### Targets:

<table>
<thead>
<tr>
<th>Percentage of students attaining DECD NAPLAN Standard – Five Year Percentage Trend 2011-15 Year 3 - 84% Year 5 - 80% Year 7 - 75%</th>
<th>2015 Percentage Year 3 -100% Year 5 - 95% Year 7 - 88%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students attaining achievement in Top 2 Bands – Five Year Percentage trend 2011-15 Year 3 -49% Year 5 - 21% Year 7 - 18%</td>
<td>2015 Percentage Year 3 - 60% Year 5 - 29% Year 7 - 22%</td>
</tr>
<tr>
<td>Increase the percentage of students attaining DECD running record standard of Educational achievement 2015 Percentage Year 1 – 62% Year 2 - 68%</td>
<td>Increase the percentage of Year 5 students who achieved in the upper 25% of all students in the state in Reading from their year 3 assessment – 11% 2015</td>
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<tr>
<td>Increase the percentage of Year 7 students who achieved in the upper</td>
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</tbody>
</table>

### Effective Teaching and Pedagogy

**Key Strategies:**

- Provide challenge for all learners. Develop a clear and focused whole school approach to intellectual challenge.
- Collect and respond to evidence of students’ knowledge and understanding. Monitor and adjust learning at the school, class and individual level (3 Waves of intervention) using a range of strategies and intervention programs.
- Identify learning goals by authentically involving students in setting specific, measurable, attainable, realistic and time-bound goals for personal learning and achievement. Students identify success criteria and teachers share assessment and reporting procedures with students. Teachers have documented individual learning goals/targets and strategies for intervention and support.
- Build fluency from conceptual understanding in all classes R – 7 through the daily literacy block. The literacy block reflects a balanced implementation of the 6 Essential Components of Reading instruction (Big 6), Guided Reading, Jolly Phonics, Jolly Grammar and Genre writing. Opportunities to build fluency through practise are offered across the curriculum.
- Literacy block encompasses modelled, shared and guided approaches to the teaching of literacy skills.
- Provide a rich learning environment that promotes vocabulary and oral language development.
- Oral language experience and reflection time provide opportunities for students to work collaboratively, build vocab and share dialogue.
- Investigate an assessment tool for monitoring and assessing independent readers.
- Review & implement the scope and sequence for the teaching of text types.
- Use digital technologies to connect and support authentic literacy practices. Further professional learning for the use of iPads and other learning technologies.
- Use the online PAT Resource Centre to support teaching & learning and assessment practices.
- Use the Preschool indicators and key elements to provide continuity of learning in the Early Years. Make direct links to Australian Curriculum & Early Years Learning Framework.
- Use the Literacy Continuum- Australian Curriculum to support planning across the curriculum.
- Accommodations for Special Education, GOM ESL & Aboriginal students (all students at risk) are documented and monitored through NEPs and ILPs.
- Monitor student understanding and progress through a range of formative assessment practices.

### Evidence and Evaluation:

- Student perception Audits/ TEL Compass (Partnership Review findings)
- Australian Curriculum Assessment tool (Achievement Standards and Content descriptors for each year level) is used to determine students reaching year level standards.
- Documented and revised learning goals
- NAPLAN data
- PAT Comprehension, Spelling, Grammar and Punctuation data
- Classroom Walkthroughs & observations by leadership staff
- Colleagues observe Literacy Block and provide feedback.
- A-E grades based on Australian Curriculum achievement standards in accordance with Federal Government requirements.

### Improvement Planning and Review

- Australian Curriculum Assessment tool used to inform teaching and flexible learning group structures across learning communities. It is also used to establish distance travelled for individual students.
- NAPLAN data is analysed annually and is used to inform on areas that a greater emphasis be placed upon from one year to the next.
- PAT Reading comprehension is implemented in years 3-7 with data used to inform reading practices.
- PAT Spelling is implemented in years 3-7 with data used to inform spelling programs.
- PAT Grammar and Punctuation is implemented in years 3-7 with data used to inform grammar programs.
- Phonological Awareness data is collected for years R-3 and students at risk to guide teaching of the Big 6.
- Teacher perception data gained through annual operational plan review processes.
- Implement rigorous evaluation processes that monitor the impact of intervention processes.
Effective Leadership & Building Staff Capacity

- Staff use Learning Teams to analyse data sets, moderation and to make decisions regarding assessment tools, successes and future directions.
- Literacy Coordinator appointed to oversee implementation of DECD Literacy Strategy.
- An R-7 balanced dedicated Literacy Time is maintained.
- SSOs document progress with their identified Intervention Support Students, and participate in the review & development of individual student goals.
- Teachers are provided with opportunities for reflection regarding their own learning for Literacy teaching. They indicate areas of need and interest for professional development through this process.
- Site Self review processes are implemented annually to analyse Literacy outcomes & review practices.
- Collectively revisit site vision & moral purpose to build a direct link to Literacy practices.
- Whole school Literacy and Running Record agreements and Assessment expectations are revisited and updated accordingly.
- Organise staff share to facilitate collaborative planning and resource sharing- learning and assessment.

25% of all students in the state in Reading from their year 5 assessment – 13% 2015

Increase the percentage of students attaining the DECD scale score requirements for PAT-R

2015 Percentage
Year 3 – 77%
Year 4 – 66%
Year 5 – 87%
Year 6 – 66%
Year 7 – 70%

Increase the percentage of students attaining an A or B grade in English.

2015 Percentage:
Year 1 – 16%
Year 2 – 23%
Year 3 – 26%
Year 4 – 7%
Year 5 – 46%
Year 6 – 45%
Year 7 – 44%

100% of teachers show a growing confidence in teaching Literacy (Reading Comprehension and Oral Language strategies), evidenced by improvement in self-assessment rubric.

100% of staff implement a Literacy block encompassing Reading, Writing, Spelling, Oral language component using a range of shared, guided, modelled approaches.

School Community Partnerships

- Seek parent and community feedback regarding the Literacy Block. (Audit??)
- Information regarding Literacy teaching and learning is communicated through the school newsletter.
- Opportunities are provided to showcase Literacy learning (Literacy & Numeracy week – Amazing Race).
- Annual training for volunteers in reading skills.
- Parent information sessions for new families. What does GHPS Literacy Block encompass?
- Teachers explicitly share adjustments made for individual students.

Key:
- Recommendations / key strategies for action through teacher feedback & site self-review processes
- Recommendations / key strategies for action from External School Review processes

- Annual Review of Operational Plan with all teaching staff
- Sharing of Literacy programs in Learning Team meetings
- Performance Development discussions
- Annual review of professional learning conducted through site self-review processes
- Family Audits
- Governing Council Education Committee meetings
- NEP/ILP Meetings
- Parent/teacher interviews