



2018 ANNUAL IMPLEMENTATION PLAN

Start with WHY (Simon Sinek) - Why Reading ?

Reading is a life skill that enables learners to achieve success across all aspects of their education. At Parkhurst State School, reading is the school improvement priority, with problems of practice identified from a process of inquiry. Reading is aligned to writing and requires a deep knowledge and understanding of texts, their structures and the elements authors have used in order to be able to successfully apply the receptive and productive modes of the Australian Curriculum.

Problems of Practice

1. The consistent and quality school wide delivery of reading programs
2. Positioning reading as the central curriculum integration tool



2018 Targets

80% of all Parkhurst learners read at and above a 'C' standard



Improvement Elements	Key Strategies and Actions
Curriculum <ul style="list-style-type: none"> - Expert Teaching Team - Systematic Curriculum Delivery - Differentiated Teaching and Learning - A Culture that Promotes Learning - Targeted use of School Resources 	<ul style="list-style-type: none"> - Comprehension Strategies (ie; SCORE, 3LGs, Seven Keys) - Embedding reading across the curriculum - Effective lesson design - Speech-Sounds-Pics (SSP) and decoding strategies - Reading/Writing Links (ie; Text Analysis, Grammar, Punctuation, Spelling and Vocabulary) - Differentiating the Curriculum - Resourcing Reading Programs
Pedagogy <ul style="list-style-type: none"> - Expert Teaching Team - Effective Pedagogical Practices - Differentiated Teaching and Learning - A Culture that Promotes Learning 	<ul style="list-style-type: none"> - Embedding daily, consistent classroom reading routines - Embedding high yield reading pedagogies, including the explicit instruction lesson sequence
Performance <ul style="list-style-type: none"> - An Explicit Improvement Agenda - Analysis and Discussion of Data - A Culture that Promotes Learning - Expert Teaching Team - Effective Pedagogical Practices 	<ul style="list-style-type: none"> - Delivering quality teaching consistently across the school - Further build staff capacity through coaching and mentoring - Raise learner achievement, gain and school performance - Increase Upper Two Band (U2B) reading representation - Maintain high expectations through targets and milestones - Collaboratively set reading goals with every learner - Profile learners through assessments and data collections - Provide descriptive feedback to learners and staff - Deliver classroom and school wide reading interventions and target identified reading 'gaps'
Partnerships <ul style="list-style-type: none"> - School-Community Partnerships - A Culture that Promotes Learning - Expert Teaching Team - Targeted Use of School Resources 	<ul style="list-style-type: none"> - Engaging the community in information and skilling sessions - Enhancing learner engagement through relevant curriculum - PAWS Reading Incentive Program develops positive attitudes - Neighbourhood Leaders to lead their teams - Reading resource sharing within and beyond the school

	Who ?	What and How ?	When ?
Curriculum 	<ul style="list-style-type: none"> - Principal - Mayors - Head of Reading 	<ul style="list-style-type: none"> - English Unit Planning is literature based and positions reading at the centre - The productive modes, including writing are a direct consequence of reading - The reading demands across all KLAs are explicitly identified and planned for - Resourcing requirements are identified during curriculum planning - Neighbourhood Teams collaboratively plan and moderate 	Fortnightly
	<ul style="list-style-type: none"> - Teaching Staff - Teacher Aides - Head of Reading 	<ul style="list-style-type: none"> - SCORE, Three Level Guides and the Seven Keys are explicitly taught - Speech-Sounds-Pics (SSP) and decoding strategies form daily classroom reading routines 	Daily
	<ul style="list-style-type: none"> - Head of Inclusion - CoTeaching Staff - Head of Reading - Mayors 	<ul style="list-style-type: none"> - Support is provided to differentiate curriculum and reading programs for all learners 	As required
Pedagogy 	<ul style="list-style-type: none"> - Teaching Staff - Teacher Aides 	<ul style="list-style-type: none"> - Consistent, daily reading routines are embedded across the school 	Daily
	<ul style="list-style-type: none"> - Head of Reading - Leadership Team - Mayors - Teaching Staff 	<ul style="list-style-type: none"> - High yield reading pedagogies are identified, explicitly planned for and modelled 	Daily
Performance 	<ul style="list-style-type: none"> - Head of Reading - Teaching Staff 	<ul style="list-style-type: none"> - Coaching and mentoring is personalised and targeted - Professional development, modelled lessons and collegial observations build capacity 	Weekly
	<ul style="list-style-type: none"> - Principal - Teaching Staff 	<ul style="list-style-type: none"> - All staff position reading as a key 2018 Developing Performance (DPP) goal - Reading remains central to the school's vision, values and beliefs 	Twice Yearly
	<ul style="list-style-type: none"> - Head of Reading - Leadership Team 	<ul style="list-style-type: none"> - Learning walks, walkthroughs and collegial observations monitor the successful delivery of reading as part of daily curriculum offerings and forms the basis of feedback to all staff 	Weekly
	<ul style="list-style-type: none"> - Leadership Team - Teaching Staff 	<ul style="list-style-type: none"> - Annual performance targets and reading milestones monitor learner reading achievement - An Assessment FOR Reading Schedule informs classroom differentiation, interventions and targets identified reading 'gaps' 	Five Weekly
	<ul style="list-style-type: none"> - Teaching Staff 	<ul style="list-style-type: none"> - Learners receive regular descriptive feedback regarding their reading goals and progress 	Five Weekly
Partnerships 	<ul style="list-style-type: none"> - Head of Reading - Mayors - Teaching Staff - Parents/Carers 	<ul style="list-style-type: none"> - Parents and Carers have opportunities to engage in information and skilling sessions around all aspects of reading - Regular reading information is dispersed and communicated to parents and carers 	Each Term
	<ul style="list-style-type: none"> - Mayors - Principal - Head of Reading 	<ul style="list-style-type: none"> - Mayors collaborate to oversee the contextualisation and calibration of the Australian Curriculum within and across their Learning Neighbourhoods, ensuring all required demands are explicitly planned for and assessed 	Fortnightly
	<ul style="list-style-type: none"> - Leadership Team - Head of Reading 	<ul style="list-style-type: none"> - Collaborate with other 'great schools down the road' to share practice and expertise - Enlist the support of the State Schooling Team as required 	As required
	<ul style="list-style-type: none"> - Mayors - Head of Reading - Leadership Team 	<ul style="list-style-type: none"> - Strategically identify, acquire and share the range of resources within and across Learning Neighbourhoods to positively impact on reading programs. - Innovatively timetable the use of resources to increase access and impact. 	As required
	<ul style="list-style-type: none"> - Head of Reading - Teaching Staff - Learners - Parents/Carers 	<ul style="list-style-type: none"> - PAWS Reading Incentives Program (Practice Achieves Weekly Success) continues to develop positive attitudes towards reading between the school, classroom and home - PAWS Reading is resourced to acknowledge effort and achievement of learners 	Nightly