## Literacy: Reading

### Priorities

**What do we want to achieve this year?**

### Targets

**Aligned with Montague Partnership & DECD**

### Key Strategies

**What will it take to get there?**

### Measurable Evidence

**How will we measure/evaluate progress?**

### Learners

**All students reading at IFPS agreed or negotiated individual standard by the end of the year**

### Strategies

**Leaders will:**
- Facilitate ongoing professional development in the Big 6 of Reading
- Support development of Professional Learning Teams with assistance from Australian Curriculum Coordinator
- Support Professional Learning Teams to collect, analyse and monitor data
- Facilitate ongoing professional development in the Australian Curriculum: English through the use of Australian Curriculum Strategy funding
- Implement 2 additional classes in the Early Years (R-3) as part of the Early Years Class Sizes funding and provide a full time SSO for both Reception classes
- Utilise the Teaching Learning and Student Services Coordinator skills to provide support with development of student support plans
- Facilitate the use of extended SSO assistance in Reception classrooms to support early literacy development
- Prioritise MiniLit as an intervention strategy to support identified students through the use of EALD funding

**Staff will:**
- Undertake professional development in phonics, phonemic awareness, oral language, vocabulary, fluency and comprehension
- Collaboratively explore and implement explicit instruction including guided reading to effectively teach reading skills and strategies
- Collect and analyse data including RR & PAT-R for all students
- Undertake professional development in understanding learning design to support TEL Domain 1: Learning for Effective Teaching
- Collaborate in joint team planning to design/create, implement and assess core English content descriptors and achievement standards through focus on skill development through use of Better Schools Funding
- Moderate work samples to build understanding of standards of achievement through use of Better Schools Funding

**Students will:**
- Demonstrate knowledge of decoding and recoding strategies when reading
- Use comprehension and fluency strategies to make meaning
- Apply knowledge from the deconstruction of texts during reading to improve their writing
- Participate in learning activities
- Provide feedback on teaching and learning strategies

### Evaluation Methods

**LEARNER ACHIEVEMENT DATA:**
- Collection and analysis of baseline data in Junior Primary and Primary
- Evidence of growth in data collection

**PERCEPTION DATA:**
- Student feedback about teaching and learning strategies
- Staff parking lot reviews of effectiveness of Professional Learning Teams

**PROCESS DATA:**
- Evidence of documented assessment processes in Reading
- Evidence of common core assessment tasks
- Evidence of moderation processes
- Evidence of assessment to inform learning programs

### Targets

**Increase the number of students achieving the following targets by 25% in 2015.**

**Running Records:**
- Reception: RR Level 10
- Year 1: RR Level 19
- Year 2: RR Level 26
- Years 3-7: RR Level 30+

**PAT-R Scale Score:**
- Year 3: 103
- Year 4: 111.2
- Year 5: 117.1
- Year 6: 120.2
- Year 7: 123.5

**NAPLAN Reading:**
- Year 3: Band 3
- Year 5: Band 5
- Year 7: Band 6
### Priorities (What do we want to achieve this year?)

- All students performing at IFPS agreed or negotiated individual standard for mathematics by the end of the year

### Targets (Aligned with Montague Partnership & DECD)

- **PAT-M Scale Score:**
  - Year 3: 38.6
  - Year 4: 39.6
  - Year 5: 44.8
  - Year 6: 54.4
  - Year 7: 54.9

- **NAPLAN MATHEMATICS:**
  - Year 3: Band 3
  - Year 5: Band 5
  - Year 7: Band 6

### Key Strategies (What will it take to get there?)

#### Leaders will:
- Facilitate ongoing professional development in the Australian Curriculum: Mathematics through the use of Australian Curriculum Strategy funding
- Support staff to collaboratively explore, develop and implement an effective numeracy block
- Utilise the Teaching Learning and Student Services Coordinator skills to provide support with development of student support plans
- Support development of Professional Learning Teams with assistance from Australian Curriculum Coordinator
- Support Professional Learning Teams to collect, analyse and monitor data
- Implement 2 additional classes in the Early Years (R-3) as part of the Early Years Class Sizes funding and provide a full time SSO for both Reception classes
- Facilitate the use of extended SSO assistance in Reception classrooms to support early numeracy development
- Prioritise Quicksmart as an intervention strategy to support identified students

#### Staff will:
- Collaboratively develop a whole school agreement of an effective numeracy block
- Collaboratively explore and implement explicit pedagogy for teaching automaticity and problem solving skills
- Collect, track and analyse data including NPT & PAT-M for all students
- Undertake professional development in understanding learning design
- Collaborate in joint team planning to design/create, share, implement and assess core numeracy proficiencies, descriptors and standards
- Moderate work samples to build understanding of standards of achievement
- Implement individual learning plans for all targeted students (NEP, ATSI, ESL) & use differentiated tasks and assessment approaches

### Measurable Evidence (How will we measure/evaluate progress?)

- **LEARNER ACHIEVEMENT DATA:**
  - Collection and analysis of baseline data in Junior Primary and Primary
  - Evidence of growth in data collection

- **PERCEPTION DATA:**
  - Student feedback about teaching and learning strategies
  - Staff parking lot reviews of effectiveness of Professional Learning Teams

- **PROCESS DATA:**
  - Evidence of documented processes in teaching automaticity and problem solving
  - Evidence of common core assessment tasks
  - Evidence of moderation processes
  - Evidence of assessment to inform learning programs
<table>
<thead>
<tr>
<th>Priorities (What do we want to achieve this year?)</th>
<th>Targets (Aligned with Montague Partnership &amp; DECD)</th>
<th>Key Strategies (What will it take to get there?)</th>
<th>Measurable Evidence (How will we measure/evaluate progress?)</th>
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<tbody>
<tr>
<td>WELLBEING: ATTENDANCE</td>
<td>Targets</td>
<td>Strategies</td>
<td>Evaluation Methods</td>
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<tr>
<td>Student attendance at IFPS demonstrates improvement in line with DECD standard rate of 93%</td>
<td>93% attendance rate</td>
<td>Leaders will:</td>
<td>LEARNER ACHIEVEMENT DATA:</td>
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<tr>
<td></td>
<td>Reduce 2015 total unexplained absences by at least 10%</td>
<td>• Support staff to track, monitor and follow up attendance concerns</td>
<td>- Evidence of high attendance rate</td>
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<td>• Implement digital system to support tracking and monitoring of attendance including SMS service</td>
<td>- Evidence of 0 unexplained absences</td>
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<td>• Foster positive culture in the school through development and promotion of school motto, support for learning, behavioural or social strategies and plans</td>
<td>- Evidence of growth in data collection</td>
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<td>• Utilise the Teaching Learning and Student Services Coordinator skills to provide support with development of student support plans</td>
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<td>Staff will:</td>
<td>PERCEPTION DATA:</td>
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<td></td>
<td></td>
<td>• Familiarise and implement attendance procedures</td>
<td>- Student feedback about school</td>
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<td>• Utilise digital system to support attendance</td>
<td>- Staff parking lot feedback of effectiveness of attendance monitoring and tracking systems</td>
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<td>• Follow up and track with support from Heads of School non-attendance of students</td>
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<td>• Build positive culture in their classrooms through development and promotion of school motto, class routines, individual learning plans, and social development</td>
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<td>Students will:</td>
<td>PROCESS DATA:</td>
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<td>• Attend school</td>
<td>- Evidence of documented processes in Attendance procedures</td>
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<td>• Participate in lessons, activities and events</td>
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<td>• Provide feedback on level of engagement and extent of positive school culture</td>
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