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>
</tr>
</thead>
<tbody>
<tr>
<td>In 2010 the % of our students achieving the NAR targets are:</td>
<td>An increase of 10% across all year levels in number of students achieving NAR reading targets.</td>
<td>Participation in NAR Comprehension Strategy as our main source of professional learning for staff.</td>
<td>Rec-Yr 2 students:</td>
</tr>
<tr>
<td>* Reception - 28%</td>
<td>An increase of 10% in number of Yr 4 &amp; 6 students achieving at age appropriate level on school running record data.</td>
<td>Synthetic Phonics program implemented with all Rec and Yr 1 students, and with Yr 2 students who are yet to reach our benchmarks.</td>
<td>- Running records measured twice per term using PM benchmarks</td>
</tr>
<tr>
<td>* Year 1 - 48%</td>
<td>90% of students on literacy intervention programs achieve their goals.</td>
<td>Further develop our learning teams as Professional Learning Communities.</td>
<td>- Oxford Word List terms 1, 3 &amp; 4</td>
</tr>
<tr>
<td>* Year 2 - 69%</td>
<td></td>
<td>Implement our Literacy Assessment Strategy R-7.</td>
<td>- Phonic skills assessed term 1 &amp; 3</td>
</tr>
<tr>
<td>* Year 3 - 56%</td>
<td></td>
<td>Implement Tiers of Intervention model.</td>
<td>- Yr 3-7 students:</td>
</tr>
<tr>
<td>* Year 5 - 24%</td>
<td></td>
<td>Develop common agreements around what effective literacy teaching is and the practices we agree to across our school.</td>
<td>- Running Records measured once per term using Fountas &amp; Pinell</td>
</tr>
<tr>
<td>* Year 7 - 52%</td>
<td></td>
<td>Inform and involve parents/caregivers.</td>
<td>- OPI terms 1 &amp; 3</td>
</tr>
<tr>
<td>The % of Year 4 and 6 students achieving at an age appropriate level on school running record data are:</td>
<td></td>
<td>- Contractions &amp; Suffixes terms 1 &amp; 3</td>
<td>- All eligible students attempt NAPLAN.</td>
</tr>
<tr>
<td>* Year 4 -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Year 6 -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(will be added from data collected in term 1 2011)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Human resources
Teacher released 0.6 to provide targeted intervention programs for identified early years students.

90 mins per day of SSO support in R-2 classes during Literacy Block.

14 hours per week SSO time to provide intervention support for targeted Yr 3-7 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>
</tr>
</thead>
</table>
| Participation in NAR Comprehension Strategy as our main source of professional learning for staff. | * Teachers identify, from data and their knowledge of students, the 3 comprehension strategies we will focus on this year (determining importance, questioning, inferencing).  
* AP and 3 teacher facilitators attend relevant Regional PD and then lead staff learning.  
* AP and teacher facilitators model effective Literacy teaching practices.  
* Focus on staff learning in staff meeting times and pupil free days.  
* Teachers attend PD relevant to our reading & comprehension goal, where possible in groups.  
* SSO's included in staff learning where relevant, workshops provided in particular focus areas. | AP Teaching and Learning  
1 JP, 1 MP and 1 UP teacher  
R-7 teachers  
SSO's |
| 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 & Yr 1 students and some Yr 2's.  
* Teachers modelling and supporting each other to develop their skills. | JP teachers  
Reading Intervention teacher  
SSO's |
| Further develop our learning teams as Professional Learning Communities. | * Leadership team attend region leadership PD on PLC’s  
* Learning teams/PLC’s meet regularly during NIT and staff meeting time.  
* Group norms are developed and agreed to.  
* 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.  
* Work towards teachers participating 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 using 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.  
* ILP's reviewed at least once per term.  
* Develop common agreements about measures of who is ‘at risk’. | 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 - "The Big 6"; work of John Hattie, Anne Bayetto, etc; effective literacy practices.  
* Agree on use of common language with students. | Teachers  
Leadership |
| 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.  
* Open day with a focus on showcasing literacy teaching and learning. | Parents  
Teachers and SSO's  
Leadership |