



Maryborough Central State School Annual Implementation Plan 2017

School Improvement Priorities 2017

Improvement priority: Reading

Strategy – Building leadership capacity				
Actions	Targets	Timelines	Responsible Officer/s	
Seek support of Region for HOD-RS service to provide feedback on the efficacy of school practices – cycle of continuous improvement	1 meeting per semester	Term 1 when possible	Principal	
Use I4S funding to employ Literacy Coach	Funds budgeted	Term 1-4	Principal	
Analyse and share collated school data-sets with staff (reading data A-E, NAPLAN, Diagnostic)	Learning gaps and student needs identified	Term 4	Principal	
Explore cohort data through data conversations with leadership team	At least 2 conversations per term	Each planning day	Principal	
Audit current reading pedagogy and framework	Audit complete	Term 2	Principal	
Promote awareness of the reading improvement agenda to the broader school community	Parent SOS Data	Term 1 & Ongoing	Principal	
Strategy – Building teacher capacity				
Actions	Targets	Timelines	Responsible Officer/s	
Implement focussed Professional Learning Communities (Pods) to implement Balanced Reading and Writing Programs (including Gradual Release Model)	All staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English	at staff meetings every 4 weeks throughout year	School Improvement Team members	
Through the Pods embed a shared understanding of: 1 reading procedures and comprehension strategies 2 STRIVE teaching strategies 3 writing skills and knowledge (Sheena Cameron)		Terms 1 -4 Terms 2 -4	School Improvement Team members	
Literacy Coach will mentor teachers in the implementation of reading, STRIVE and writing strategies; offer feedback; and provide support by modelling and sharing high quality examples of practice.		Semester 1 and 2 ongoing	Literacy Coach	
Provide multiple, regular opportunities for teachers to engage with Instructional (Learning) Rounds via SWIVL to sharpen consistency of practice (as per Success Schools Plan)		at staff meetings every 4 weeks throughout year	School Improvement Team members	
Provide feedback to teachers about how successfully reading, STRIVE and writing routines are being implemented via Walk Throughs by principal and deputy		every 4 weeks throughout year	Principal and Deputy	
Support teachers' understanding of Data Literacy (Assessment of/for/as learning) in order to monitor and track reading improvement; and to plan differentiated programs to meet the full range of student needs		all staff understand assessment tools and their purposes	C2C assessment PM, PROBE, PAT R, PAT V	School Improvement Team members

Align DPP for staff to the reading strategy – all staff to identify an aspect of the teaching of reading and writing to develop	100% staff achieving reading and writing goals as identified in DPP, by end of year	DPP Meeting – Semester 1 and 2	Principal
Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English (A-E Data) to create consistency of A-E Data	*once per term internal moderation *twice per year cluster moderation	Term 2 & Term 4	Principal
All staff engage in Reboot professional development and develop abilities to apply knowledge and skills	All teachers and aides completed training	Terms 1-4	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 setting	*80% students A-C in English * NAPLAN results similar to like schools for National Mean in Reading	Sem 2	Principal, Coach, Teachers
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding spent	full day planning meetings every 8 weeks	Principal Literacy Coach Teachers
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 95% attendance	Ongoing	Deputy Principal PBL Committee
Implement Reboot strategies to enhance students' readiness to learn	Buddy class referrals decrease	Terms 2-4	Principal Reboot team

Improvement priority

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.	Learning gaps and student needs identified	Ongoing	Literacy Coach, Principal, all staff
Analyse reading data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings every 8 weeks	Differentiation strategies planned in response to data	Terms 1-4	Literacy Coach, Principal, all staff
Communicate reading improvement of students to parents through individualised reading goals	Communicate end of each term	Term 1 ongoing	All teachers
Celebrate reading progress within the wider community through newsletters and assembly	fortnightly	Terms 1-4	Literacy Coach
Celebrate expert teaching team and recognise improvements in individual cohort reading data through the agenda at staff meetings	Once per term	Term 4	Literacy Coach

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 and assembly	100% of parents aware of Reading, STRIVE and Writing as the EIA	Terms 2-4	Principal, all staff
Celebrate expert teaching team and recognise improvements in individual cohort reading data through the agenda at staff meetings	Reading level trackers	Term 4	Principal, all staff, HOC

Endorsement

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



Mrs Lee Lilburne

Principal



Ms Paige Kinder

P & C President



Mr Mark Jones

Assistant Regional Director