### Targets

**Preparing students reading at or above PM level**

- **Prep students**: By the end of 2016, 60% of Prep students should be reading at or above PM level 10, improving on the 54% achieved in 2015.
- **Year One students**: By the end of 2016, 60% of Year One students should be reading at or above PM level 20, improving on the 54% achieved in 2015.
- **102 EAL/D students**: By the end of 2016, 70% of the 102 EAL/D students in Year One should be reading at or above PM level 10, improving on the current 41.5%.
- **96 EAL/D students**: By the end of 2016, 70% of the 96 EAL/D students in Year Two should be reading at or above PM level 20, improving on the current 45%.

### Initiatives

- Enhance and extend Professional Learning Communities across the school data to review student performance and ensure sustainable and continued pedagogical effectiveness and improvement.
- Refine our approach and strategies to phonemic awareness, synthetic phonics instruction, fluency, vocabulary and comprehension in the teaching of reading.
- Refine our approach and strategies to teaching oracy, phonemic awareness, synthetic phonics instruction, fluency, vocabulary and comprehension in the teaching of reading to students using English as another language or dialect.
- Train and deploy the equivalent of 6 specialist teacher aides to supplement reading instruction across phonemic awareness, synthetic phonics instruction, fluency, vocabulary, and comprehension.
- Coach and mentor teachers in the use and refinement of evidence-based best pedagogical practice. Using John Fleming's model of explicit teaching including teacher directed learning, explicit instruction, teacher student relationships, and moving learning from short term to long term memory.
- Purchase resources to support implementation of approach including, student and teacher reading materials, and iPads.

### Actions

- **Train and deploy the equivalent of 6 specialist teacher aides** to supplement reading instruction across phonemic awareness, synthetic phonics instruction, fluency, vocabulary, and comprehension.
- **Coach and mentor teachers** in the use and refinement of evidence-based best pedagogical practice. Using John Fleming's model of explicit teaching including teacher directed learning, explicit instruction, teacher student relationships, and moving learning from short term to long term memory.
- **Purchase resources to support implementation** of the approach including, student and teacher reading materials, and iPads.
- **Employ teacher and teacher aides** to supplement oracy and reading programs students with English as another language or dialect (EAL/D).

### Funding

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Cost (AUD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher aide hours</td>
<td>$277,420</td>
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<tr>
<td>Teachers</td>
<td>$192,100</td>
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<tr>
<td>Resources &amp; Professional development</td>
<td>$35,278</td>
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<tr>
<td>Teacher aide hours</td>
<td>$53,720</td>
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<tr>
<td>Total</td>
<td>$558,518</td>
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</tbody>
</table>
Research


Endorsement
Signed: Geoff Mill (Principal)
Date: 22/02/16

Signed: Nancy Katakis (School Council Chair)
Date: 23/02/2016