LINDEN PARK PRIMARY SCHOOL Goal#1: Improve writing achievement in higher bands R-7	Challenge of practice: If we develop teachers skills and knowledge in the explicit teaching of writing we will see a sustained improvement in higher levels of achievement	
Targets	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%	2020: An increase of 5% (NAPLAN mean score) for higher band achievement Year 3: 76% - N/A No NAPLAN in 2020 Year 5: 38% - N/A No NAPLAN in 2020 Year 7: 40% - N/A No NAPLAN in 2020	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%

Actions	Timeline	Roles & Responsibilities What will the role of each teacher be?	Resources	Success criteria What will we see students doing, making, saying, etc.
Each teacher will: • Embed consistent formative and summative assessment strategies to inform practice and design next teaching steps • Collaboratively assess and moderate student writing to ensure consistent judgement of progress within and across year levels FOCUS: feedback, assessment, learning design	Ongoing unit planning with Literacy Coach and teams Brightpath assessment dates TBC	Teachers work collaboratively to write stand-alone units for narrative or persuasive writing. These units set explicit targets for students, and use the PYP/LPMYP planner, the DfE Literacy Guidebooks 'Writing Cycle' and the Brightpath tool.	• _Structures_ Team meetings/PLCs, planning release • _Pedagogy_ DfE Literacy Guidebooks & HITS, PYP, Brightpath • _Reference material_ Curriculum and assessment documents	_Each student will give and receive quality documented feedback on their writing achievement and progress. This includes:_ • _identifying learning achievements_ • _setting goals for improvement_
Each teacher will increase their capacity to: • Effectively teach functional and traditional grammar • Embed students' use of consistent functional and traditional grammar metalanguage • Develop students' vocabulary through use of precise and complex language choices in their writing FOCUS: Functional and traditional grammar, metalanguage, vocabulary – precise and complex language choices	Continuing throughout the year Writing PLUS PD for new staff Term 2 2021	Teachers work collaboratively to write a functional grammar stand-alone unit which sets explicit targets for students.	• _Structures_ 'Writing Plus' PD, planning release • _Pedagogy_ DfE Literacy Guidebooks & HITS, PYP • _Reference material_ Brightpath, Teacher reference texts • _Personnel_ Literacy Coach, EALD feedback	_Each student will be able to justify the textual and linguistic choices they have made and make informed decisions about the grammatical construction of their writing to increase reader engagement._ _Each student will describe aspects of their writing using the meta language of functional and traditional grammar._ _Each student will demonstrate precise and complex language choices in their writing._

Each teacher will explicitly teach LPPS synthetic phonics instruction strategy (segmenting, blending, phonemic awareness) using SMART Spelling
• EY teachers implement the agreed phoneme grapheme correspondence (PGC) scope and sequence, incorporating all elements of a structured synthetic phonics (SSP) approach
• 3-7 teachers develop a consistent spelling continuum including the explicit teaching of morphology and etymology
 	
FOCUS: Structured Synthetic Phonics, decoding (reading) and encoding (writing)
	2021	Teachers work with the Literacy Coach to:
		• Explicitly teach synthetic phonics
		• Ensure continued progress for each student
		• Use agreed assessments and student data
		• Identify students requiring differentiated teaching strategies or Wave 2 or 3 intervention
		
		New staff complete SMART Spelling training
		
		Staff conduct agreed assessments in accordance with the Literacy assessment schedule
			• _Structures_ SMART Spelling PD
			• _Pedagogy_ SMART Spelling, Heggerty/PASM
			• _Reference material_ Literacy Guarantee Unit documents re SSP, DfE best practice papers, SMART Spelling manual & Facebook page
			• _Personnel_ Literacy Coach
			• _Interventions_
			For assessments and diagnostics assessments used, see operational plan
			  ➢ Early Years PATR
			  ➢ Year 1 Phonics Screen
			  ➢ Reception SSP assessment
			  ➢ Running Records
				Each student will be able to competently demonstrate phonological awareness skills, and to decode and orthographically map words to enable them to read and spell with confidence and accuracy.
				Each student will be able to
				• _blend and segment words accurately_
				• _identify syllables_
				• _create rhyme_
				• _use metalanguage such as:_
				  – _digraph, trigraph, doublet_
				  – _morphology_
				  – _etymology_
				  – _suffixes/prefixes_
				• _identify personal growth_

Each teacher will track and monitor the progress of students. Each teacher will set learning intentions and support students to develop learning goals. High Impact Teaching Strategies (HITS) support pedagogical practice. FOCUS: HITS, Brightpath, Progressions, Scope & Sequence, Literacy Guidebooks	Once per 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/team structure to build their capacity to do this. PLCs/Teams will utilise data sets and best practice guides to develop their understanding of high impact strategies and reflect on their practice.	_Structures_ staff meetings, moderation days, PLCs _Pedagogy_ Literacy Guidebooks & HITS, PYP _Reference material_ Literacy Progressions, Brightpath writing tool, English scope and sequence _Personnel_ Higher Bands Leader	_Each student will reflect on their learning goals and the documented feedback provided by the teacher, using 'Bump it Up' progression charts and/ or the Brightpath tool to evaluate their progress and set goals for learning._

LINDEN PARK PRIMARY SCHOOL
Goal#2: Maintain and increase the number of students in higher bands in Mathematics.

Challenge of practice: If we explicitly teach mathematics 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 N/A** No NAPLAN in 2020 **Year 3 -7 N/A** No NAPLAN in 2020	2021: An increase of students in the higher bands retention (2017 – 2021 NAPLAN) **Year 3 –5 92%** **Year 3 -7 92%**

Teacher Actions	Timeline	Roles & Responsibilities	Resources	Student success criteria
Each teacher will: • track and monitor the progress of students • set learning intentions • support students to develop learning goals • use high impact teaching strategies (HITS) to support pedagogical practice. *Focus: High Impact Teaching Strategies (HITS); Numeracy Progressions; Mathematics Scope and Sequence; Numeracy Guide Books*	Ongoing	Each teacher will have a deep understanding of the learning needs, progress, and next teaching step requirements of their students by using evidence based and high impact teaching strategies as referenced by the guide books; Numeracy Progression; scope and sequence; and the PAT resource centre.	• *Personnel*: Higher Bands Leader / Numeracy Coach • *Pedagogy*: High Impact Strategies (HITS) • *Reference material:* Guidebooks; progressions; scope and sequence; PAT resource centre • *Structures*: year level meetings.	Each student will: • receive regular (unit by unit) documented feedback on their assessment and progress; • have a clear understanding of their next steps aligned to the Numeracy Progression and be able to identify and articulate their learning goals as: "I can…" "I am learning…" "Next I will learn…"
Each teacher will (as part of their team): • plan curriculum to meet the learning needs of students • design consistent assessment tasks to assess the impact of their teaching and to moderate student learning • provide quality feedback to students • collectively design next teaching steps. *Focus: Feedback; Assessment (as, of, for); learning design; PYP; Proficiencies: Problem Solving; Reasoning*	Ongoing	Each teacher will utilise the expertise of the curriculum leaders to build their capacity to embed high impact teaching and assessment practices.	• *Personnel*: Curriculum Lead / Numeracy Coach / PYP Leader • *Pedagogy*: HITS; TfEL; PYP • *Reference material:* Mindset Mathematics texts; Van De Walle texts; Progressions; Scope and Sequence; PAT resources & PAT achievement bands • *Structures:* PLC release and ManageBac PYP / AC unit builder.	Each student will: • be engaged in problem solving and reasoning relative to their understanding • be provided with explicit assessment criteria • use effective mathematical problem solving and reasoning strategies. *zone of proximal development

Each teacher will track and monitor students' mental computation strategies, challenge number sense through unfamiliar and meaningful problems. Teachers will build their professional capacity to embed the Big Ideas in Number into teaching and learning cycle.
 	
Focus: Big Ideas in Number; Numeracy Progressions; DfE Maths Scope and Sequence for Number Maths Proficiencies: Understanding, Reasoning, Problem Solving and Fluency
	Ongoing	Each teacher will build their knowledge of number sense development and will reference:
		• Big Ideas in Number (Trust the Count; Place Value; Multiplicative thinking; Partitioning; Proportional Reasoning; & Generalising)
		• AC Numeracy Progressions
		• DfE Maths Scope and Sequence for Number.
			• *Personnel*: Curriculum Lead / Numeracy Coach
			• *Interventions:* Too Smart; Quick Smart; Big Ideas in number
			• *Reference material:* Big Ideas in number Numeracy Progression PAT resources
			• *Structures:* Release for staff; Linden Park Maths Assessment Schedule; Numicon in Early Years.
				Each student will:
				• develop, apply and articulate number computation strategies and – relative to their year level and/or current mastery in line with:
				  – Trusting the Count
				  – Place Value
				  – Multiplicative thinking

Each teacher will identify and explicitly teach key maths language (aligned to the AC), document this in unit plans, and implement feedback, questioning and metacognitive strategies into teaching and learning cycles. *Focus: Australian Curriculum Glossary; Proficiencies: Reasoning and Understanding*	Ongoing	Each teacher will embed mathematical language in teaching and learning by: • planning for key maths terms for each unit- consistent across the team • 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.	• *Personnel:* Numeracy Coach • *Reference material*: Australian Curriculum Glossary; DfE units of work in Mathematics; Nottingham: Challenging Learning through Dialogue • *Pedagogy:* Number Talks; Manipulatives; BiTL tool • *Structures:* PLC release /Team planning sessions; Word Walls	Each student will: • be able to confidently explore and understand the nature of mathematical concepts, processes or relationships • be able to explain, reason and share their ideas appropriately using commonly understood mathematically specific vocabulary. *metalanguage *metacognition

LINDEN PARK PRIMARY SCHOOL
Goal#3: Whole school focus on inquiry learning and PYP

Challenge of practice: If we empower students to have ownership and agency through individual voice, choice and visibility then students will have increased engagement in their learning.

Targets	**2019:** improve our results for our 2019 evaluation compared with 2014. Target 10 or more commendations and 0 matters to be addressed.	**2020:** Implement recommendations from PYP Evaluation and Transition to the enhanced PYP.	2021: Implement whole school delivery of the PYP. (R-6)	

Actions	Timeline	Roles & Responsibilities	Resources	Success criteria
Each teacher develops strong student agency in learning.	Term 2, Week 10 Termly planning sessions. Ongoing	DP/PYPC- Innovation and Inquiry- organise a 2day workshop for all staff 'Beyond the disciplines'. Teams and curriculum leaders joint planning	International Baccalaureate Primary Years Program. The Australian Curriculum. 'Supporting student agency' IB resource. 'Transdisciplinary learning through agency' IB resource. 'Learning and teaching' IB resource.	Students will have an active voice and take action through student action committees. Students will contribute to curriculum planning and learning tasks
Each teacher will meet collaboratively in PLC learning teams to plan rigorous units of inquiry learning.	Minimum of once per term per team year level.	DP/PYPC- Plan and facilitate PYP staff meetings, collaborate during year level team meetings and meetings with the PYP Working Party. R-7 teachers- attend all meetings. Each teacher will annually review Units of Inquiry (Central idea, lines of inquiry, key concepts and transdisciplinary learning). Use week 0 pupil free day to curriculum map, and develop IB scope and sequences.	International Baccalaureate Primary Years Program. The Australian Curriculum. Managebac. Teacher release days for planning. IB Standards and Practices. DfE scope and sequence documents. DP/PYPC to co-develop units of inquiry in staff planning sessions.	Students will share a common language of inquiry Students will demonstrate their knowledge of concepts and transdisciplinary themes.
Each teacher uses student feedback, peer and formative assessment as an integral part of the learning.	Combined staff meetings- once per term with Stradbroke Primary School and Rose Park Primary.	DP/PYPC- Plan and facilitate meetings with network schools to work on sharing tasks, units of inquiry, assessment and mapping. Provide opportunities for cross year mapping of curriculum and moderation (year below and year above).	The Australian Curriculum. ACARA learning progressions. Managebac. DfE scope and sequence and unit documents.	Students will reflect on their learning through a range of forms and actions Students will use feedback and peer assessment in order to learn from each other.
Teachers will use inquiry to support student learning.	Ongoing	DP/PYPC- Plan and organise in school PYP workshop on 'Beyond the Disciplines' for whole school staff. Staff continue with whole school agreement to use the Kath Murdoch inquiry model when planning.	International Baccalaureate PYP 'Beyond the Disciplines' workshop. 'Inquiry in a primary setting' IB reading. Kath Murdoch inquiry model	Students will form a deeper understanding of the world around them.