

**Goal#1: To increase student attainment in writing.**

**Challenge of practice: If we increase teacher capacity and student agency in the formative assessment and moderation processes of writing we will improve student attainment.**

Targets	<p>2019 goals: 80% year 3 students will achieve SEA in NAPLAN 70% year 5 students will achieve SEA in NAPLAN 60% year7 students will achieve SEA in NAPLAN</p> <p>2019 results: 88% year 3 students achieved SEA in NAPLAN 81% year 5 students achieved SEA in NAPLAN 61% year7 students achieved SEA in NAPLAN</p>	<p>2020: 50%(25) year 3 students will achieve HB in NAPLAN 33% (14) year 5 students will achieve HB in NAPLAN 10% (5) year 7 students will achieve HB in NAPLAN</p>	<p>2021: 50% (25) of year 3 students will achieve HB in NAPLAN 52% (25) of year 5 students will achieve HB in NAPLAN 10% (5) of year 7 students will achieve HB in NAPLAN</p>	
Actions	Timeline	Roles & Responsibilities	Resources	Success Indicators
<p><b>Each teacher will explicitly teach complex sentence structures and vocabulary. Utilising Writing Plus training.</b></p>	<p>10 term 1</p>	<p>All teachers will participate in writing plus and work with Nicola (literacy coach) to implement modelled writing with high cognitive demand.</p>	<p>15 TRT days</p>	<p>Each child will be exposed to texts of high cognitive demand. Each child will use scaffolds to determine learning goals.</p>
<p><b>Each teacher will use Bright Path with students to monitor and moderate their writing progress.</b></p>	<p>Term 1 and 3</p>	<p>Bright path moderation will take place in school 2/year</p>	<p>3 staff to attend training 10 TRT days</p>	<p>Each child will use scaffolds to moderate their writing and determine learning goals.</p>
<p><b>Each teacher will provide opportunities through STEM and Personal Investigations for students to select writing genres specific to their learning context.</b></p>	<p>Term 1-4</p>	<p>Teachers will work in teams to plan and implement STEM units of work with high cognitive demand literacy outcomes. Teachers will work in teams to explicitly teach genre types through personal investigations.</p>	<p>Staff will plan writing component to STEM units. Staff will plan a writing component to personal investigations</p>	<p>Students will use the appropriate genre to present their personal investigations and STEM understandings.  Students will build vocabulary walls specific to the STEM content</p>
<p><b>Each teacher will explicitly teach guided and structured oral language for academic purposes.</b></p>	<p>Term 1-4</p>	<p>Teachers will foster a language rich classroom where purposeful talk is established as part of learning. Teachers will explicitly teach and model academic oral language.</p>	<p>Part of PLC discussions and learning</p>	<p>Students use pre and post writing exploratory talk to use subject specific language to negotiate academic meaning.</p>
<p><b>Each teacher will participate in PLC's focussed on writing to intensify student agency in the writing process.</b></p>	<p>Term 1-4</p>	<p>Teachers will foster a community of writers who can independently write, set goals and publish their writing.</p>	<p>1 Pupil Free Day 35 TRT days</p>	<p>Students will be writing to publish and setting personal goals for improvement. Students will write including a variety of genres.</p>

**Goal#2: To increase student attainment in mathematics**

**Challenge of practice: If we build teacher capacity to explicitly teach number sense and problem solving we will see greater higher bands achievement in mathematics.**

Targets	<p>2019 goals: 30% of year 3 students will achieve HB in NAPLAN 25% of year 5 students will achieve HB in NAPLAN 25% of year 7 students will achieve HB in NAPLAN</p> <p>2019 results: 21% of year 3 students achieved HB in NAPLAN 12% of year 5 students achieved HB in NAPLAN 31% of year 7 students achieved HB in NAPLAN</p>	<p>2020: 25% (12) of year 3 students will achieve HB in NAPLAN 30% (13) of year 5 students will achieve HB in NAPLAN 24% (8) of year 7 students will achieve HB in NAPLAN</p>	<p>2021: 30% (20) of year 3 students will achieve HB in NAPLAN 21% (10) of year 5 students will achieve HB in NAPLAN 12% (5) of year 7 students will achieve HB in NAPLAN</p>	
Actions	Timeline	Roles & Responsibilities	Resources	Success Indicators
<p><b>Each teacher will explicitly teach the common conceptual agreements as described in the Rules for Base Ten / Calculating Learning Sequence/ Recalling Facts (incorporating BIIN) to track, monitor and set goals for Number Sense learning</b></p>	Term1-4	<p>Teachers will extend student’s fluency and conceptual understanding of number in order to flexibly solve challenging complex mathematical problems. Teachers will track, monitor and set goals with students 2x term against the conceptual learning sequences in number sense.</p>	PD Staff meetings 2x term	<p>Students will become skilful in using numbers flexibly. Students will solve challenging contextual and mathematical problems.</p>
<p><b>Each teacher will consistently use the accurate conceptual language across Number and all “drawers” of Mathematics</b></p>	Term 1-4	Teachers will implement a common conceptual language to use with students during maths.	Pupil free day term 1 PLC’s	Students will develop strong mathematical language using correct terminology.
<p><b>Each teacher will use the PNPS Problem Solving Process/ Strategies resources to develop children’s fluency in “choosing and using” their number sense to resolve situations</b></p>	Term 1-4	Teachers will provide regular time for problem solving as part of their mathematics learning design and provide the opportunity for individual children to monitor their strengths and areas for development	Through PLC	Students will develop strong number sense through structured sequential learning building on what they already know.
<p><b>Each teacher will work with their team to track and monitor 6 high band students with students involved to ensure they are retained or are elevated into the high bands.</b></p>	Terms 1-4	Teachers will work in team 2xterm to track/monitor and implement 5 week learning sprints.	Team meeting 90 minutes/term Week 5 and 10	Students in the high bands will assess and monitor their progress.
<p><b>Each teacher will focus on feedback and formative assessment to increase student’s ability to problem solve.</b></p>	Terms 1-4	Teachers will purposefully question to assess and advance student’s thinking, reasoning and sense making about number ideas and relationships.	Staff meeting 2 x term Walkthrough classes 1/term	Student will receive high quality feedback regarding their growth. Students will set goals and show metacognitive skill development.
<p><b>Each teacher will provide opportunities through STEM and Personal Investigations to challenge students to connect number learning to their lives in local, global and broader contexts.</b></p>	Each term	Teachers will work in teams to plan and implement STEM units of work with challenging mathematical concept development.	No Tosh ½1 PFD release/semester 16 TRT days	Students will collaborate during STEM learning to solve mathematical investigations that have multiple entry and exit points.