PARKHURST STATE SCHOOL
2015 Reading Improvement Plan

PARKHURST STATE SCHOOL — Leap to Lead

Our Shared Beliefs
- Reading is a skill for life and for lifelong learning
- Reading must be a balance of shared, modelled, guided and independent experiences
- Reading success must be celebrated
- Parents and carers are a child's first teachers of reading
- Reading must occur daily and regularly through established routines
- Reading progress must be monitored through data collection
- Reading allows learners to enjoy, learn, communicate, interact and do
- Reading success is achieved from effective home/school partnerships
- Reading must immerse learner with texts in various modes and media to code break, make meaning, analyse and use
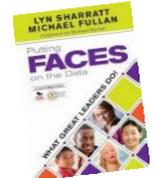
- To **raise the bar** in the teaching of reading, particularly reading comprehension
- To **raise the bar** in the school wide reading achievement of all learners
- To **close the gap** between the Nation's and school's Reading Achievement Mean
- To maintain the **priority** of reading comprehension as <u>the</u> **priority**
- To deliver '**zero**' gap between our actions, vision and shared beliefs
- To go **narrow and deep** in the area of reading comprehension
- Reading **data** and **differentiation** drives program **design** and **delivery**
- Maintain reading improvement as an **expectation** not an invitation
- To ensure every Parkhurst learner is reading at an **appropriate standard**

Five Weekly Reading Data Captures
- 'Star' Rating reading achievement reported to the Principal using provided template every <u>five</u> weeks
- Learning goals and differentiation identified for every learner
- Teachers use data to identify teaching goals and reading targets according to school reading standards and benchmarks

Reading Targets
- 80% of all learners achieving <u>at</u> or <u>above</u> a ★★★ ('C' Standard) by the end of 2014
- 30% of all learners achieving a ★★★★ ('B' Standard) or an ★★★★★ ('A' Standard) by the end of 2014

Learning Goals
- A range of data is used to develop and review individual reading goals for all learners
- Parent reporting to focus more on individual learning goals
- Project 600 facilitated to increase reading achievement

Reading Pedagogy
- Explicit instruction used as key pedagogical framework for reading
- Rigorous, daily reading routines are embedded

Support a Reader
- Teacher Aides and Ready Reader Volunteers facilitate daily reading intervention/enrichment for identified cohorts

Data Walls
- Learners reading performance tracked every five weeks and presented visually
- All learners profiled according to 'target' groups
- Data trends and inform strategies
- Data Wall used for collegial conversations

Internal Monitoring
- Ensure there is 'zero gap' between shared reading beliefs and classroom implementation
- Principal to aim to conduct five running records each week
- Feedback regarding reading pedagogy provided to teachers following classroom visits, observations, 'walk throughs' and collaborative teaching sessions

Reading Resourcing
- Additional resources purchased to support Guided and Home Reading, reading comprehension strategies and C2C Literacy Units across the school

HOTS — Create / Evaluate / Analyse / Apply / Understand / Remember — LOTS

Intellectual Quality — Higher Order Thinking, Deep Knowledge, Substantive Conversation, Knowledge as Problematic, Metalanguage

Connectedness — Connectedness to the World, Problem Based Curriculum, Knowledge Integration, Background Knowledge

Supportive Environment — Student Direction, Social Support, Academic Engagement, Self Regulation, Explicit Quality Performance Criteria

Recognising Difference — Cultural Differences, Inclusivity, Narrative, Group Identity, Active Citizenship

Three Level Guides — The Literal Level — **HERE** 'on the lines' — The answer is right here!

Three Level Guides — The Inferential/Interpretative Level — **HIDDEN** 'between the lines' — Search for the clues!

Three Level Guides — The Applied Level — **HEAD** 'beyond the lines' — Make connections beyond the text!

Four Resource Model — Code breaker / Text participant / Text user / Text analyst

Professional Development
- Reading pedagogy monitoring and coaching to continue
- Teachers will have opportunities to visit colleagues' classrooms and observe reading routines/practices
- Release Time provided for teachers to analyse data to differentiate and adjust programs
- Rigorous induction processes in place for early career teachers and new teachers
- Annual training for Teacher Aides

S — Skim and Scan
C — Connect and Question
O — Organise your Thinking
R — Read and Reflect
E — Be the Expert