

**Goal#1: Increase student achievement in Writing R-7 including identified Higher Band Students**

**Challenge of Practice: If we develop each teacher's knowledge and capacity to provide rigorous assessment, moderation and feedback to students in their writing progress then we will improve achievement.**

Targets	2019: Year 3 24% of total students in the higher bands (4 students) Year 5 21% in the Higher Bands (4 Students) Year 7 24% of students in the higher Bands (5 Students)	2020: Year 3 30% of total students in the higher bands ( Increase of 2 students) Year 5 30% in the Higher Bands (Increase of 2 Students) Year 7 30% of students in the higher Bands (Increase of 2 Students)	2021: Year 3 40% of total students in the higher bands ( Increase of 2 students) Year 5 40% in the Higher Bands (Increase of 2 Students) Year 7 40% of students in the higher Bands (Increase of 2 Students)	
Actions	Timeline	Roles & Responsibilities	Resources	Success Indicators
<b>Each teacher will assess and moderate students writing to provide feedback to students on their progress and guide differentiated teaching using the Brightpath Writing Tool.</b>	2019 Terms 1-4	All teachers writing moderated 4 times a year (Termly) using the Brightpath Tool. Leadership to work with staff to manage implementation planning. *All classroom teachers to implement and engage in the termly Brightpath assessment, moderation and feedback plan / schedule. *Internal Moderation to be timetabled in Professional Learning Team meetings.	Assistant Principal: Curriculum BrightPath Writing Tool Professional Learning Community.	- Students will receive feedback on their writing twice per term. - Students will be able to articulate and plot their learning goals in writing.
<b>Writing Plus: All classroom teachers will undertake the "Writing Plus" course to build their capacity to explicitly teach functional Grammar.</b>	2019 Terms 1-2	8 teachers will be released in 2019 to complete and implement the course. Each teacher will provide feedback on the progress of grammatically correct sentences and use of text types. Teacher to engage with Assistant Principal: Curriculum to implement.	Course: "Writing Plus" Assistant Principal: Curriculum	Each student will use: - grammatically correct complex sentences - Appropriate text types and vocabulary
<b>Each teacher will actively work as part of a High Band Achievement PLC: focused on 6 students to assess and monitor progress against the learning progressions and Literacy best practices.</b>		*Leadership to coordinate and facilitate PLC operations and timetabling. *Leadership to compile diagnostic data *Each teacher will share best Writing practices, tracking of identified students, assessment, moderation and feedback, collaboratively planning and sharing of strategies aligned to improve students writing.	*Leadership to coordinate: *Termly timetabling of Staff Meeting / Professional Learning Communities *Access to student diagnostic data. TRT release provided 2x termly per class teacher to meet Cost: 10 teachers x 20days TRT = \$11,000 approx	- Identified High Band Students will have their writing progress assessed, monitored and learning tasks differentiated over the year.
<b>Each teacher will implement the reviewed Literacy Agreement.</b>	Term 1 - Week 0	Leadership to coordinate review of Literacy Agreement with all class teachers. *Library Manager to display resources. Teachers to review and implement Literacy Agreement in Term 1	Assistant Principal: Curriculum Literacy Block Timetable / Classroom support and associated Resources	- Each Student will receive literacy instruction as per our agreements.

<b>Each classroom teacher undertakes Departmental Moderation and Assessment requirements against EALD scales for all identified EALD students to determine next teaching steps.</b>	2019 Terms 2-3	Assistant Principal: Curriculum to collaborate with staff to manage implementation planning. *Each classroom teacher to implement and engage in the departmental EALD assessment, moderation and feedback plan / schedule.	Assistant Principal: Curriculum *EALD Scaling to be timetabled in Professional Learning Team meetings. *Teachers to be provided with release to allow for Internal Moderation and scaling.	- Each EALD student will receive feedback to assist them in goal setting.
<b>Each teacher will implement the agreed consistent systems of instruction for Phonics, Grammar and Spelling.</b>	2019 Terms 1-4	Assistant Principal: Curriculum to collaborate with staff to manage implementation planning. Each teacher will explicitly teach, track, assess and provide feedback on students Phonics, Grammar and Spelling Each teacher will collaboratively plan with colleague's literacy blocks using the Daily 5 format.	Assistant Principal: Curriculum Literacy Resources: <ul style="list-style-type: none"> <li>• Jolly Phonics</li> <li>• Jolly Grammar</li> <li>• Reading Eggs</li> <li>• Soundwaves</li> </ul>	Each Student will: <ul style="list-style-type: none"> <li>- be able to say and use individual letter sounds and the 42 phonic building blocks that are used to decode the English language.</li> <li>-Expand their knowledge and application of vocabulary.</li> </ul>

<p style="text-align: center;"><b>Challenge of practice: If we develop each teacher's capability to explicitly teach number through collaborative guided inquiry and problem-solving tasks then we will increase student's achievement in mathematics.</b></p>				
<p><b>Goal#2: Increase student achievement in mathematics R-7</b></p>				
<b>Targets</b>	<p><b>Year 3</b> Increase the average number of 7 students (2010-18) reaching Higher Bands to 8  <b>Year 5</b> Increase the average number of 3 students (2010-18) reaching Higher Bands to 4  <b>Year 7</b> Increase the average number of 3 students (2010-18) reaching Higher Bands to 4</p> <p>Increase the average % of students ( 2016-18) who, having achieved in the Higher Bands in year 3,were retained in the Higher Bands in later years.  <b>Year 5</b> 71% - 73%  <b>Year 7</b> 74% - 76%</p>	<p><b>Year 3</b> Increase the average number of 7 students (2010-18) reaching Higher Bands to 9  <b>Year 5</b> Increase the average number of 3 (2010-18) students reaching Higher Bands to 5  <b>Year 7</b> Increase the average number of 3 students (2010-18) reaching Higher Bands to 5</p> <p>Increase the average % of students ( 2016-18) who, having achieved in the Higher Bands in year 3,were retained in the Higher Bands in later years.  <b>Year 5</b> 71% - 75%  <b>Year 7</b> 74% - 78%</p>	<p><b>Year 3</b> Increase the average number of 7 students (2010-18) reaching Higher Bands to 10  <b>Year 5</b> Increase the average number of 3 (2010-18) students reaching Higher Bands to 6  <b>Year 7</b> Increase the average number of 3 students (2010-18) reaching Higher Bands to 6</p> <p>Increase the average % of students ( 2016-18) who, having achieved in the Higher Bands in year 3,were retained in the Higher Bands in later years.  <b>Year 5</b> 71% - 77%  <b>Year 7</b> 74% - 80%</p>	
Actions	Timeline	Roles & Responsibilities	Resources	Success Indicators
<b>Each teacher will implement the reviewed Numeracy Agreement and Problem Solving Chart.</b>	2019 Term 1 - Week 0	All class teachers to plan using the Numeracy Agreement and explicitly teach the Problem Solving Chart. *Library Manager to display resources. *Each teacher to assess students ability to use the Problem Solving	Assistant Principal: STEAM Classroom support and associated Resources	-Each Student will receive Numeracy instruction as per our agreements. - Each Student will be able to explain and

		Chart		apply the Problem Solving Chart.
<b>Each classroom teacher will engage with Coaching / Mentoring</b>	2019 Terms 1-4	Assistant Principal: STEAM to coordinate: Lisa Jane to provide coaching and mentoring to classroom teachers with a focus on planning for viable and guaranteed Maths curriculum, Number Sense, collaborative guided inquiry and problem-solving tasks/investigations. Each Class teacher to provide a written Year overview of a viable and Guaranteed Curriculum.	Assistant Principal: STEAM Mathematician Lisa Jane to provide classroom teachers with coaching and mentoring. Cost: TBN	-Each Student will be taught from a viable and guaranteed Maths curriculum. - Each Student will be engaged in weekly mathematical problem-solving tasks/investigations.
<b>Each teacher will actively work as part of a High Band PLC: focused on 6 students to assess and monitor progress against the learning progressions and Mathematics best practices.</b>	2019 Terms 1-4	Leadership to coordinate and facilitate PLC operations and timetabling. *Each teacher will share termly a Number Sense task which is assessed and moderated against Grades and seek feedback on task design from peers. * Class teachers use the National Numeracy Learning Progressions to identify next steps and build learning from students current mathematical understanding	Leadership to coordinate: *Termly timetabling of Staff Meeting / Professional Learning Communities * Access to student diagnostic data. *TRT release provided 2x termly per class teacher to meet	Identified High Band Students will have their Numeracy progress assessed, monitored and learning tasks differentiated over the year.
<b>Teachers engage termly in a peer observation and feedback process of targeted Maths lessons.</b>	2019 Terms 1-4	Leadership to coordinate Class teachers to engage in termly peer observation and provide feedback.	TRT release provided termly per class teacher to facilitate collaboration with peer, observation and feedback.	- Each Student will be able to provide feedback on the task and given the opportunity to teach-on and transform the learning.
<b>Each teacher participate in the on-line "How to Learn Math for Teachers"- Jo Boaler's Stanford University course.</b>	2019 Term 2-4	Leadership to collaborate with staff to manage implementation planning. * All classroom teachers to participate in course.	Enrolment: How to Learn Math for Teachers- Jo Boaler's Stanford University.	From the course each Student will be taught strategies: - For increasing students' number sense and understanding and for making algebra exciting and

				meaningful. - Student perception data will be collected via the TeFL compass to gauge impact.

Goal#3: Challenge of practice:					
Targets	2019:	2020:	2021:		
	Actions	Timeline	Roles & Responsibilities	Resources	Success Indicators
