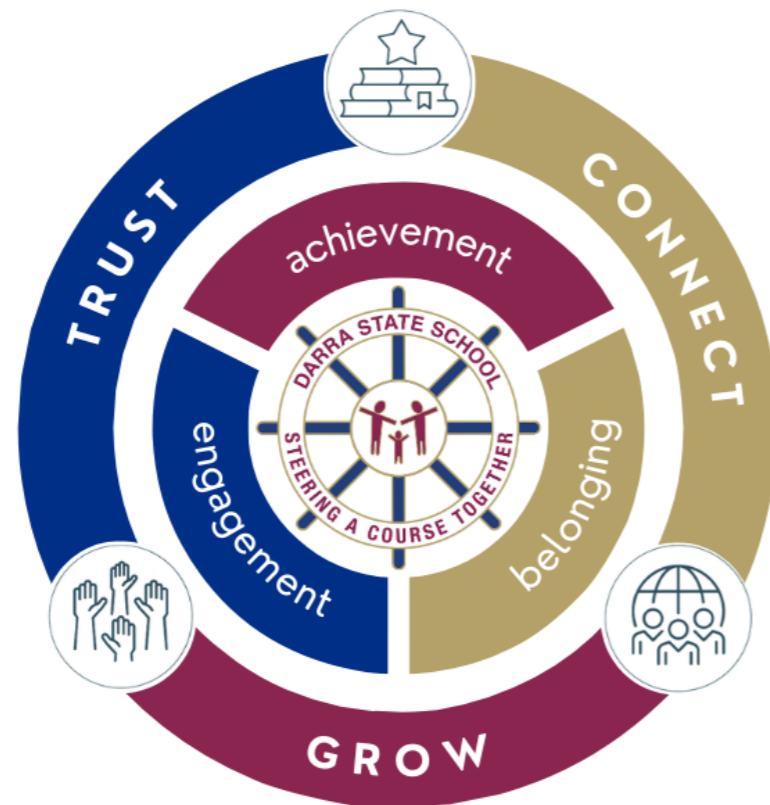
School Supervisor: *Brett Shackleton*

2025 IMPROVEMENT PLAN



Reading through the Australian Curriculum

Improve student outcomes through evidence-based, school-wide reading instruction.



Increase student engagement through high-quality pedagogical practices.

The Simple View of Reading



Reading comprehension

Word reading

x

Language comprehension

Phonological Awareness
(syllables, phonemes, etc.)

Decoding

(alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)

Background Knowledge
(facts, concepts, etc.)

Vocabulary

(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning

(inference, metaphor, etc.)

Literacy Knowledge

(print concepts, genres, etc.)