



Cordalba State School Annual Implementation Plan 2017

School Improvement Priority 2017- Reading

Strategy – Building leadership capacity

Actions	Targets	Timelines	Responsible Officer/s
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy Sally Rankin Dr Carol Christensen Toni Case			Principal
Identify and recruit champion in "reading" Matt Parsons / Sue Lait			As above
Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning, IPS funding.			As above
Analyse and Share collated school data-sets (reading data , NAPLAN, Diagnostic assessment) Teaching team.		Term 1 onwards	As above
Explore cohort data through data conversations with leadership team		Semester 1 & 2 (5 week data cycles)	As above Matt
Audit current reading pedagogy and framework		Term 1	As above
Promote awareness of the reading improvement agenda to the broader school community	Parent SOS Data	Term 1 & Ongoing	As above

Strategy – Building teacher capacity

Actions	Targets	Timelines	Responsible Officer/s
Access HOD – RS to create and provide support for professional learning Linking the Australian Curriculum with reading. HOD/RS / Dr Carol Christensen	All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English DPP – all staff have identified an aspect of reading to develop All staff understand assessment tools and their purpose	Semester 1 and 2	Principal/DP/Leadership members
Implement focussed Professional Learning Communities on implementing a Balanced Reading Program		Term 1 Ongoing	As above
Through the PLCs embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Dr Carol Christensen		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 (Learning) Rounds to sharpen consistency of practice		Semester 1 & 2	As above
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices		Ongoing	As above
Align DPP for staff to the reading strategy	100% staff achieving reading goal as identified in DPP by end of year	DPP Meeting – Semester 1 and 2	As above
Timetable regular meetings with teaching staff 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 Q2C reading assessment to map performance against the standard)	5 week data cycle meetings for every teacher around tracking reading progress and the alignment to curriculum planning 80% Students achieving A-C in English	Ongoing	

	Achieving similar to like schools for National Mean in Reading		
Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English e.g. consistency of A-E Data	Twice a year internal moderation Twice a year cluster moderation	Term 2 & Term 4	Principal

Strategy – Successful learners

Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading		Ongoing	Teachers
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support IPS funding support	5 Week data meetings	Cohort Leaders Teachers
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Ongoing	Principal

Strategy – School performance


Actions	Targets	Timelines	Responsible Officer/s
Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff.		Ongoing	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Termly	Principal


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, community newsletter. School sign.	100% of parents aware of reading as the EIA		Principal, all staff
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Reading level trackers	Term 4	Principal, all staff

Endorsement

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


Matthew Parsons
Principal


Fiona Bucley
P&C President

Assistant Regional Director