To develop resilient, successful learners actively engaged in English within a constructivist learning environment

**STRATEGIES**

1. The mentor teacher
   a. provides support for R-7 teachers in literacy pedagogy/programs
   b. develops Literacy Policies - Strategies, Structures and Common Language
   c. liaises with Senior Leader to monitor Early Intervention Program.
   d. Facilitates Professional Learning for SSOs
   e. Facilitates Parent Information sessions on Reading

2. Portfolio committee continues to support the:
   a. development of consistent practices R-7
   b. development of the Reading Comprehension Strategy
   c. ongoing review of the 2013 Site Plan and writing of the 2014 Site Plan

3. Staff will implement all aspects of The Site English Agreements

4. Staff will attend Site Reading Professional Learning sessions and implement strategies that will ensure that the Site PAT R Benchmarks and District Standards in NAPLaN Reading are reached.

5. Classroom pedagogy includes strategies that support the improvement of student learning outcomes including Guided and Reciprocal Reading, Literature Circles, the 5 R strategy, explicit teaching, and the construction and deconstruction of text types.

6. Staff use the Australian Curriculum to plan, implement, assess and report in English.

7. Staff implement the
   a. NAR Reading Comprehension strategies
   b. Big 6
   c. 30 minutes of daily reading

8. Staff explicitly teach students the genre of the
   a. NAPLaN Reading Test
   b. PAT Reading Test

9. Staff analyse the
   a. 2012 PAT-R data for the students in their class, to establish priorities and develop differentiated learning programs
   b. NAPLaN Reading Test results in October each year, to determine areas that require a whole school focus for development

10. Staff will use Literacy data to discuss strategies for developing differentiated learning plans.

11. Individual Learning plans for students receiving SSO support are linked to action based on the analysis of Literacy data.

12. Staff collaborate so we utilise the expertise of other staff members to build knowledge.

13. Staff are encouraged to pool SSO time to allow maximum access for students at risk.

14. Book Week includes activities to celebrate the school’s Reading Focus.
2013 LEARNING TARGETS

NAPLaN
1. 57% of Year 3 students achieve band 4 or above in Reading.
2. 38% of Year 5 students achieve band 6 or above in Reading.
3. 54% of Year 7 students achieve band 7 or above in Reading.

Reading Levels
1. 54% of four term Reception students achieve Level 10.
2. 54% of Year 1 students achieve Level 20.
3. 50% of Year 2 students achieve Level 26.
4. 66% of Year 3 students achieve Level 28.
5. 70% of Year 4 students achieve Level 30.
6. 85% of Year 5 students achieve Level 30.
7. 90% of Year 6 students achieve Level 30.
8. 98% of Year 7 students achieve Level 30.

PAT-Rc
1. At least 44% of Reception students achieve scaled score of 81.1.
2. At least 44% of Year 1 students achieve scaled score of 93.0.
3. At least 29% of Year 2 students achieve scaled score of 105.1.
4. At least 35% of Year 3 students achieve scaled score of 114.5.
5. At least 39% of Year 4 students achieve scaled score of 122.6.
6. At least 33% of Year 5 students achieve scaled score of 127.6.
7. At least 33% of Year 6 students achieve scaled score of 130.4.
8. At least 37% of Year 7 students achieve scaled score of 133.7.

THREE YEAR LEARNING TARGETS

NAPLaN
1. 72% of Year 3 students achieve band 4 or above in Reading.
2. 53% of Year 5 students achieve band 6 or above in Reading.
3. 69% of Year 7 students achieve band 7 or above in Reading.

Reading Levels
1. 69% of four term Reception students achieve Level 10.
2. 69% of Year 1 students achieve Level 20.
3. 65% of Year 2 students achieve Level 26.
4. 81% of Year 3 students achieve Level 28.
5. 85% of Year 4 students achieve Level 30.
6. 95% of Year 5 students achieve Level 30.
7. 95% of Year 6 students achieve Level 30.
8. 95% of Year 7 students achieve Level 30.

PAT-R
1. 59% of Reception students achieve scaled score of 81.1.
2. 59% of Year 1 students achieve scaled score of 93.0.
3. 44% of Year 2 students achieve scaled score of 105.1.
4. 50% of Year 3 students achieve scaled score of 114.5.
5. 54% of Year 4 students achieve scaled score of 122.6.
6. 48% of Year 5 students achieve scaled score of 127.6.
7. 48% of Year 6 students achieve scaled score of 130.4.
8. 52% of Year 7 students achieve scaled score of 133.7.