<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Strategies</th>
<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole school commitment to teaching Reading Comprehension Strategies to improve reading outcomes R-7</td>
<td>Students will demonstrate high level reading and comprehension skills and achievement at the inferential level</td>
<td>Implement teaching agreement of year level expectations/outcomes to continue to develop consistency R-7 through the literacy plan</td>
<td>R-7 Literacy plan agreements are implemented, monitored and reviewed through professional learning teams, performance development and student review team</td>
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<tr>
<td>Whole school commitment to teaching Reading Comprehension Strategies to improve reading outcomes R-7</td>
<td>Reception students reading at levels 9 – 11 by the end of term 4</td>
<td>Implement whole school assessment tools to differentiate teaching and learning in reading and comprehension to support the needs of individuals and groups (assessment and reporting procedures)</td>
<td>Running Records R-7 (particularly older students who are identified as at risk)</td>
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<td></td>
<td>An increase of 10% of Year 1 students achieving levels 17 – 20 by end of the year</td>
<td>Use a range of formative &amp; summative assessment strategies</td>
<td>Screen of Phonological Awareness (SPA), Concepts of Print and observation surveys</td>
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<td></td>
<td>An increase of 5% of Year 2 students achieving levels 21 – 24 by the end of the year</td>
<td>Use online PAT Resources to target individuals &amp; groups</td>
<td>Oxford Sight Words</td>
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<td></td>
<td>Year 3 students have achieved levels 24-26+ by the end of term 4</td>
<td>Identified students who have not reached targets will have their needs addressed through intervention strategies in collaboration with SSOs, EALD teachers and support agencies and documented through One Plans (Waves 2 &amp; 3)</td>
<td>Language and Literacy levels EALD</td>
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<td></td>
<td>Students will achieve appropriate year level range in Literacy Pro</td>
<td>Teachers set learning goals with multiple entry points to maximise each student’s learning and progress</td>
<td>Literacy Pro</td>
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<td></td>
<td>All staff engaging with Running Records and Literacy Pro as appropriate to inform practice</td>
<td>All teachers challenge all students through increased engagement in higher levels of thinking (critical and creative) and digital literacies</td>
<td>NapLan</td>
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<td></td>
<td>R-7 Running Record and Literacy Pro data is recorded, analysed and monitored</td>
<td>Data is entered and analysed and students identified by staff in Professional Learning Communities</td>
<td>PAT-R Comprehension</td>
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<td>Staff analyses comprehension data through moderation of student work, standardised assessments, PAT-R Comprehension, Running Records and NapLan</td>
<td>PAT-R Vocabulary</td>
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<td>PAT-R Spelling</td>
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<td>Annual testing (Years 1 – 7) using PAT assessment tools at the end of term 3</td>
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<tr>
<td>Whole school commitment to teaching Reading Comprehension Strategies to improve reading outcomes R-7</td>
<td>An increase of 2% in proficiency bands through improved inferential reading comprehension in Years 5 and 7 Naplan testing</td>
<td>Staff is supported to understand and implement agreed key strategies in comprehension</td>
<td>Performance Development-Professional Year level teams</td>
</tr>
<tr>
<td></td>
<td>An increase of 2% into higher proficiency bands in reading in Naplan testing at years 5 and 7</td>
<td>Use of a wider range of non-fiction &amp; multi-modal reading materials</td>
<td>PAT-R results in September</td>
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<tr>
<td></td>
<td>An increase by 2% in individual scale scores through improvement of inferential reading comprehension Years 2-7 PAT-R testing</td>
<td>Emphasis of teaching technical language to build concepts and vocabulary specific to all learning areas</td>
<td>Student goal achievement as documented in One Plans</td>
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<td>All students are supported to use a range of tools to demonstrate what they can do, know and understand</td>
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<tr>
<td>Develop a common understanding of and commitment to teaching a range of text types in writing</td>
<td>An increase of 2% of years 3 and 4 students and an increase of 5% of years 5 and 7 students writing more sophisticated texts</td>
<td>Staff is supported through professional learning to develop knowledge and understanding of a variety of writing strategies, including Stephen Graham</td>
<td>R-7 Writings books- text types as another sample used in support of moderation</td>
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<td>Use Text Type Map to implement a holistic writing programme, with an increased focus on non-fiction text types</td>
<td>NapLan writing</td>
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<td>Explicitly teach vocabulary for specific text types; explicitly teach and reinforce editing skills</td>
<td>EALD literacy and language levels</td>
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<td>Staff uses the Teaching and Learning Cycle Whole School</td>
<td>PAT-R Vocabulary</td>
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<td>PAT-R Spelling</td>
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<td>(in Assessments and Whole School Agreements folder)</td>
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