

Goal#1: Improve writing achievement in higher bands R-7

Targets	<p>2019: An increase of 5% (NAPLAN mean score) for higher band achievement Year 3: 76% Not Achieved 70% Year 5: 35% Not quite 34% Year 7: 33% Achieved 38%</p>	<p>2020: An increase of 5% (NAPLAN mean score) for higher band achievement Year 3: 76% Year 5: 38% Year 7: 40%</p>	<p>2021: An increase of 5% (NAPLAN mean score) for higher band achievement (To be reviewed at the end of 2020) Year 3: 80% Year 5: 42% Year 7: 45%</p>		
Actions	Timeline	Roles & Responsibilities What will the role of each teacher be?	Resources	Success criteria What will we see students doing, making, saying, etc.	
<p>Each teacher builds their capacity in the explicit teaching of functional and traditional grammar to embed students' use of consistent metalanguage.</p> <p>FOCUS: Functional and traditional grammar, metalanguage</p>	<p>Ongoing EALD teacher support. 2020 Literacy Landscape development</p>	<p>Each teacher will explicitly and coherently teach and assess grammar across the school. Each teacher will embed the learning undertaken through writing plus into their teaching and learning programme.</p>	<p>Staff meetings Writing Plus Programme 2 teams per year are funded to attend the programme. Literacy coach EALD teachers support staff Australian Curriculum</p>	<p><i>Each student will be assessed and receive feedback on their ability to apply functional and traditional grammar in their writing</i> <i>Each student will uses the meta language of functional and traditional grammar to describe aspects of their writing</i></p>	
<p>Each teacher will embed consistent formative and summative assessment strategies to inform practice and design next teaching steps.</p> <p>FOCUS: feedback, assessment, learning design</p>	<p>Ongoing Term 1, 2020 Term 3, 2020</p>	<p>Each teacher will collaboratively assess and moderate student writing utilising the Brightpath tool to ensure consistent judgement of progress and inform next teaching steps.</p> <p>FOCUS: setting the context, deconstruction, joint and independent construction of writing</p>	<p>2x ½ day team release per year Literacy coach 0.4 Brightpath LDAM strategy and learning. Brightpath- median scores PLCs Guide books – incl Writing cycle</p>	<p><i>Each student will receive documented feedback on their writing achievement and progress at least once per term to identify learning goals as informed by agreed assessment strategies.</i></p> <p><i>Each student will be provided with and enact feedback on their use of authorial choices and language conventions.</i> "I can..." "I am learning..." "Next I will learn..."</p>	
<p>Each teacher will explicitly teach strategies to enrich student vocabulary and precise and complex language choices in their writing</p> <p>FOCUS: Vocabulary, synonyms/antonyms, precise verbs etc, regular reading</p>	<p>2019/2020</p>	<p>Each teacher will utilise their facilitated learning team and the literacy coach to reflect and build on practice Each team will explicitly teach vocabulary across all Units of Inquiry</p>	<p>2x ½ day team release per year Release times per week for teams to meet literacy coach The Library and teacher librarians – Agreed assessments:</p> <ul style="list-style-type: none"> • Pat Vocab • NAPLAN • Brightpath- median scores 	<p>Each student will demonstrate precision in their choice and application of more complex vocabulary as identified through agreed assessment processes.</p>	

<p>Each teacher will explicitly teach LPPS synthetic phonics instruction strategy (segmenting, blending, phonemic awareness),</p> <ul style="list-style-type: none"> EY teachers will implement the agreed phoneme grapheme correspondence (PGC) scope and sequence, incorporating all elements of a structured synthetic phonics (SSP) approach 3-7 teachers will develop a consistent spelling continuum including the explicit teaching of morphology and etymology <p>FOCUS: SSP, decoding and encoding (combines reading and writing... analogy...breathing in: reading/decoding; breathing out: writing/encoding)</p>	2019/2020/2021	<p>Each teacher will work with the Literacy Coach and EALD Leader to build their capacity to explicitly teach synthetic phonics and agreed assessments to intervene appropriately to ensure progress for each student</p> <p><i>Train all staff in SMART Spelling</i> <i>Regular assessments in phonological awareness and phonics</i></p>	R-2 Synthetic Phonics screening EALD teacher support classroom teachers.	Each early years student will have their progress and achievement in phonics development assessed and monitored with an appropriate intervention response where necessary
<p>Each teacher to identify at least six students to track and monitor their progress in retaining, elevating or gaining into higher bands (LDAM)</p>	Once per term	<p>Each teacher will have a deep understanding of the learning needs, progress and next teaching steps of their identified students</p> <p>Each teacher will utilise the PLC structure and data to build their capacity to do this</p>	Higher Bands Leader Literacy Progressions Brightpath writing tool PLC processes	Each identified student has received documented feedback once per term on their assessment and progress in their achievement of Writing

LINDEN PARK PRIMARY SCHOOL

Goal#2: Improved achievement levels in the number strand of mathematics.

Challenge of practice: If we explicitly teach number based upon a developmental continuum then we will have a greater number of students achieving and retaining in higher bands mathematics

Targets	2019: An increase of 5% of students in the higher bands retention (2015 – 2019 NAPLAN) Year 3 - 5: 83% Achieved 89.7% Year 3 - 7: 89% Not quite 87.8%	2020: An increase of students in the higher bands retention (2016 – 2020 NAPLAN) Year 3 –5 90% Year 3 -7 90%	2021: : An increase of students in the higher bands retention (2017 – 2021 NAPLAN) Year 3 –5 92% Year 3 -7 92%	
Actions	Timeline	Roles & Responsibilities	Resources	Success criteria
Each teacher to identify at least six students to track and monitor their progress in retaining, elevating or gaining into higher bands (LDAM) <i>Focus: High Impact Strategies; Numeracy Progressions</i>	Once a term	Each teacher will have a deep understanding of the learning needs, progress, and next teaching steps of their identified students and will utilise the PLC structure to build this capacity.	Higher Bands Leader Allocate a dedicated meeting per term. Numeracy Coach High Impact Strategies	Each identified student has received regular (unit by unit) documented feedback on their assessment and progress of achievement of Number.
Each teacher will use the numeracy progressions to support learning intentions and to set learning goals for students <i>Focus: Numeracy Progressions; learning intentions; success criteria</i>	2020	Each teacher to provide feedback to students on their learning goals and support next steps	Numeracy Coach Team planning sessions Numeracy Progressions	Each student will be able to identify and articulate their learning goals as informed by the progressions: “ I can...” “ I am learning...” “Next I will learn...”
Each teacher will collaborate across year level teams to develop consistent assessment tasks to assess the impact of their teaching, to provide quality feedback and collectively design next teaching steps for students. <i>Focus: Feedback; Assessment (as, of, for); learning design; Proficiencies: Problem Solving</i>	2020	Each teacher will utilise the expertise of the Numeracy Coach to build their capacity to embed formative assessment practices in their teaching. Each teacher provides a curriculum that supports stretch for each student. (A to E assessments)	SLIP Numeracy Coach Pat M Resource William / Leahy: Embedding Formative Assessment	Each student will receive explicit feedback on their progress and will actively participate in learning that is tailored to their zone of proximal development.
Each teacher will build their capacity to identify learner needs and monitor and track student progress to ensure the development of number sense. <i>Focus: Big Ideas in Number; Numeracy Progressions; Proficiencies: Understanding and Fluency</i>	Ongoing	Each teacher, over time, will build their knowledge of number sense development using: <ul style="list-style-type: none"> • Big Ideas in Number • Numeracy Progression in Number and Algebra 	<i>Big Ideas in Number</i> resource <i>Too Smart, Quick Smart</i> and <i>Big Ideas in number</i> interventions <i>Numicon</i> in Early Years Numeracy release for staff. Numeracy Progression PAT resource Centre	Each student will have an understanding of their Numeracy achievement and articulate their learning goals.
Each teacher will identify and explicitly teach key maths language (aligned to the AC) and document in unit plans. <i>Focus: Australian Curriculum Glossary; Proficiencies: Reasoning and Understanding</i>	ongoing	Each teacher will embed mathematical language in teaching and learning by: <ul style="list-style-type: none"> • planning for key maths terms for each unit • creating a dialogic environment for students to share their understanding using key maths terms • ensuring feedback to students clearly articulates maths language in next steps • Mathematic vocabulary embedded in transdisciplinary units of Inquiry. 	Australian Curriculum (word walls, Bump it up walls) Nottingham: Challenging Learning through Feedback Nottingham: Challenging Learning through Dialogue	Each student will apply mathematical language, so that they can explain and reason their ideas appropriately. (metalinguage)