

# Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice	Success criteria
To increase the number of students meeting SEA in reading data, including Aboriginal students.	<p>To increase the number of Year 1 students meeting SEA in Running Records by 5%. In 2018 student who met SEA was 46%.</p> <p>To increase the number of Year 1 and 2 students meeting SEA in Running Records by 5%. Increase from 67% to 72% for Year 1. Increase from 56% to 61% for Year 2.</p> <p>To track students in the early years meeting SEA in PAT and NAPLAN reading (72% of Year 3's)</p>	<p>If we build teacher capacity to analyse student achievement data and determine next steps teaching strategies, using reading progressions and implement evidenced based reading strategies, then we will increase the number of students meeting SEA in reading achievement.</p>	<p>When we hear students read they can:</p> <ul style="list-style-type: none"> <li>- Accurately translate printed symbols into their spoken equivalents at developmentally appropriate stages</li> <li>- Demonstrate an understanding of the texts</li> </ul>
To increase the number of students in reading higher band status in Year 3, 5 and 7.	<p>To increase the percentage of students reaching Higher Band status in Year 3, 5 &amp; 7 by 2%.</p> <p>To maintain the number of students in Years 3 and 5 in higher bands and increase both by 2%. In 2018, 24% of Year 3 students and 17% of Year 5 students were in higher bands.</p> <p>To maintain the number of students in Year 3 to 5 &amp; 5 to 7 cohorts in higher bands and increase both by 2%. In 2019, 33% of Year 3 students and 36% of Year 5 students were in higher bands</p>	<p>If we adopt a common approach to explicitly teach comprehension strategies, skills and vocabulary as part of 'The Big Six', then we will increase student achievement in reading in years 3-7.</p>	<p>When we talk to students about what they are reading they will:</p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of how the choice of language features, images and vocabulary affect meaning</li> <li>- Explain different perspectives in texts</li> <li>- Provide examples from the text to explain the main idea</li> </ul>
To improve students writing achievement in Years 1 - 7 through a whole school approach to teaching writing.	<p>To increase the number of students meeting National minimum standard, NAPLAN writing in Years 3 to 5. In 2017 to 2019, NAPLAN Writing was down 9% in Years 3 to 5 cohort, while the Years 5 to 7 cohort increased by 7%.</p> <p>To increase the number of year 1-2 students achieving an equivalent of C grade or above in the English achievement standard by the end of 2020.</p> <p>To increase the number of students meeting SEA in NAPLAN Writing in Years 3, 5 and 7 by 2%.</p>	<p>If we develop whole school teacher skills and understandings to implement multiple and evidence based approaches to teaching of writing then we will increase the levels of achievement in writing.</p>	<p>When we review samples of student writing students can:</p> <ul style="list-style-type: none"> <li>- Create texts for different purposes</li> <li>- Select language to create meaning</li> <li>- Use key writing techniques</li> <li>- Use new vocabulary</li> </ul>