



Cordalba State School Annual Implementation Plan 2018

School Improvement Priority 2018- 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 Frank Nastasi Dr Carol Christensen			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	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	DPP – all staff have identified an aspect of reading to develop	Term 1 ongoing	As above
Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice	All staff understand assessment tools and their purpose	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 Observations and feedback	100% staff achieving reading goal as identified in DPP by end of year	DPP Meeting – Semester 1 and 2 One per term	As above

<p>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.</p> <p>Assessment tools include (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative C2C reading assessment to map performance against the standard)</p>	<p>5 week data cycle meetings for every teacher around tracking reading progress and the alignment to curriculum planning</p> <p>80% Students achieving A-C in English</p> <p>Achieving similar to like schools for National Mean in Reading</p>		
<p>Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English e.g. consistency of A-E Data</p>	<p>Twice a year internal moderation</p> <p>Twice a year cluster moderation</p>	<p>Term 2 & Term 4</p>	<p>Principal</p>

Strategy – Successful learners

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

Strategy – School performance

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

Strategy – Local decision making

Actions	Targets	Timelines	Responsible Officer/s
<p>Communicate reading improvement of students to parents through individualised reading goals</p>	<p>Parent SOS DATA</p>	<p>Term 1 ongoing</p>	<p>Principal, all staff</p>
<p>Celebrate reading progress within the wider community through Newsletters, Facebook and parade, community newsletter. School sign.</p>	<p>100% of parents aware of reading as the EIA</p>		<p>Principal, all staff</p>
<p>Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement</p>	<p>Reading level trackers</p>	<p>Term 4</p>	<p>Principal, all staff</p>

Endorsement

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



Matthew Parsons

Principal



Philip Woods

School Council Chair

Steve Vincent

Assistant Regional Director

