**Goal 1:** To improve the reading achievement and comprehension skills of all students R-7.

**Long term Targets:** Our long term targets are the same as the Northern Adelaide Regional (NAR) targets of:

* All students reading with understanding at level 10 or above in Reception; at level 20 or above in Year 1; at Level 26 or above in Year 2.
* All students achieving in NAPLAN Reading at Proficiency Band 4 or above in Year 3; at Proficiency Band 6 or above in Year 5; at Proficiency Band 7 or above in Year 7.

<table>
<thead>
<tr>
<th>Baseline Data</th>
<th>Annual Targets</th>
<th>Strategies</th>
<th>Evaluation measures</th>
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<tbody>
<tr>
<td>In 2011 the % of our students achieving the NAR targets are: * Reception - 68%  * Year 1 - 64%  * Year 2 - 78%  * Year 3 - 64%  * Year 5 - 26%  * Year 7 - 35%</td>
<td>An increase of 10% across all year levels in number of students achieving NAR reading targets. An increase of 10% in number of Yr 4 and 6 students achieving at age appropriate level on school running record data. 90% of students on literacy intervention programs achieve their goals.</td>
<td><em>(Moving the focus from Content what, to Pedagogy how and Assessment why)</em>  Participation in NAR Comprehension Strategy as our main source of professional learning for staff. Synthetic Phonics program implemented with all Rec and Yr 1 students, and with Yr 2 students who are yet to reach our benchmarks. Further develop our learning teams as Professional Learning Communities. Implement our Literacy Assessment Strategy R-7. Implement Tiers of Intervention model. Develop common agreements around what effective literacy teaching is and the practices we agree to across our school. Performance Development linked to our focus on reading achievement and comprehension skills. Inform and involve parents/caregivers.</td>
<td>* Rec-Yr 2 students:  - Running records measured twice per term using PM benchmarks  - Oxford Word List terms 1, 3 and 4  - Phonic skills assessed term 1 and 3  * Yr 3-7 students:  - Running Records measured once per term using Fountas and Pinell  - PAT R Comprehension terms 1 and 3  * All eligible students attempt NAPLAN</td>
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</table>

in 2011 the % of primary students achieving at an age appropriate level on school running record data are:  * Year 3 - 67%  * Year 4 - 40%  * Year 5 - 23%  * Year 6 - 21%  * Year 7 – 32%

**Human resources**

* Teacher released 0.6 to provide targeted intervention programs for identified early years students.
* Three Teacher Facilitators attend Comprehension Strategy PD and work with Leadership and staff.
* Reading Resource Teacher supports staff learning.
* 90 mins per day of SSO support in R-4 classes during Literacy Block.
* 15 hours per week SSO time to provide intervention support for targeted Yr 4-7 students.
* Staff agreement to use proportion of NIT for release to support reading goal.
## Operational Plan to improve the reading achievement and comprehension skills of all students R-7.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Who</th>
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</table>
| Participation in NAR Comprehension Strategy as our main source of professional learning for staff. | * AP and 3 teacher facilitators attend relevant Regional PD and then lead staff learning.  
  * AP and teacher facilitators model effective Literacy teaching practices.  
  * Staff learning of Comprehension Strategies (eg. visualising, vocabulary, fluency) and effective pedagogies to teach Comprehension including guided reading, reciprocal teaching and literature circles.  
  * Staff learning of formative assessment strategies to assess student learning.  
  * Staff work in professional learning teams. PLTs meet in staff meeting times and release time provided through NIT allocation.  
  * Teachers attend PD relevant to our reading and comprehension goal, where possible in groups.  
  * SSO's included in staff learning where relevant, workshops provided in particular focus areas. | AP Teaching and Learning Comprehension Facilitators: 1 JP, 1 MP and 1 UP teacher  
All R-7 teachers  
SSO's  
Principal and Wellbeing AP |
| Synthetic Phonics program implemented with all Rec and Yr 1 students, and with Yr 2 students who are yet to reach our benchmarks. | * R-2 students assessed in term 1 and data analysed in learning teams.  
  * Synthetic Phonics explicitly taught with Rec and Yr 1 students and some Yr 2's.  
  * Teachers modelling and supporting each other to develop their skills.  
  * Reading Resource Teacher models effective synthetic phonics teaching practices. | JP teachers  
Reading Intervention teacher  
SSO's  
Reading Resource teacher |
| Further develop our learning teams as Professional Learning Communities. | * Learning teams/PLTs meet regularly during NIT and staff meeting time.  
  * Work is focused on using data to inform teaching and learning programs, moderation of student work, collaborative planning of units of work and assessment tasks, sharing practice.  
  * Teachers participate with their peers in regular rigorous discussions about teaching and learning, ‘walk-throughs’ of each others’ classrooms, giving and receiving feedback. | All teachers and leadership |
| Implement our Literacy Assessment Strategy R-7. | * Students are assessed in a range of Literacy skills in term 1 and term 3.  
  * Running records are taken for Yr 3-7's once per term, twice per term for Rec-Yr 2's.  
  * Release time provided by school and through NIT to complete assessments.  
  * Learning teams released with AP to analyse data and moderate work samples.  
  * Staff develop knowledge and skills in using both formative and summative assessment tools. | Teachers  
SSO's  
Leadership |
| Implement Tiers of Intervention model (Tier 1 - whole class instruction; Tier 2 - small group intervention; Tier 3 - intensive intervention). | * Staff learning in and support to develop knowledge and skills in using inclusive and differentiated teaching practices for all students.  
  * Teachers use the Gradual Release of Responsibility model for planning and delivering of learning.  
  * Teachers use a mix of whole class, small group and individual instruction.  
  * ILP’s (individual learning plans) written with SMART goals for all students receiving targeted intervention, including NEP and Aboriginal students; reviewed at least once per term. | Teachers  
Reading Intervention teacher  
AET  
ACEO  
Leadership |
| Develop common agreements around what effective literacy teaching is and the practices we agree to across our school. | * Focus on evidence based practices and research about effective literacy practices and effective teaching.  
  * Agree to and implement common teaching practices and structures eg. whole school reading in the morning, R5 in year 3-7, guided reading, reciprocal teaching, literature circles. | Teachers  
Leadership |
| Performance Development linked to our focus on reading achievement and comprehension skills. | * Teachers meet once a term with their line manager to have a learning conversation about the reading achievements of the students in their class. Data will drive the conversations with a focus on learning outcomes and ways we are responding to this feedback.  
  * Observations of reading/comprehension lessons. Prior to this, we develop some common agreements on a process for the observations, the focus of the observations and the feedback process. | Leadership  
Teachers |
| Inform and involve parents/caregivers. | * Parent workshops in development of literacy skills and how they can support their children's learning.  
  * Parents supported to attend ILP and NEP meetings.  
  * Articles in school newsletter.  
  * Invite parents to be involved in classrooms, provide training where relevant.  
  * Open day with a focus on showcasing literacy teaching and learning. | Parents  
 Teachers and SSO's  
Leadership |
**Goal 2:** To implement the Australian Curriculum in line with DECD expectations.

**Long term Targets:** Teachers confidently use the Australian Curriculum (AC) to plan, teach, assess and report against.

<table>
<thead>
<tr>
<th>Annual Targets</th>
<th>What learning is needed</th>
<th>Strategies</th>
<th>Evaluation measures</th>
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| By the end of 2012 teachers are using the Australian Curriculum **Mathematics** and **Science** to plan, teach, assess and report against. | In each learning area:  
* the content ‘knowledge’ behind the list of content and concepts to be taught eg what are the principles of Fractions  
* the process skills used eg Proficiencies in Maths, Inquiry Skills in History and Geography  
* common understanding of Achievement Standards  
* strategies for teaching AC to composite year level class | Pupil Free Days (4 per year) and staff meeting time allocated to professional learning on Australian Curriculum – in 2012, 2 Pupil Free Days for Maths, 1 for English and 1 for History.  
Teachers follow the Science Scope and Sequence agreed to in 2011, as developed by the cluster Science Facilitator.  
PD for Comprehension focus makes explicit links to AC English.  
Make explicit links to TIEL through PD. | Teachers are able to talk to their line manager about how they are using AC for planning and assessing for learning.  
Teachers report against Mathematics and Science Achievement Standard in 2012.  
Teachers report against English and History Achievement Standard in 2013.  
Resources are built up to support teaching of Maths, Science, English and History. |
| By the end of 2013 teachers are using the Australian Curriculum **English** and **History** to plan, teach, assess and report against. | Across learning areas:  
* about the General Capabilities and Cross-curriculum Priorities  
* how to embed these in teaching and learning programs  
* Reporting – what does an ‘A’ look like, a ‘C’, etc  
* about the domains of TIEL (Teaching for Effective Learning) | | |
| DECD timelines are followed for implementation of Australian Curriculum **Geography, Civics & Citizenship, Economics & Business, Health & Physical Education, The Arts, Languages, Design & Technology** and **ICT.** | | | |