



Gilles Street Primary School

Goal#1: Increase student achievement in Reading: reception to year two.

Challenge of practice: If we build teacher capacity to explicitly teach a multi-sensory approach to synthetic phonics then we will increase student achievement in reception to year two reading.

Targets	2019 For the cohort entering reception in 2019 all students will achieve level 5 or above on the Running Records Broadband Scale. Actual 2019: 31/35 = 88.57%		2020 All Reception students will achieve level 5 or above on the Running Records Broadband Scale Actual 2020: Reception 30/37 = 81.08% All Year 1 students will achieve level 13 or above on the Running Records Broadband Scale Actual 2020: Year 1 28/32 = 87.5%		2021 All Reception students will achieve level 5 or above on the Running Records Broadband Scale All Year 1 students will achieve level 13 or above on the Running Records Broadband Scale All Year2 students will achieve level 21 or above on the Running Records Broadband Scale	
	Actions	Timeline	Roles & Responsibilities	Resources	Success criteria	
	Each Reception to Year 2 teacher will assess and monitor each student, using Running Records, through the PLC processes to inform next step learning.	Terms 1 - 4	<ul style="list-style-type: none"> Each R - 2 teacher will actively participate in effective PLC processes to implement, assess, analyse and improve the explicit teaching of synthetic phonics and reading. Literacy Coach to monitor and advise on next steps in teaching. 	<ul style="list-style-type: none"> Assistant Principal - timetable PLC release time weeks 3 & 8 of terms 1, 2 & 3 and week 3 of term 4. School Improvement Budget. Literacy Coach. Running Records. 	Each student will be able to automatically recall each of the 42 sounds, blend sounds in simple words and instantly recognise irregular words.	
	Each reception to year two teacher implement a 4 term scope and sequence for the explicit teaching of synthetic phonics as part of the Big 6.	Terms 1 - 4	Each reception to year two teacher will: <ul style="list-style-type: none"> engage with literacy coach develop and implement a reception to year two scope and sequence with support from the literacy coach implement synthetics phonics as part of the Big 6. 	<ul style="list-style-type: none"> Release time once per term. School Improvement Budget. 4 term synthetic phonics scope and sequence. Literacy Coach. 	Each student will be able to recognise and produce rhymes and syllables, articulate vowel and consonant connections and decode and comprehend texts.	
	Each teacher will maintain and improve their capacity to teach phonics and implement a diagnostic inventory for each student.	Term 1	<ul style="list-style-type: none"> Each teacher will work with the Literacy Coach to actively participate in mentoring and professional learning. Each teacher will assess and use the student word inventory once per term. 	<ul style="list-style-type: none"> Words their Way Whole Staff PD - Term 1 2019. Literacy Coach. Words Their Way Word Study 6th Edition, 1 per teacher and student resources (each class will need 2 levels). 	Each student will be able to use known spelling patterns to write decodable words.	
	Each teacher builds their capacity to use decodable readers in the teaching of each student.	Term 1	Each reception to year two teacher: <ul style="list-style-type: none"> actively participate in professional development. implement the use of decodable readers into the everyday learning of reception to year two students. 	<ul style="list-style-type: none"> Decodable Readers. School Improvement Budget. Release time term one and term two Consistent reader sets. Readers at RR levels from level 11 – 15 (before that decodables). 	Each student will be able to automatically recall each of the 42 sounds, blend sounds in simple words, instantly recognise irregular words and read and progress through decodable readers.	
	Each Reception to Year 2 teacher actively engage in professional learning to explicitly teach a multi-sensory approach to direct instruction in synthetic phonics.	Term 1 and 2	Each reception to year two teacher: <ul style="list-style-type: none"> work with Literacy Coach to implement suggestions and strategies. actively participate in reading professional development . observe classroom teaching of direct instruction in synthetic phonics and reading. 	<ul style="list-style-type: none"> Literacy Coach. School Improvement Budget. Kay Bosworth (2019). Bill Hansberry (2020). 	Each student will be able to associate a sound with an action, use visual, auditory and kinaesthetic knowledge of sounds to quickly recall when reading and writing.	



Gilles Street Primary School

Goal#2: Increase student higher band achievement in Writing.

Challenge of practice: If we build teacher capacity in writing knowledge, assessment processes and feedback for students then we will increase the percentage of students achieving in the higher bands in writing.

Targets	<p>2019: Year 3: 26% of students (9) will achieve in the higher bands for NAPLAN Writing. Actual: 17/28 = 60.71% Year 5: 18% of students (6) will achieve in the higher bands for NAPLAN Writing Actual: 3/27 = 11% Year 7: 28% of students (7) will achieve in the higher bands for NAPLAN Writing Actual: 12/41 = 29%</p>		<p>No NAPLAN in 2020. All year levels show improvement in Brightpath 2020: Year 3: 32% of students (12.48) will achieve in the higher bands for NAPLAN Writing' Actual above Brightpath NAPLAN HB Equivalent 43.3% (13/30 students) Year 5: 24% of students (10.56) will achieve in the higher bands for NAPLAN Writing Actual above Brightpath NAPLAN HB Equivalent – 19% (7/37 students) Year 7: 34% of students (14.62) will achieve in the higher bands for NAPLAN Writing. Actual above Brightpath NAPLAN HB Equivalent – 33% (10/30 students)</p>		<p>2021: Year 3: 30% of students (11) will achieve in the higher bands for NAPLAN Writing Year 5: 69% of students (25) will achieve in the higher bands for NAPLAN Writing (20% increase of those not acheiving HB in 2019 Year 3 result) Year 7: 29% of students (8) will achieve in the higher bands for NAPLAN Writing (20% increase of those not acheiving HB in 2019 Year 5 result)</p>	
Actions	Timeline	Roles & Responsibilities		Resources	Success Criteria	
Each teacher will assess and monitor the writing progress of each student to provide students with next step learning points in line with Brightpath.	Terms 1 - 4	<ul style="list-style-type: none"> Assistant Principal, Teaching and Learning, will liaise with Department for Education Learning Improvement Division to ensure teachers have access to all aspects of Brightpath. Each teacher will assess and monitor the writing progress of every student in their class. 		<ul style="list-style-type: none"> DfE Scope and Sequence. Brightpath. School Improvement Budget. 	Each student will receive feedback on their writing each term with a range of written exemplars to demonstrate understanding.	
Each teacher will use the Reception to Year 7 genre map and the grammar scope and sequence to teach writing.	Terms 1 - 4	<ul style="list-style-type: none"> Teachers will implement the R-7 Genre Map and grammar scope and sequence into their teaching programmes. The literacy coach will coordinate the implementation of the genre map and scope and grammar sequence with all class teachers. 		<ul style="list-style-type: none"> Literacy Coach. Release time. Genre Map. Scope and Sequence. 	Each student will be able to write effectively in genre appropriate to their level of school.	
Each year 3/4/5 teacher will assess and monitor the progress of six higher bands students in a PLC to implement next step learning	Terms 1 -4	Each teacher identifies six students (sitting just outside of the writing higher bands) . <ul style="list-style-type: none"> Actively Participate in a PLC to inform teaching strategies and monitor student progress. assess each student using Brightpath. provide progressive feedback for each student. 		<ul style="list-style-type: none"> PLC release time. Brightpath. School Improvement Budget. LDAM Moderation Team. 	Each student will produce written work samples that show increased control of language.	
Each teacher will build their capacity to implement explicit teaching of writing through Writing Plus professional learning.	Term 2	<ul style="list-style-type: none"> Each teacher will actively engage in Writing Plus and implement functional grammar into classroom practices. Literacy coach will work with teachers in their classrooms to implement functional Grammar strategies. 		<ul style="list-style-type: none"> Literacy Coach. Writing Plus PD. School Improvement Budget. 	Each student will produce written work samples that show increased control of language.	
EALD teacher will analyse writing samples against LEAP Levels to assess EALD student writing progress and feed this back to teachers and students to inform future teaching.	Terms 1-4	Teachers work with the EALD teacher to design and implement intervention strategies to support the writing improvement of EALD students.		<ul style="list-style-type: none"> LEAP Levels. EALD teacher support. EALD teacher release twice per year. 	Each EALD student will receive feedback that supports them move to the next LEAP Level.	
Each teacher R-7 engage with Vocab Development Professional Learning to broaden and enhance the word choices thus improve the quality of writing produced by students	Term 1 2021	Each teacher, R-7 will engage with the Vocab Professional Learning and then work with Literacy coach to embed this into their teaching practice.		<ul style="list-style-type: none"> Assitant Principal Teaching and Learning to engage Sheena Cameron to deliver a program of Professional Learning tailord to each phase of the school in Term 1 2021. Sheena Cameron. Literacy Coach. School Improvement Budget. 	Each student will develop an expanded vocabulary, enabling them to make more selective and powerful word choices in their writing.	



Gilles Street Primary School

Goal#3: Increase student higher band achievement in Mathematics.

Challenge of practice: If each teacher explicitly teaches the Big Ideas in Number then we will increase the number of students achieving in the higher bands in Mathematics.

Targets	<p>2019: There will be a 20% increase (5 students per year level) in the number of students who achieve or exceed Stanine 7 in the Term 3 PAT Mathematics assessments compared to 2018. ACTUAL – Year 6 2018 28%, Year 7 2019, 22.5%</p>		<p>No NAPLAN in 2020 2020: Year 7 - 57% (27 students) Band 8 or above in NAPLAN (20% increase on 2018 Year 5 result) Year 5 - 51% (22 students) Band 6 or above in NAPLAN (20% increase on 2018 Year 3 result)</p>		<p>2021: Year 7 - 29% (8 students) Band 8 or above in NAPLAN (20% increase of those not achieving HB in 2019 Year 5 result) Year 5 - 42% (15 students) Band 6 or above in NAPLAN (20% increase of those not achieving HB in 2019 Year 3 result)</p>	
Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria		
<p>Each teacher will implement the teaching of the Big Ideas in Number.</p>	<p>Term 1</p>	<p>Each teacher will:</p> <ul style="list-style-type: none"> ○ actively engage in Big Ideas in Number professional learning ○ design and implement a math teaching programs that includes Big ideas in Number concepts <p>Numeracy Coach to work with teachers in implementing this.</p>	<ul style="list-style-type: none"> ● Assistant Principal, Teaching and Learning, schedule Big Ideas in Number PD. ● School Improvement Budget. ● Big Ideas in Number Pupil Free Day Term One 2019 & 2020 tailored to specific teacher and SSO learning needs. ● Numeracy Coach. 	<p>Each student in High Bands will have identified learning intentions at or above year level for each strand of the Mathematics curriculum.</p>		
<p>Each Year 6/7 teacher monitors the higher band progress of at least 6 identified students per class via their PLC.</p>	<p>Week 3 & 8 Term 1-3 Review T4</p>	<p>Each Year 6/7 Teacher identifies 6 students (sitting just outside of the numeracy higher bands).</p> <ul style="list-style-type: none"> ○ assess each student using PATM ○ provide progressive feedback for each student ○ actively participate in effective PLC processes to support improved number pedagogy 	<ul style="list-style-type: none"> ● Assistant Principal, Teaching and Learning, will timetable PLC release time weeks 3 & 8 of terms 1, 2 & 3 and week 3 of term 4. ● Non Instruction Timetable ● School Improvement Budget 	<p>Each student will have identified learning intentions across all strands in Mathematics. These intentions will be identified using the National Numeracy Learning Progression.</p>		
<p>Each teacher will assess and monitor the progress of each student using the numeracy progressions.</p>	<p>Terms 1, 2 and 3</p>	<p>Each teacher will provide students with termly feedback, regarding progress in number, to direct their learning intentions.</p>	<ul style="list-style-type: none"> ● Assistant Principal, Teaching and Learning, facilitate Numeracy Progressions Professional Development for each Gilles Street PS teacher. ● Numeracy Progressions ● Numeracy Progressions tracking document 	<p>Each student will have their progress measured against the National Numeracy Learning Progressions to record and monitor progress and to inform their next step of learning.</p>		
<p>Each teacher, Reception to Year 2, will assess and monitor each student's numeracy progress using Big Ideas in Number.</p>	<p>Terms 1,2 and 3</p>	<ul style="list-style-type: none"> ● Each teacher will provide students with feedback regarding their progress in number to direct their learning intentions. ● Numeracy Coach to provide mentoring and support in this 	<ul style="list-style-type: none"> ● Reception to Year 2 Numeracy Coach ● Assistant Principal, Teaching and Learning ● Big Ideas in Number ● Numeracy Coach 	<p>Each student will have identified learning intentions that they move towards. These will be identified using Big Ideas in Number.</p>		
<p>Each teacher, Year 3 to Year 7, will assess and monitor each student's numeracy progress using Booker – Building numeracy from diagnosis to intervention.</p>	<p>Terms 1,2 and 3</p>	<p>Each teacher will provide students with feedback regarding their progress in number to direct their learning intention.</p>	<ul style="list-style-type: none"> ● Assistant Principal, Teaching and Learning ● Numeracy Coach ● Maths for Learning Inclusion Intervention Program ● Booker Test 	<p>Each student will have identified learning intentions that they move towards. These will be identified using Booker Numeracy Test.</p>		