**Students achieve, by end of the school year, a minimum running record level of 9-11 in Reception, 17-20 in year 1 and minimum of 21-24 in year 2. Students perform at or above the Australian average in years 3, 5, and 7 in NAPLAN Reading.**

<table>
<thead>
<tr>
<th>Target</th>
<th>Improvement Strategies</th>
<th>Evidence</th>
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| By the end of Term 4 2014, 52% of year two students are at a reading level 21 or higher. By the end of Term 4 2014, students in years 3, 5 and 7 will achieve a 5% improvement in site mean scores in NAPLAN Reading.  
Year 3: 414.22  
Year 5: 492.97  
Year 7: 549.04  
By the end of Term 4 2014, students in years 5 and 7 make a 5% improvement in the middle and upper growth categories in NAPLAN Reading.  
Year 5: 73.5%  
Year 7: 82.9% | ✓ Support professional learning in planning and teaching of reading; including reading comprehension strategies, running records and Literacy for Learning.  
Strategies to support professional learning include staff meetings, performance development, PLC’s and through the Site Improvement Coordinator and Staff.  
✓ Collect and use data to support planning and programming for teaching.  
✓ Development R-7 whole school agreement to teaching literacy.  
✓ Induction of new staff into whole school agreement.  
✓ Collaboration with the YMN Literacy Network Team. Collaborative planning and review of learning programs including within Pirie Partnership PLCs  
✓ Plotting of individual student progress of Naplan Reading Data, Running Records and PAT-R data, and the development of improvement strategies in relation to this.  
✓ Work collaboratively in the development and implementation of formative assessment practices that contribute to student outcomes.  
✓ Targeted intervention processes implemented for identified students at risk based on update-to-date information.  
✓ SIT meetings and the 3 Wave Interventions, including targeted support for Wave 2 & 3 students.  
  Wave 1: Jolly Phonics, SMARTA Targets etc.  
  Wave 2: Mini-lit,  
  Wave 3: NEP’s, Multi-lit | ✓ Guided reading  
✓ PAT-Rc  
✓ Running records/SPA  
✓ Reading comprehension  
✓ Jolly Phonics and Jolly Grammar  
✓ Participation in Premier’s Reading Challenge  
✓ Moderation  
✓ Data analysis  
✓ Assessment for learning  
✓ Australian Curriculum – English  
✓ Collaborative release  
✓ 3 waves of intervention  
✓ Mini-lit  
✓ PAT-Rc  
✓ Multi-lit |  

**Maintenance:**

Continuing implementation and review of Whole School Agreement in Reading, Writing and Data Collection.  
Refer to RPPS Genre Map in planning for writing. Use of resources such as, First steps, Deslea Konza’s Big 6 in Reading, Jolly Phonics & Jolly Grammar Literacy for Learning and Sheena Cameron in planning in alignment to the Teaching and Learning Cycle.  
Intervention: SIT meetings, NEP, ILP, IEP  
Resources—kept up-to-date