### NUMERACY

- Improve numeracy achievement and the retention of students in the upper bands across the school through the consistent implementation of agreed evidence-based pedagogical practices in numeracy teaching.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Key Strategies</th>
<th>Evidence</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do we want to do this year?</strong></td>
<td><strong>What will it take to get there?</strong></td>
<td><strong>How will we measure/evaluate learner progress?</strong></td>
<td><strong>key indicators of learner success</strong></td>
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</tbody>
</table>
| **NUMERACY** | - Staff will continue to develop their knowledge and understanding of Tierney Kennedy’s backwards planning and design model and the assessing mathematics tasks and teaching program through participation in the Partnership PD program and webinars.  
- Staff will use Tierney Kennedy resources to diagnose misconceptions and work collaboratively in teaching teams to develop a common approach to teaching numeracy using pedagogical approaches that develop deeper understanding and problem solving strategies.  
- Staff will work in teaching teams to collaboratively plan and design learning programs and tasks that:  
  - Make learning intentions clear  
  - Allow for achievement at the highest level and provides intellectual stretch.  
  - Use pedagogical approaches that build students’ learning power, resilience and develop deeper thinking.  
  - Use assessment strategies FOR and OF Learning.  
  - Make explicit the assessment criteria  
  - Incorporates student feedback as a process for analysing the success of the learning and to use this data to inform planning and to engage and challenge students further in their learning. | Comparisons of NAPLAN Numeracy data across years  
PAT – M results/I can do Maths assessment tool  
Formative and summative assessment techniques  
Teachers’ professional judgement, anecdotal data  
Tierney Kennedy Misconceptions test  
Team Moderation of common assessment tasks.  
Peer observation and feedback  
Professional Sharing and dialogue  
Peer and student feedback  
Peer collaboration and observation  
PDP process. | Increased numbers of students achieving in the higher bands in NAPLAN numeracy:  
- 25 out of 34 Year 3 students will achieve benchmark (Band 3 or above) with 4 of these students achieving higher Bands (Band 5 or above).  
- 32 out of 33 Year 5 students will achieve benchmark (Band 5 or above) with17 of these students achieving higher Bands (Band 6 or above).  
- 14 out of 23 Year 7 students will achieve benchmark (Band 6 or above) with 11 of these students achieving higher Bands (Band 7 or above).  
Achievement of DECD SEA by all students To be specified |
|       | - All staff will identify a Numeracy focus/priority in their PDP.  
- All staff will use MARKIT to record student numeracy achievement data  
  - to track and monitor individual student growth  
  - to inform their planning, programming and pedagogical practices. |  |  |
**LITERACY**

- Improve writing achievement across the school through the consistent implementation of agreed evidence-based pedagogical approaches in the teaching of writing.
- All staff will work collaboratively to develop a systematic, agreed pedagogical approach to teaching writing based on the Seven Steps for Writing and the Jolly Phonics writing recommendations.
- Teachers will collect, analyse and moderate four writing samples from each student per year using a collaboratively developed assessment rubric based on the NAPLAN Marking Guide and Australian Curriculum Year Level Outcomes.
- All staff use of a collaboratively constructed and agreed rubric-marking framework that makes clear learning intentions and that enables students to track their own learning and growth and set individual learning goals.
- All staff are actively involved in the analysis of RR Data and use the data to inform their learning program and teaching.
- Reading support teacher to work on continued focus on reading comprehension with staff incorporating the Big 6 elements
  - Oral language
  - Phonological awareness
  - Letter sound knowledge
  - Vocabulary
  - Fluency
  - Comprehension
- All staff will identify a Literacy focus/priority in their PDP.
- All staff will use MARKIT to record student literacy achievement data
  - to track and monitor individual student growth
  - to inform their planning, programming and pedagogical practices.
- Staff will work in teaching teams to collaboratively plan and design learning programs and tasks that:
  - Make learning intentions clear
  - Allow for achievement at the highest level and provides intellectual stretch.
  - Use pedagogical approaches that build students’ learning power, resilience and develop deeper thinking.
  - Use assessment strategies FOR and OF Learning.
  - Make explicit the assessment criteria
  - Incorporates student feedback as a process for analysing the success of the learning and to use this data to inform planning and to engage and challenge students further in their learning.
- NAPLAN Literacy data
  - Student Survey on Writing (Terms 2 & 4)
  - Development is evident in students’ writing
  - Analysis of writing samples and comparisons of Writing data
  - 2016 Term 1 (baseline) & 2016 Term 3 comparisons of rubric data
  - Running Records from Levels 1-30 & PROBE levelled texts after Level 30.
  - Term 1 and Term 4 Running Records data comparisons.
  - Comparisons of NAPLAN Reading data across time.

<table>
<thead>
<tr>
<th>PDPs</th>
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<tbody>
<tr>
<td>Student survey demonstrates that students have a greater understanding of how to improve their writing.</td>
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<td>All R/1/2 to achieve agreed Running Records targets:</td>
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<tr>
<td>Rec - level 10</td>
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<tr>
<td>Yr 1 – level 20</td>
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<tr>
<td>Yr 2 – level 26</td>
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<tr>
<td>(with the exception of students who have identified learning difficulties and have individual learning plans &amp; targets)</td>
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<td>Increased numbers of students achieving in the higher Bands in NAPLAN Reading:</td>
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<td>27 out of 34 Year 3 students will achieve benchmark (Band 3 or above) with 11 of these students achieving higher Bands (Band 5 or above).</td>
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<tr>
<td>31 out of 33 Year 5 students will achieve benchmark (Band 5 or above) with 20 of these students achieving higher Bands (Band 6 or above).</td>
</tr>
<tr>
<td>18 out of 23 Year 7 students will achieve benchmark (Band 6 or above) with 14 of these students achieving higher Bands (Band 7 or above).</td>
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PAT R Achievement of DECD SEA for Reading by all students (with the exception of students who have identified learning difficulties and have individual learning plans & targets)
<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>ATTENDANCE</th>
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<tbody>
<tr>
<td></td>
<td>• Maintain high levels of attendance</td>
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<td></td>
<td>• Student Led Conferences are introduced and are implemented from Years 3 to 7 to develop students' understanding of and engagement in their learning.</td>
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</table>
|               | • Investigate social skills programs that support and build on the school's values and develops positive and resilient learners.  
  o All Staff will participate in training in Play is the Way program and participate in whole school trial.  
  Staff will publish a Learning Framework/overview for parents/caregivers, at the beginning of each term on schoolbag. |
|               | Monitor daily attendance data for all students  
  Continue to work with the school’s Attendance Officer to support the attendance and punctuality of severe cases. |
|               | Student, parent and staff feedback  
  Course trialled and evaluated  
  Parent, student and staff feedback  
  Parent feedback  
  Parent Opinion Survey  
  School attendance target is above 95% |