<table>
<thead>
<tr>
<th>Year level</th>
<th>Targets</th>
<th>Action Strategies</th>
<th>Evidenced by</th>
</tr>
</thead>
</table>
| **Reading Improvement:** To increase the number of students reading at benchmark in Years 1 and 2 to 85%.  
  - Year 1: 17 – 21  
  - Year 2: 21 - 24 | **Classroom Strategies:**  
  **Wave 1:** Explicit, consistent teaching approach using the ‘Big 6’ - Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.  
  R-2 Teachers and SSO’s given intensive training in explicit teaching with Deslea Konza  
  **Wave 2:** Withdrawal 1:1 intervention with teaching using the ‘Reading Doctor’ computer program supported by RST teacher and R-2 Coordinator.  
  **Wave 3:** NEP’s and IEP’s with individual learning goals. SSO’s will also use the Reading Doctor program 1:1. These will be reviewed at the end of each term. | **Classroom Level:** Running Record data - collected twice each term for students in Wave 2 and 3. |
| **School Strategies:**  
  Commitment to Deslea Konza Reading Improvement Project  
  *Existing R-2 Site Literacy Operational Plan being refined and implemented.*  
  PLC’s meeting together fortnightly to read, reflect and create resources to support literacy learning.  
  Performance management discussions focused on reading improvement. | **School Level:** Staff attendance and participation in Deslea Konza Professional Development sessions  
  A performance management proforma connecting reading improvement targets and progress made |

SMARTA Targets - Specific/Student focussed, Measurable, Achievable, Relevant, Time-lined, Agreed
### Reading Comprehension: PAT-R
Specific targets related to year level for students achieving a reading comprehension of Stanine 4 and above (based on data gathered in 2012 testing):
- Year 3 - 70%
- Year 4 - 80%
- Year 5 - 55%
- Year 6 - 75%

**NAPLAN Data-Reading**

<table>
<thead>
<tr>
<th>Year 3-5</th>
<th>Targets Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3-5</td>
<td>90% achieving National Minimum Standard</td>
</tr>
<tr>
<td>Year 5</td>
<td>95% achieving National Minimum Standard</td>
</tr>
<tr>
<td></td>
<td>60 points of growth in Median Score Achieved</td>
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### Classroom Strategies:

**Wave 1:** Explicit teaching and feedback to learners.

**Wave 2:** Withdrawal intervention with R-6 AP, 3-6 Coordinator and SSO's. Ongoing running records of students at risk.

**Wave 3:** NEP's and IEP's with individual learning goals.

PLC’s meeting together fortnightly to read, reflect and create resources to support literacy learning.

### Classroom Level:

- **PAT-R Testing:** in Term 1 and Term 4
- **Data Analysis with Literacy Coach to inform planning**
- **Teachers have data file of student progress**
- **Development of 3-6 scope and sequence on comprehension with an R-12 context.**

### School Strategies:

Developing a school continuum of explicit comprehension skills with appropriate resources — in consultation with 6-9 staff.

- **Staff Training in Leading Literacy Learning Program.**
- **PLC’s meeting together fortnightly to read, reflect and create resources to support literacy learning.**
- **Data collection - students complete PAT-R online in early Term 1.**
- **3-6 teachers analyse and interrogate data to identify Wave 1, 2 and 3 strategies for improving in comprehension and teaching methodology.**
- **Development of 3-6 scope and sequence of comprehension strategies.**
- **Performance management discussions focused on reading improvement.**

### School Level:

- **PLC’s and working committee to develop and put together appropriate resources**
- **Measured by the NAPLAN reading test for students in years 3 and 5.**
- **A performance management proforma connecting reading improvement targets and progress made**

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**SMARTA Targets:** Specific/Student focussed, Measurable, Achievable, Relevant, Time-lined, Agreed
| Years 7-9 | **Reading Comprehension: PAT-R** Specific Targets related to year level for students achieving a reading comprehension of Stanine 4 and above: (based on data gathered in 2012 testing)  
Year 7 - 90%  
Year 8 - 70%  
Year 9 - 70% | **Classroom Strategies:**  
**Wave 1 Students:**  
- Explicit teaching and feedback to learners  
- ‘Living’ word walls for each subject in home group classrooms for students to access.  
**Wave 2 Students:** **is a work in progress- Leadership are investigating appropriate intervention**  
**Wave 3 Students:** NEP’s and IEP’s with individual learning goals.  
**School Strategies:**  
Developing a school continuum of explicit comprehension skills with appropriate resources- in consultation with 3-6 staff  
Staff Training in Leading Literacy Learning Program.  
PLC’s meeting together fortnightly to read, reflect and create resources to support literacy learning. | **Classroom Level:**  
PAT-R Testing- in Term 1 and Term 4  
Data Analysis with Literacy Coach to inform planning | **School Level:**  
Faculties/PLC’s and working committee to develop and put together appropriate resources  
Measured by the NAPLAN reading test for students in years 7 and 9 |
<table>
<thead>
<tr>
<th>SMARTA Targets</th>
<th>Classroom Strategies: Wave 1 Students-</th>
<th>School Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explicit teaching and feedback to learners on comprehension and RBL skills.</td>
<td>Continuing to develop a consistent RBL process with students with skills such as referencing, paraphrasing. Developing folio tasks for SACE subjects</td>
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<tr>
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<td>‘Living’ word walls for each subject in home group classrooms to build ‘subject-specific’ vocab.</td>
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<td></td>
<td>Explicit teaching of Text Analyst skills across the curriculum</td>
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<tr>
<td>Senior Schooling</td>
<td>Wave 2 Students-</td>
<td></td>
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<tr>
<td></td>
<td>Wave 3 Students- NEP’s and IEP’s with individual learning goals.</td>
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<tr>
<td>PAT-R Testing- in Term 1 and Term 4 for Year 10 students</td>
<td>Increased marks/success at Stage 1 and 2 level SACE</td>
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