



Jimboomba S.S.

Explicit Improvement Agenda 2019

Reading	Differentiation
<ul style="list-style-type: none">• Embed the Jimboomba Close reading process across all Year levels - Cold and Annotated.• Refine Close reading process through identification of 'Best Practice (WOW).• Implement comprehension strategies based on Literacy Continuum markers and the Fountas and Pinnell (F&P) Strategic actions reading wheel.• Embed Jimboomba S.S IMPACT Cycle to support mentoring around Close reading and best pedagogical practice.• Unpack year level Achievement Standards across units using the GTMJ to support an effective moderation process.• Refine Visible Learning Displays in English for each unit using collaboratively developed Know and Do charts• Each term engage in DATA talks with the leadership team focusing on student achievement and A-C Data	<ul style="list-style-type: none">• Identify SMART goals aligned to the Literacy Continuum Cluster markers to monitor and track student progress in reading, comprehension and writing.• Track student reading growth using DATA display• Use F and P reading behaviours and the Literacy Continuum to create visible student reading goals.• Use terminology "Aiming for an A" to develop high expectations for all students.• Plan for differentiated teaching and learning, allowing all students to engage in the assessment task.• Know the curriculum, Know your students, Vary the pathway.

Jimboomba State School - Collegial Framework

Term 1 - 2019

1. *Check-in (End of week 2) - Deputy Principals to visit assigned year levels. Identified resources as discussed during planning session, to be explicitly unpacked with teachers prior to visit - (as per checklist provided). All associated resources to be readily available ensuring consistency of message across the school. Deputy Principals to follow up with teachers to ensure items outstanding are evident. (EHPT - Solidarity)*
2. *Curriculum Team to identify teaching partners - Ways of Working (WOW) time planned for teachers to visit and using the agreed Cold / Annotated reading feedback template observe classroom practice - As per Jimboomba IMPACT Cycle. (Week 3-7) Intention is to ensure Cold and Annotated Reading lessons are refined, efficiently delivered and timetabled once a week. Feedback to remain confidential between teaching partners.*
3. *Professional Learning Team Leader (PLT) - To conduct a formal visit observing teachers delivering a Cold and Annotated reading lesson (Week 9-10). Formal Feedback provided to identify areas to consider and celebrate success.*

End of year targets and timelines - 2019

	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<i>Literacy continuum</i>	<i>Cluster 4 Reading - 85% Comprehension 95%</i>	<i>Cluster 6 Reading - 85% Comprehension 95%</i>	<i>Cluster 8 Reading - 80% Comprehension 90%</i>	<i>Cluster 9 Reading - 80% Comprehension 90%</i>	<i>Cluster 10 Reading - 75% Comprehension 90%</i>	<i>Cluster 11 Reading - 75% Comprehension 90%</i>	<i>Cluster 12 Reading - 75% Comprehension -90%</i>
<i>English A-C Overall</i>	80%	80%	80%	80%	75%	75%	70%
<i>NAPLAN U2B Reading</i>				46%		30%	
<i>Fountas and Pinnell</i>	85% level D or greater	85% level H,I or greater	85% level L,M or greater	85% level N,O or greater	85% level P,Q,R or greater	85% level S,T,U or greater	85% level V,W or greater
<i>C2C Reading Comprehension</i>	85%	85%	80%	80%	75%	75%	75%
<i>C2C Writing</i>	85%	85%	80%	80%	75%	75%	70%