

Goal#1: To increase and maintain the number of students in higher bands in Mathematics.

Challenge of Practice: If we build teacher capacity in effective targeted learning in Mathematics, students will achieve improved mathematics success.

Targets	<p>2019: Year 3 70% of students will achieve in the higher NAPLAN Numeracy bands. Year 3 Result: 58% (65 students). Year 5 63% of students will be maintained in the higher bands. Year 5 Result: 33% (29 students). Year 7 66% of students will be maintained in the higher bands. Year 7 Result: 37% (25 students). Green text = actual results in 2019</p>	<p>2020: Year 3 59% (72 students) will achieve in the higher bands. Year 5 62% (65 students) will be maintained in the higher bands. Year 7 23% (15 students) will be maintained in the higher bands and 8% (5 students) will be elevated into the higher bands. No NAPLAN data recorded due to COVID-19.</p>	<p>2021: Year 3 56% (54 students) will achieve in the higher bands. Year 5 46% (43 students) will be maintained in the higher bands and 3% (3 students) will be elevated into the higher bands. Year 7 31% (13 students) will be maintained in the higher bands and 18% (7 students) will be elevated into the higher bands.</p>
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Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria
Each teacher will build their capacity in teaching The Australian Curriculum - Mathematics.	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> deepen their understanding and use of the Australian Curriculum - Mathematics (4 Proficiency Strands, 3 Content Strands), Scope and Sequence - Mathematics, Numeracy Learning Progressions utilise the new Units of Work provided by the DfE (Years 5-7) implement and/or embed the professional learning undertaken in 'Thinking Maths' (Years 5, 6 and 7) and 'Back to Front Maths' (Years F-4) <p>Assistant Principal (Maths) will support teaching teams and Maths Action Team.</p> <p>Maths Action Team will:</p> <ul style="list-style-type: none"> guide their team in implementing the Numeracy Teaching and Learning Cycle track and monitor Site Improvement Plan actions build capacity with Mathematics - Australian Curriculum, Scope and Sequence and Numeracy Learning Progressions. 	<p>Australian Curriculum - Mathematics Scope and Sequence - Mathematics Numeracy Learning Progressions (Number & Algebra) DfE Units of Work (Years 5-7) Numeracy Guidebooks - DfE 'Thinking Maths' resources (Pauline Carter) 'Back to Front Maths' resources (Tierney Kennedy) Team PLCs and PLC release Assistant Principal - Maths Curriculum Leader</p>	<p>Each student will:</p> <ul style="list-style-type: none"> demonstrate learning progress from each pre- to post-assessment.
<p>Each teacher will ensure intellectual challenge for all students by embedding high quality Learning Design, Assessment and Moderation processes.</p> <ul style="list-style-type: none"> Experiment and Explore Explore and Compare Extend and Transfer Retrieve and Review 	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> collaborate to build upon efficacy in learning design, assessment, and moderation for consistency. implement the Numeracy Teaching and Learning Cycle embed High Impact Teaching Strategies implement complex/challenging task/problem design use the Numeracy Progressions in Number and Algebra to identify learner needs and monitor and track progress analyse teaching impact, effective teaching and learning strategies and identify/act on commitments to action in PLCs. <p>Assistant Principal (Maths) will work with teachers to develop learning designs and support the moderation process.</p> <p>Maths Action Team members will lead rigorous learning design, assessment and moderation within their teams.</p>	<p>Australian Curriculum - Mathematics Scope and Sequence - Mathematics Numeracy Learning Progressions (Number & Algebra) DfE Units of Work (Years 5-7) Numeracy Guidebooks - DfE Team PLCs and PLC release Assistant Principal - Maths Curriculum Leader</p>	<p>Each student will:</p> <ul style="list-style-type: none"> explain and demonstrate their understanding in multiple ways apply their understanding in multiple problem-based situations, demonstrating mastery.
Each teacher will explicitly target teach the 'Big Ideas in Number' (Trust the Count, Place Value and Multiplicative Thinking).	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> Assess, Analyse, Plan and Act to ensure sequenced development of number sense use visual tools/manipulatives when explicitly teaching concepts, building visualisation identify clear learning intentions and co-construct success criteria with students <p>Assistant Principal (Maths) will support teachers to implement/embed 'Big Ideas in Number' concepts.</p> <p>Maths Action Team members will guide their team in the development of LDAM in Number and Algebra.</p>	<p>'Big Ideas in Number' resources (Di Siemon) Australian Curriculum - Mathematics Scope and Sequence - Mathematics Numeracy Learning Progressions (Number & Algebra) Numeracy Guidebooks - DfE 'Back to Front Maths' resources - 'Fixing Misconceptions' (Tierney Kennedy) 'Challenging Mathematical Tasks' (Peter Sullivan) HITS (Victorian Education) Assistant Principal - Maths Curriculum Leader</p>	<p>Each student will:</p> <ul style="list-style-type: none"> explain and demonstrate their understanding of number sense through teaching others apply their learning in problem-based situations.
Each teacher will track and monitor student progress through a range of assessment strategies	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> track and monitor 6 accelerated learners along with ATSI students and learners just below and just above SEA collaboratively plan assessment strategies to support professional dialogue regarding impact on student progress pre-assess all students to define targeted starting points check for degree of impact by using post-assessments to determine student progress regularly provide each student with explicit, documented feedback in a timely manner, to move students forward. <p>Assistant Principal (Maths) will coach and mentor.</p> <p>Maths Action Team members will ensure the consistent implementation of assessments during the LDAM process.</p>	<p>'Big Ideas in Number' resources (Di Siemon) Australian Curriculum - Mathematics Numeracy Learning Progressions 'Back to Front Maths' resources (Tierney Kennedy) Team PLCs and PLC Release Assistant Principal - Maths Curriculum Leader</p>	<p>Each student will:</p> <ul style="list-style-type: none"> set individual learning goals utilising feedback received articulate and demonstrate "As a Mathematician": "I am learning ..." "I have mastered ..." "Next, I will learn..."

Goal#2: To increase and maintain the number of students in higher bands in Writing.

Challenge of Practice: If we develop teacher capacity in explicitly teaching the textual and language choices of writing, students will successfully compose cohesive texts with expanded ideas and precise vocabulary for a specific purpose and audience.

Targets	<p>2019: Year 3 65% of students will achieve in the higher NAPLAN Writing bands. Year 3 Result: 64.1% (68 students). Year 5 28% of students will be maintained in the higher bands. Year 5 Result: 19% (13 students). Year 7 33% of students will be maintained in the higher bands. Year 7 Result: 31% (14 students).</p> <p>Green text = actual results in 2019</p>	<p>2020: Year 3 58% (71 students) will achieve in the higher bands. Year 5 62% (65 students) will be maintained in the higher bands. Year 7 20% (13 students) will be maintained in the higher bands and 8% (5 students) will be elevated into the higher bands.</p> <p>No NAPLAN data recorded due to COVID-19.</p>	<p>2021 Reading: Year 3 73% (70 students) will achieve in the higher bands. Year 5 63% (59 students) will be maintained in the higher bands and 7.5% (7 students) will be elevated into the higher bands. Year 7 33% (14 students) will be maintained in the higher bands and 26% (11 students) will be elevated into the higher bands.</p> <p>2021 Writing: Year 3 68% (64 students) will achieve in the higher bands. Year 5 62% (58 students) will be maintained in the higher bands and 13% (12 students) will be elevated into the higher bands. Year 7 12% (5 students) will be maintained in the higher bands and 36% (15 students) will be elevated into the higher bands.</p>
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Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria
Each teacher will use High Impact Teaching Strategies to explicitly teach Writing within the Writing Cycle: <ul style="list-style-type: none"> building knowledge of the field supported reading learning about the text supported writing independent use of genre. 	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> incorporate daily writing across the curriculum plan for and use most appropriate and effective high impact strategies during each phase of Writing Cycle focus on both authorial choice and writing conventions emphasising purpose, audience, paragraphing, Tier 2 and 3 vocabulary, connectives/word associations, sentence construction, spelling and punctuation build upon teaching capacity during PLC time. <p>AP (Literacy) and EALD Teacher will mentor/coach teachers to implement the Writing Cycle. Literacy Action Team will:</p> <ul style="list-style-type: none"> guide their team in the implementation of the Writing Cycle build capacity with AC English, Scope and Sequence and Literacy Learning Progressions track and monitor SIP actions with their team. 	<p>AC Scope and Sequence - English DfE Guidebooks - Literacy Literacy Learning Progressions EAS Genre Map Document HITS (Victorian Education) NAPLAN Marking Guides LEAP Levels Document Seven Steps PD and Resources</p> <p>AP (Literacy) EALD Teacher Literacy Action Team</p>	<p>Each student will:</p> <ul style="list-style-type: none"> compose cohesive texts for a specific purpose and audience; to entertain, persuade or inform. <p>Each student will demonstrate accurate use of:</p> <ul style="list-style-type: none"> text features - including structure and paragraphing sentence structure grammatical features precise vocabulary – including difficult and challenging words spelling and punctuation authorial choice.
Each teacher will ensure intellectual challenge for all students by embedding high quality Learning Design, Assessment and Moderation processes.	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> actively participate in high performing teams for consistency in the LDAM process plan learning designs, explicitly teaching two extended text types per term moderate writing samples at least once a term to build consistency with grading against ACARA A-E Standards assess and monitor student progress using the Literacy Progressions supported by the LEAP levels analyse teaching impact, effective teaching and learning strategies and identify/act on commitments to action in PLCs <p>AP (Literacy) and EALD Teacher will work with teachers to develop learning designs and support the moderation process. Literacy Action Team members will lead rigorous learning design, assessment and moderation within their team.</p>	<p>Curriculum Leader Australian Curriculum Pupil Free Day, Term 3 DfE Units of Work (Years 5-7) LEAP Levels Document Progressions & NAPLAN Marking Guide AC Writing Elaborations F-7 EAS Genre Map Document PLC Release time Weekly team NIT release Allocated staff meeting times Partnership Teams (moderation work samples)</p>	<p>Each student will:</p> <ul style="list-style-type: none"> demonstrate progress between pre- and post-assessments within a text type demonstrate transference of their learning across text types (checked each semester).
Each teacher will explicitly teach and assess student progress in the use of grammar.	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> model and explicitly teach the use of metalanguage F-7 build capacity by actively participating in the Writing Plus Course and implementing the in-between module requirements to consolidate learning (for new staff Years 2-7) embed the Writing Plus (functional grammar) strategies and tasks track/monitor student understanding and use of functional grammar using the Progressions supported by LEAP Levels access mentoring & coaching from the AP (Literacy) to implement/embed & assess functional grammar. <p>AP (Literacy) and EALD Teacher will mentor/coach teachers to implement/embed functional grammar concepts. Literacy Action Team members will guide their team in the development of LDAM in functional grammar.</p>	<p>AC Scope and Sequence - English Literacy Learning Progressions DfE Units of Work (Years 5-7) LEAP Levels Document DfE Guidebooks Writing Plus PD Writing Plus Weebly and Teams Space</p> <p>AP (Literacy) EALD Teacher PLC release – 90 minutes once per term</p>	<p>Each student will:</p> <ul style="list-style-type: none"> explain and justify textual and language choices they make in their writing using the metalanguage of functional grammar.
Each teacher will track and monitor student progress through a range of assessment strategies.	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> track and monitor 6 accelerated learners along with ATSI students and learners just below and just above SEA collaboratively plan assessment strategies to support professional dialogue regarding impact on student progress pre-assess all students to define targeted starting points check for degree of impact by using post-assessments to determine student progress set learning goals and provide each student timely, explicit documented feedback to move them forward implement strategies for self and peer feedback establish a 'Bump It Up' Wall for focus text types showing the success criteria for the next steps in writing development model the use of and encourage students to refer to the 'Bump It Up' Wall during peer and or/ self-assessment. <p>AP (Literacy) will coach and mentor. Literacy Action Team members will ensure the consistent implementation of assessments during the LDAM process.</p>	<p>Weekly team PLC NIT release PLC release time DfE Guidebooks BITL Tool Education Endowment Foundation Guidance Reports (metacognition and self-regulation) HITS (Victorian Education) Literacy Learning Progressions</p>	<p>Each student will:</p> <ul style="list-style-type: none"> set individual learning goals utilising feedback received articulate and demonstrate "As a Writer": "I am learning ..." "I have mastered ..." "Next, I will learn..." using the 'Bump It Up' Wall and success criteria as tools to support dialogue.
Each teacher will explicitly teach the fundamentals of synthetic phonics instruction.	Terms 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> develop & consistently embed a targeted SSP/PLD spelling (word study) learning design track, monitor and regularly assess student progress in order to differentiate and target teaching provide explicit feedback regarding student progress. <p>AP (Literacy) will continue to mentor teachers in the implementation of SSP and PLD Spelling with a focus on differentiation.</p>	<p>Literacy progressions (Writing and Phonics) AC Scope and Sequence - English Best Advice Papers PLD resources + tracking spreadsheet EAS Foundation Phoneme/Grapheme Schedule</p>	<p>Each student will use phoneme/grapheme knowledge and the skills of segmenting and blending to:</p> <ul style="list-style-type: none"> decode words, improving reading accuracy and deepening comprehension

Decodable texts

- encode words when spelling, improving writing.