

Reading Targets 2015

Reception Running Records will indicate that 90 % of four term students read at level 8 or above.

Year 1 Running Records will indicate that 50 % of students read at level 16 or above

Year 2 Running Records will indicate that 70 % of students read at level 21 or above

The Year 3 Reading mean in the 2015 NAPLAN will be 390 (374.8)

The Year 5 Reading mean in the 2015 NAPLAN will be 475 (454.3)

The Year 7 Reading mean in the 2015 NAPLAN will be 530 (501.1)

2015 Yr. 3 Reading Goals using NAPLAN as the Benchmark (2014 % in brackets)

90% of students should be above Band 2 in Reading Achievement (61%)

30% of students attain in Band 3 in Reading Achievement (8%)

30% of students attain in Band 4 in Reading Achievement (27%)

30% of students attain in Band 5 or above in Reading Achievement (27%)

Yr 5 Reading Goals using NAPLAN as the Benchmark (2014 % in brackets)

90% of students should be above Band 4 in Reading Achievement (75%)

30% of students attain in Band 5 in Reading Achievement (50%)

30% of students attain in Band 6 in Reading Achievement (12%)

30% of students attain in Band 7 or above in Reading Achievement (12%)

Yr 7 Reading Goals using NAPLAN as the Benchmark (2014 % in brackets)

90% of students should be above Band 5 in Reading Achievement (58.3%)

30% of students attain in Band 6 in Reading Achievement (13.3%)

35% of students attain in Band 7 in Reading Achievement (4%)

30% of students attain in Band 8 or above in Reading Achievement (21%)

Strategies

All students reading achievement is measured using the Leveled Reading System or the Lexile Reading System. All students reading is tested using a Running Record or a Lexile Test at least twice a term. Records of testing will be kept in the Student Information folder.

Completing the R-7 Agreement on the Teaching of Reading is our primary professional goal. The document will contain benchmarks in phonological awareness, phonics, sight words, and fluency. The aspects of a literacy block will be defined including allocations of time and the use of the Learning Support SSO. The explicit teaching practices appropriate to each year level will be defined. Guided Reading, Shared Reading, Modeled Reading and Partner Reading will be defined. All teaching staff will participate in professional learning related to the R-7 Agreement in terms of effective teaching of the Big 6 and the learning benchmarks for all Year levels.

All Reception students will be tested on their Phonological Awareness (PA) ability within the first 5 weeks of Term 1. This data will be mapped visually to indicate the students below benchmark and the aspect of Phonological Awareness requiring improvement. The Reading Support Teacher will develop appropriate learning programs and resources and then train the classroom teachers to implement the program to improve student PA. All Reception students will be retested during term 2 to measure growth. Students identified as not achieving the required growth will be nominated for the Reading Intervention Program.

The Reading Support Teacher will develop and oversee a Phonological Awareness Intervention program that will be delivered by trained SSO's based on aspects of the classroom PA program. Students in the program will receive additional support up to four times per week until they achieve the PA benchmarks appropriate for Reception students.

All students are expected to achieve the Reading Benchmarks that have been determined by the teaching staff and all staff teachers understand the standard that each cohort of students are required to achieve. Staff will be expected to articulate the explicit teaching strategies that they are deploying and to share aspects of their reading program during the professional learning section of staff meetings.

The MiniLit program will continue to be used as a Tier 3 intervention program for Year 1-3 students who have not achieved the reading benchmarks appropriate for a student in Reception. This program will be delivered by trained SSO's and parents and will be overseen by the Assistant Principal and the Reading Support Teacher.

All teachers will have to explain the explicit teaching practices that they use in providing the students with the skills they need to progress as readers as part of the 2013 Performance Development process.

Our Intervention Program will continue to focus on improving the reading comprehension skills of students identified as being eligible for the program. Students in this program work 1:1 with a teacher or an SSO 3 to 4 times a week with the aim of assisting the student to reach the reading benchmark for their year level. The MULTILIT Program is the resource used to drive student learning in this program. All staff using this program have been trained on how to use the

resource. An audit program has been developed to ensure that the delivery of the learning program meets the MULTILIT standard.

The reading Support Teacher will liaise with the Assistant Principal to work with the teaching staff to improve the reading outcomes of students at BLPS. (see attachment re the role of the Reading Support Teacher)

We will review our Home Reading Program in 2014 to determine its effectiveness. We will develop a parent training program to provide parents and caregivers with the knowledge and skills to assist their children to become proficient readers.