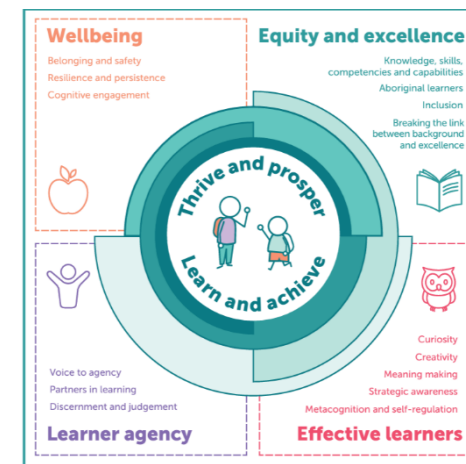


Vision Statement

At **Aberfoyle Hub Primary School**, our vision is to deliver a high-quality teaching and learning program that enables students to maximize their potential by developing curriculum knowledge and skills in a manner that is both accessible and challenging to individuals. An emphasis on wellbeing, facilitated through the Berry Street Education Model and Zones of Regulation, supports our students to be effective learners and become valued contributors to society. Learner agency is promoted through class meetings, house teams, captains and a hands-on School Representative Council. Aberfoyle Hub Primary School has a dedicated Pedal Prix team, a variety of sporting, instrumental and academic programs that are valued by our community. High quality teaching, research-based resources and an outstanding school environment contribute to maintaining educational equity and excellence.

At Aberfoyle Hub Primary School we value: *Respect, Relationships, Responsibility and Resilience*.

Our values lead to **H**igh expectations, **U**nited communities and **B**uilding bright futures.



Goal

We will deliver a sitewide low variance pedagogical approach, which will increase reading achievement for all students; Reception to Year 6.

2025 Targets:

Early Years [R-2]	Middle Primary [3-4]	Upper Primary [5-6]
R: DIBELS Core Composite Score: 30% - 80%	3: DIBELS Core Composite Score: 71% - 80%	5: DIBELS Core Composite Score: 71% - 80%
1: DIBELS Core Composite Score: 55% - 75%	4: DIBELS Core Composite Score: 69% - 75%	6: DIBELS Core Composite Score: 67% - 80%
2: DIBELS Core Composite Score: 79% - 85%		
Success Criteria:		
R: PSF – 44+ NWF CLS – 31 NWF WRC- 7+ WRC – 10+	3: EOY ORF – 114+ MAZE – 15.5+ COMP – 442+	5: EOY ORF – 137+ MAZE – 21.0+ COMP – 449+
1: EOY ORF – 39+ PSF - 45+ COMP – 441+ Phonics Screener Check: 27+	4: EOY ORF – 1125+ MAZE – 17.0+ COMP – 442+	6: EOY ORF – 141+ MAZE – 26.5+ COMP – 435+
2: EOY ORF – 94+ MAZE – 9.5+ COMP – 439+		

Student Success Criteria (What students Know, Do and Understand)

F: They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words. They read, view and comprehend texts, making connections to personal experiences. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words. They spell most consonant–vowel–consonant words.

1: They read, view and comprehend texts, monitoring meaning and making connections to personal experiences. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use topic-specific vocabulary. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

2: They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use topic-specific vocabulary. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

3: They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe the language features of texts including topic-specific. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

4: They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. They use topic-specific vocabulary. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

5: They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how language features including contribute to the effect and meaning of a text. They use language features including topic-specific vocabulary. They spell using phonic, morphemic and grammatical knowledge.

6: They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences. They use topic-specific vocabulary. They spell using phonic, morphemic and grammatical knowledge.



How We Are Tracking, Supporting and Measuring:		Guiding Principles
Track Support Measure	Established Data Collection and Assessment Responsibilities Schedule (attached)	1 3 5
Track Support Measure	Engagement norm observations & Feedback	1 2 3 4 5
Track Support Measure	Pupil Free Day – DIBELS; Daily Review (Partnership)	1 2 3
Track Support Measure	Reading and Curriculum Coaching	1 3 4 5
Track Support Measure	DIBELS Progress Monitoring (as needed)	1 2 3 5
Track Support Measure	DIBELS composite data de-identified and tracked on staff room wall	1 2 3 5
Track Support Measure	PDP / Perspectives Workshop to align goals with SIP	1 3 5
Track Support Measure	DIBELS Data entry, analysis and pedagogy check ins during leadership/staff meetings	1 2 3 4 5
Track Support Measure	QAR Reading Comprehension Moderation (T1, T2, T3)	1 2 3 4 5
Track Support Measure	Literacy Guarantee Unit data review, progress monitoring	1 2 3 5
Track Support Measure	PLC planning time to develop Daily Review and Fluency resources	1 2 4 5
Track Support Measure	Intervention: Multi Lit, MacqLit	1 2 3
Track Support Measure	Phonics Screening Check teacher training and release	1 2 3 5
Track Support Measure	Leadership observations of literacy lessons to monitor pacing and implementation of scope and sequences: Years F – 2/3 LGU Phonics Scope and Sequence Years 3/4 – 6 Soundwaves Scope and Sequence	1 2 3 4 5
Track Support Measure	School Improvement Group (SIG) to meet 3 times term to monitor progress of improvement	1 2 3 4 5

Track Support Measure	End of each term, staff engagement regarding their progress with the SIP	① ② ④ ⑤
Track Support Measure	Learner agency supported through open dialogue around reading targets and personal goals	① ② ③ ④ ⑤



Data Collection, Assessment Responsibilities and Schedule



What	Who / Where	When
A – E Grades (Reporting)	Year 1 – 6 students graded for effort and achievement by mainstream and specialist classroom teachers . Report comments written and provided to line manager . Provided to Assessments & Collections (A to E) team by curriculum coordinator .	Term 2: Submit to Line Manager by the end of Week 6, 7 th of June Reports go home Week 10, Wednesday. Term 4: Submit to Line Manager by the end of Week 6, 22 nd November Reports go home Week 9, Wednesday.
Abilities Based Learning and Education Support (ABLES)	Small class classroom teachers to identify and monitor the learning readiness and progress of students with disability and diverse learners. Classroom teachers to refer to results in One Plans and student reports.	Terms 1 - 4: Ongoing Terms 2 & 4: Refer to ABLES in student reports.
Bully Audit	Wellbeing leader to create online survey and notify staff Survey overseen by classroom teachers Leadership to analyse data and share as needed	Term 1: Week 9 Term 3: Week 9
DIBELS	Booklets provided by curriculum coordinator/reading coaches/SSO Testing completed by classroom teacher Data uploaded to dibels.amplify.com by classroom teacher Students in MacqLit/MiniLit - Progress monitoring printing/testing by SSO Non Intervention - Progress monitoring printing/testing by classroom teacher Observations by leadership/reading coaches	Beginning of Year: T1, Week 4 Testing Week 6 Data Analysis Middle of Year: T2, Week 8 Testing Week 9 Data Analysis Beginning of Year: T3, Week 5 Testing Week 6 Data Analysis
Intervention	End of year assessments conducted by a nominated SSO for MiniLit & MacqLit	Term 4: Week 7
Lexiles	Year 3/4 – 6 classroom teachers to test <i>once</i> per term. Data uploaded to MARKIT by classroom teacher impromation.com	Terms 1 – 4: Between weeks 8 – 10
Literacy Guarantee Unit (LGU) Phonics Review	Classroom teacher to review at the end of each Unit Classroom teacher or SSO to progress monitor as needed	Terms 1 – 4: At the end of each Unit
Moderated QAR Comprehension	Year 1-6 classroom teachers , in PLCs, to create four reading comprehensions per year level Year 1 – 6 classroom teachers to supervise comprehension task Year 1-6 classroom teachers to moderate at/above/below samples with PLC	Term 1: Week 8 Term 2: Week 8 Term 3: Week 8
NAPLAN	Scheduling by leadership	



Data Collection, Assessment Responsibilities and Schedule



Nationally Consistent Collection of Data (NCCD)	Roll over of current student profiles to Staff Only drive by nominated SSO Updating, signing and saving by classroom teachers Print outs of updated NCCD sheets by nominated SSO Signing by leadership	Term 2: Week 9
One Plans	Classroom teacher to familiarise self with One Plans and update as needed Classroom teacher to meet with family/caregivers to discuss One Plan Classroom teachers with First Nation students to maintain One Plans Classroom teachers with Child in Care (DCP) students to maintain One Plans	Term 1: Signed off end of Week 10 Term 2-3: Reviews as needed Term 4: Review end of Week 6
PASM	Testing conducted by Reception classroom teachers	Term 1: March- Script A (End of Week 3) Term 2: June- Script B, (Script A - New Receptions during transition) Term 3: September- Script A Term 4: November- Script B, (Script A - New Receptions during transition)
Phonics Screening Check	Testing conducted by Year 1 classroom teachers Data recorded to spreadsheet by classroom teacher & provided to leadership Data recorded to EDSAS by nominated SSO	Term 3: Week 6
Progressive Achievement Tests (PAT / ACER)	Log ins provided by IT SSO Scheduling at classroom teacher discretion Familiarising self with protocols and supervising testing, classroom teachers	Term 3: Weeks 8/9
Soundwaves – Content Review (words/dictation) <i>Grammar component optional</i>	Year 3/4 – 6 classroom teachers Data uploaded to MARKit by classroom teacher impromation.com	Term 1: Diagnostic Week 1 Week 6, Content Review 1 Week 10 Content Review 2 Term 2: Week 5, Content Review 3 Week 10 Content Review 4 Term 3: Week 5, Content Review 5 Week 10 Content Review 6 Term 4: Week 5, Content Review 7 Week 8 Content Review 8
Wellbeing Engagement Collection	Wellbeing leader to communicate and provide log ins Survey supervised by year 4 – 6 classroom teachers	Term 2: Week 2