

School Improvement Plan for

Gilles Street Primary School




Vision Statement: Students attending Gilles Street Primary School engage in learning in an environment that focuses on a cycle of constant improvement in line with the School Improvement Plan. Teachers use targeted explicit teaching practices, in line with an Assessment for Learning philosophy, to ensure learning facilitates deep understanding through pedagogical approaches that include explicit direct instruction and inquiry methodologies.

 **STEP 1 Analyse and Prioritise**

Goal 1: Increase student achievement in Reading: reception to year two.		ESR Directions: 1. Evaluate current pedagogical work to determine the most effective strategies to improve student learning and implement these consistently in all classrooms.	
Achievement towards Goal in 2022: > 15 out of 33 (45%) of year 3 students will attain Higher Bands in the NAPLAN Reading Test > 15 out of 37 (41%) of year 5 students will attain Higher Bands in the NAPLAN Reading Test	Target 2023: > 18 out of 36 (50%) of year 3 students will attain Higher Bands in the NAPLAN Reading Test > 16 out of 31 (51%) of year 5 students will maintain Higher Bands in the NAPLAN Reading Test	2024: > 22 out of 39 students (56%) will attain Higher Bands in the NAPLAN Reading Test > 21 out of 37 (56%) of year 5 students will attain Higher Bands in the NAPLAN Reading Test	

 **STEP 2 Challenge of practice**

Challenge of Practice:
If we explicitly teach the Big Six of Reading components, including a structured multi-sensory approach to systematic synthetic phonics, we will develop confident, fluent readers and increase reading achievement from reception to year 6.

 **STEP 3 Plan actions for improvement**

Student Success Criteria (what students know, do, and understand): Each child will: > Be able to read with accuracy, confidence, and fluency > Understand the purpose of reading, ad adjust and use strategies to manage their comprehension > Be able to articulate their strengths as a reader and co-plan their goals for future learning > Be able to progress at their level in each domain of the Big Six of Reading > Give extended response and ask questions of each other	How and when will this be monitored, tracked, and measured? > NAPLAN Year 3 Reading > PLD Screening > Year 1 & 2 Running Records > Year 1 Phonics Screening > PAT R > PASM for Reception & at risk Year 1s > ORF Year 2
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What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Each teacher will screen and analyse available reading data sets as appropriate (PLD Screening, Year One Phonics, Running Records, PAT-R, NAPLAN) to intentionally and purposefully target the teaching to areas of need across each cohort of students.	Throughout the year, and as data sets become available	Each teacher will... > Use the available data to develop individual student reading goals > Ensure students have opportunities to understand their current achievement, their next steps in learning and what they need to do to progress there successfully > Use a teaching and learning cycle (as outlined in the DfE Stretch Guidebook) including purposeful speaking and reading activities to build content prior to writing > Provide student opportunities to develop metacognitive skills and strategies to reflect on their learning	> DfE Guidebooks > Data Sets as outlined in Action column > Best Advice – Literacy Series > Literacy Summit Resources > HITS Guide – Victorian Education Dept > Assistant Principal - Teaching and Learning > Curriculum Lead – AP Partnership to model, coach and support the use of DfE Units of Work > Impromation Software package



STEP 3 Plan actions for improvement

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
<p>Each teacher will track and monitor the progress of each student and explicitly teach a structured multi-sensory approach to systematic synthetic phonics and spelling through the PLD reading program.</p>	<p>Terms 1 - 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Screen, assess and track the progress of each child using the appropriate PLD Screening tests and Stage handbooks > Follow the agreed GSPS Structured Synthetic Phonics Scope and Sequence > Use the PLD program and resources to plan for 3 learning groups > Gauge weekly understanding through dictation appropriate for the stage of student learning > Use a wide range of strategies for spelling and word solving such as orthographic, morphological, and etymological (Year 3-6) 	<ul style="list-style-type: none"> > PLD Resources > DfE Guidebooks > Assistant Principal – Teaching and Learning > Curriculum Lead – AP Partnership > DfE units of work
<p>Each teacher will explicitly teach the Big 6 of reading components aligned to GSPS whole school Literacy agreement.</p>	<p>Terms 1 - 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Prioritise a daily, timetabled reading program to integrate the Big Six Components of Reading across the year levels they teach > Implement effective pedagogies and high impact teaching strategies for teaching reading 	<ul style="list-style-type: none"> > DfE Guidebooks > Best Advice – Literacy Series > Literacy Summit Resources > Sheena Cameron PD and Resources > HITS Guide – Victorian Education Dept > Assistant Principal - Teaching and Learning > Curriculum Lead – AP Partnership > GSPS Literacy agreement > Curriculum Support
<p>Each teacher will utilise formative assessment strategies including the use of learning intentions, success criteria to increase student dialogic talk and self-regulation.</p>	<p>Terms 1 - 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Develop Learning Intentions that have a clear and direct connection to the learning program > Co-construct Success Criteria with students > Plan for more opportunity to involve students in deeper dialogic talk > Intentionally choose and plan questions with specific goals in mind > Support students to provide extended responses and to ask questions of each other <p>Assistant Principal, Teaching and Learning, will...</p> <ul style="list-style-type: none"> > Lead professional learning on metacognition and self-regulation to enable explicit teaching and fostering of strategies 	<ul style="list-style-type: none"> > DfE Guidebooks > Best Advice – Literacy Series > Literacy Summit Resources > Sheena Cameron PD and Resources > HITS Guide – Victorian Education Dept > Assistant Principal - Teaching and Learning > Curriculum Lead – AP Partnership

STEP 1 Analyse and Prioritise

Goal 2: Increase student higher band achievement in Writing.

ESR Directions:

1. Evaluate current pedagogical work to determine the most effective strategies to improve student learning and implement these consistently in all classrooms.

Achievement towards Goal in 2022:

- > 14 out of 33 (42%) of year 3 students will attain Higher Bands in the NAPLAN Writing Test
- > 9 out of 37 (24%) of year 5 students will attain Higher Bands in the NAPLAN Writing Test

Target 2023:

- > 18 out of 36 (50%) of year 3 students will attain Higher Bands in the NAPLAN Writing Test
- > 14 out of 33 (42%) of year 5 students will maintain Higher Bands in the NAPLAN Writing Test

2024:

- > 21 out of 39 (54%) of year 3 students will attain Higher Bands in the NAPLAN Writing Test
- > 11 out of 37 (29%) of year 5 students will maintain Higher Bands in the NAPLAN Writing Test

STEP 2 Challenge of practice

Challenge of Practice:

If we build teacher capacity in teaching genre text structure, assessment processes and feedback for students then we will increase the percentage of students achieving in the higher bands in writing.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

Each child will:

- > Be able to skilfully develop writing across a range of genre, using Authorial Choices to improve the experience for the reader
- > Be able to successfully include all elements of Text Structure allowing the reader to progress through the text with the intended pace, flow and understanding
- > Be able to articulate learning intentions, co-design the success criteria and set personal goals for peer and self-assessment
- > Increase their use of meta-talk to enable them to articulate their strengths as a writer and co-plan their goals for future learning

How and when will this be monitored, tracked, and measured?

- > Brightpath
- > NAPLAN Writing Year 3 & 5
- > PLD Screening
- > LEAP for IELP Students
- > LEAP for EALD Mainstream

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Each teacher (Year 3-6) will analyse data from previous NAPLAN testing cycle to analyse and prioritise areas of need across both Authorial Choices and Text Structure bands of assessment.	Year round – New NAPLAN data available end of Term 3	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Use the available data and Literacy Progressions to develop individual writing goals > Ensure students have opportunities to understand their current achievement, their next steps in learning and what they need to do to progress there successfully > Use a teaching and learning cycle (as outlined in the DfE Stretch Guidebook) including purposeful speaking and reading activities to build content prior to writing > Provide student opportunities to develop metacognitive skills and strategies to reflect on their learning <p>Assistant Principal, Teaching and Learning will...</p> <ul style="list-style-type: none"> > Provide mentor/coach support > Provide timely analysis and dissemination of big and small data sets using existing and new (Impromation) modes 	<ul style="list-style-type: none"> > Available Data Sets > DfE Guidebooks > Best Advice – Literacy Series > Literacy Summit Resources > HITS Guide – Victorian Education Dept > Assistant Principal - Teaching and Learning > Staff Meeting 3 x per term > Curriculum Lead – AP Partnership > Impromation Software package



STEP 3 Plan actions for improvement

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
<p>Each teacher will track, assess, and monitor the writing progress of each student using the Brightpath tool to provide students with next steps in learning.</p>	<p>Brightpath submission 3 times per year Staff and students to use resources year-round</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Identify clear Learning Intentions and co-construct Success Criteria with students > Assess and monitor the writing progress of every student in their class > Use metacognitive strategies such as Bump it Up Walls and Brightpath rulers to support students in developing their own strengths and future areas for improvement > Use Brightpath resources to moderate in class and across year levels to ensure consistency in assessing student learning > Provide opportunities for daily writing <p>Assistant Principal, Teaching and Learning, will...</p> <ul style="list-style-type: none"> > Liaise with Department for Education Brightpath Team to ensure teachers have access to all aspects of Brightpath > Support teachers in uploading, scaling, and evaluating student writing samples > Provide reports including data sets and future teaching points to cross reference against student self-direction goals 	<ul style="list-style-type: none"> > Brightpath Resources > DfE Guidebooks > Best Advice – Literacy Series > Literacy Summit Resources > HITS Guide – Victorian Education Dept > Assistant Principal - Teaching and Learning > Curriculum Lead – AP Partnership > Impromation Software package
<p>Each teacher will explicitly teach Functional Grammar strategies and track and monitor student progress.</p>	<p>Terms 1 - 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Embed the Writing Plus (functional grammar) strategies and tasks into daily learning programs > Where possible, new staff will be trained in Writing Plus as soon as possible 	<ul style="list-style-type: none"> > Writing Plus > DfE Guidebooks > Best Advice – Literacy Series > Literacy Summit Resources > HITS Guide – Victorian Education Dept > Assistant Principal – Teaching and Learning > Curriculum Lead – AP Partnership
<p>Each teacher will utilise formative assessment strategies including the use of learning intentions, success criteria to increase student dialogic talk and self-regulation.</p>		<p>Each teacher will...</p> <ul style="list-style-type: none"> > Develop Learning Intentions that have a clear and direct connection to the learning program > Co-construct Success Criteria with students > Plan for more opportunity to involve students in deeper dialogic talk > Intentionally choose and plan questions with specific goals in mind > Support students to provide extended responses and to ask questions of each other <p>Assistant Principal, Teaching and Learning, will...</p> <ul style="list-style-type: none"> > Lead professional learning on metacognition and self-regulation to enable explicit teaching and fostering of strategies 	<ul style="list-style-type: none"> > DfE Guidebooks > Best Advice – Literacy Series > Literacy Summit Resources > Sheena Cameron PD and Resources > HITS Guide – Victorian Education Dept > Assistant Principal - Teaching and Learning > Curriculum Lead – AP Partnership
<p>EALD teacher will track, assess, and monitor the writing progress of each student using LEAP Levels to provide classroom teachers and students with next steps in learning.</p>	<p>Twice per school year</p>	<p>Classroom Teachers will...</p> <ul style="list-style-type: none"> > 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

STEP 1 Analyse and Prioritise

Goal 3: Increase student higher band achievement in Mathematics.

ESR Directions:

1. Evaluate current pedagogical work to determine the most effective strategies to improve student learning and implement these consistently in all classrooms.

Achievement towards Goal in 2022:

- > 15 out of 33 (45%) of year 3 students will attain Higher Bands in the NAPLAN Numeracy Test Actual 47%, +2%
- > 15 out of 37 (40%) of year 5 students will attain Higher Bands in the NAPLAN Numeracy Test Actual 18%, - 22%

Target 2023:

- > 18 out of 36 (50%) of year 3 students will attain Higher Bands in the NAPLAN Numeracy Test
- > 15 out of 33 (45%) of year 5 students will attain Higher Bands in the NAPLAN Numeracy Test

2024:

- > 22 out of 39 students (56%) will attain Higher Bands in the NAPLAN Numeracy Test
- > 19 out of 37 (50%) of year 5 students will attain Higher Bands in the NAPLAN Numeracy Test

STEP 2 Challenge of practice

Challenge of Practice:

If each teacher explicitly teaches mathematics based on a strong understanding of number, underpinned, and extended by increasingly complex and unfamiliar problems, we will increase student achievement R-6 in mathematics.

STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

Each child will:

- > Increase their use of meta-talk to enable them to be able to articulate their strengths as a mathematician and co-plan their goals for future learning
- > Be able to articulate learning intentions, co-design the success criteria and set personal goals for peer and self-assessment
- > Be able to solve complex and unfamiliar mathematics problems appropriate for their year level
- > Be able to use metacognitive strategies to reflect on the approach they have taken, explain what they have done and suggest other ways of solving the same problem

How and when will this be monitored, tracked, and measured?

- > SENA
- > Big Ideas in Number
- > NAPLAN Maths Year 3 & 5
- > iMaths pre and post assessment
- > IELP Maths Assessment

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Each teacher will screen and analyse available mathematics data sets as appropriate (Big Ideas in Number Diagnostic Tools, PAT-M, NAPLAN) to intentionally differentiate and explicitly teach Big Ideas in Number to mastery.	Terms 1 - 4	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Assess, Analyse, Plan, and Act to ensure sequenced development of number sense > Use visual tools/manipulatives when explicitly teaching concepts, building visualisation > Identify clear learning intentions and co-construct success criteria with students > Assess and monitor each student's numeracy progress using Big Ideas in Number Misconception testing/diagnostic tool <p>Assistant Principal (Teaching and Learning) will...</p> <ul style="list-style-type: none"> > Support teachers to implement/embed 'Big Ideas in Number' concepts 	<ul style="list-style-type: none"> > Big Ideas in Number resources (Di Siemon) > Big Ideas in Number Assessment Toolkits > Australian Curriculum – Mathematics > Scope and Sequence – Mathematics > GSPS Numeracy Agreement and associated resources > Numeracy Learning Progressions (Number & Algebra) Numeracy Guidebooks – DfE > Challenging Mathematical Tasks – Peter Sullivan > HITS (Victorian Education) > Assistant Principal – Teaching and Learning > Curriculum Leader – AP Partnership > Impromation Software package



STEP 3 Plan actions for improvement

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
<p>Each teacher monitors the higher band progress of at least 6 identified students per class.</p>	<p>Terms 1 - 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Track and monitor at least 6 accelerated learners along with ATSI students and those students identified as just out of the higher bands > Use the iMaths Screening Tests to track progress and record in Impromation > Regularly provide each student with explicit, documented feedback in a timely manner, to move students forward and support students in setting own goals. <p>Assistant Principal (Teaching and Learning) will support teachers with...</p> <ul style="list-style-type: none"> > Timely analysis and dissemination of big and small data sets using existing and new (Impromation) modes 	<ul style="list-style-type: none"> > Australian Curriculum – Mathematics Numeracy Learning Progressions > GSPS Numeracy Agreement and associated resources > Challenging Mathematical Tasks - Peter Sullivan > Maths 300 > PLC Release > Impromation Software package > Assistant Principal – Teaching and Learning Curriculum Leader – AP Partnership
<p>Each teacher will build and extend students problem solving skills and use the language of mathematics.</p>	<p>Terms 1 - 4</p>	<p>Each teacher will...</p> <ul style="list-style-type: none"> > Set complex and unfamiliar learning tasks appropriate to the year level of their class > Introduce visible thinking routines > Promote metacognitive skills > Extend student collaborative and inquiry mathematics skills > Involve students in mathematical investigations > Promote students in thinking like a mathematician <p>Assistant Principal (Teaching and Learning) will provide...</p> <ul style="list-style-type: none"> > Professional learning and support in implementing these roles and responsibilities 	<ul style="list-style-type: none"> > Australian Curriculum – Mathematics Numeracy Learning Progressions > GSPS Numeracy Agreement and associated resources > Challenging Mathematical Tasks – Peter Sullivan > Maths 300 > Thinking Maths > PLC Release > Assistant Principal – Teaching and Learning Curriculum Leader – AP Partnership > Educational Guides



STEP 4 Improve practice and monitor impact | Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

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

Student Success Criteria	Yes	Needs attention/WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Each child will: <ul style="list-style-type: none"> > Be able to read with accuracy, confidence, and fluency > Gain intended meaning and/or enjoyment from a text through improved comprehension > Be able to articulate their strengths as a reader and co-plan their goals for future learning > Be able to progress at their level in each domain of the Big Six of Reading > Give extended response and ask questions of each other 	Choose a building block.			PLD Tracking PLD Reading Tests Running Records Guided Reading Literature Lessons – Library Guided Reading Reception to Year Two making the progress expected in line with data measurement and reflected in Year 3 NAPLAN	Student / Teacher 1:1 Goal Planning Levelled groups to focus on progress level questions Implement class routines to allow for student – teacher co-planning and goal setting. Further development of ‘I Can...’ statements
Actions	90% embedded	Needs attention/WIP	Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher will screen and analyse available reading data sets as appropriate (PLD Screening, Year One Phonics, Running Records, PAT-R, NAPLAN) to intentionally and purposefully target the teaching to areas of need across each cohort of students.	Choose a building block.			PASM, PLD, Year 1 Phonics, Running Records – all are being used and PLCs are analysing and using the data to target the next step of teaching. Year 1 to 6 are working in partnership and using data to group students across classes PLD assessment used for all in Upper Primary (PLD Reading not used in Upper Primary)	Upper primary need to become familiar with PLD reading tests. DfE Units of Work PD to increase in 2023
Each teacher will track and monitor the progress of each student and explicitly teach a structured multi-sensory approach to systematic synthetic phonics and spelling through the PLD reading program.	Choose a building block.			PLD Data – Receptions using PLD scope and sequence action actions to guide multisensory synthetic phonics teaching approach.	PLD professional development and Diana Rigg feedback on PLD screening and teacher planning response to screening will continue in 2023
Each teacher will explicitly teach the Big 6 of reading components aligned to GSPS whole school Literacy agreement.	Choose a building block.			Oral language – sharing and discussion	Comprehension development of scope and sequence of strategies and assessment. Intentionally planned and evidence based.
Each teacher will utilise formative assessment strategies including the use of learning intentions, success criteria to increase student dialogic talk and self-regulation.	Choose a building block.			Learning Intentions and Success Criteria are constant aspects of every lesson.	Child friendly language needs further development



STEP 4 Improve practice and monitor impact | Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 2: Increase student higher band achievement in Writing.

Student Success Criteria	Yes	Needs attention/ WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Each child will: <ul style="list-style-type: none"> > Be able to skilfully develop writing across a range of genre, using Authorial Choices to improve the experience for the reader > Be able to successfully include all elements of Text Structure allowing the reader to progress through the text with the intended pace, flow and understanding > Be able to articulate learning intentions, co-design the success criteria and set personal goals for peer and self-assessment > Increase their use of meta-talk to enable them to articulate their strengths as a writer and co-plan their goals for future learning 	Choose a building block.			Brightpath NAPLAN Writing LEAP Levels in different genres – included writing samples ‘I Can...’ statements – ‘I can... use full stops / capital letters / my dictionary Students assessing own work using checklist based on stages of improvement on Bump it Up Walls	Co-planning / goal setting part of other assessments
Actions	90% embedded	Needs attention/ WIP	Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher (Year 3-6) will analyse data from previous NAPLAN testing cycle to analyse and prioritise areas of need across both Authorial Choices and Text Structure bands of assessment.	Choose a building block.			Brightpath NAPLAN	Continue Brightpath PD and opportunities for moderation
Each teacher will track, assess, and monitor the writing progress of each student using the Brightpath tool to provide students with next steps in learning.	Choose a building block.			Brightpath NAPLAN IELP and Mainstream LEAP Levels.	Continue to use Brightpath data to plan for next stage of learning.
Each teacher will explicitly teach Functional Grammar strategies and track and monitor student progress.	Choose a building block.			IELP progress reports to track, monitor and report student progress Track and monitor through writing in PLD lessons Student set goals through Bump it Up Walls	Functional grammar teaching developing in reception classes Some teachers still need to complete Writing Plus training
Each teacher will utilise formative assessment strategies including the use of learning intentions, success criteria to increase student dialogic talk and self-regulation.	Choose a building block.			Brightpath NAPLAN	Type here...
EALD teacher will track, assess, and monitor the writing progress of each student using LEAP Levels to provide classroom teachers and students with next steps in learning.	Choose a building block.			IELP track, assess and monitor writing with LEAP EALD teacher provides feedback to teachers on student verbal and written progress	LEAP rubrics to be developed


STEP 4 Improve practice and monitor impact | Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Goal 3: Increase student higher band achievement in Mathematics.

Student Success Criteria	Yes	Needs attention/ WIP	Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Each child will: <ul style="list-style-type: none"> > Increase their use of meta-talk to enable them to be able to articulate their strengths as a mathematician and co-plan their goals for future learning > Be able to articulate learning intentions, co-design the success criteria and set personal goals for peer and self-assessment > Be able to solve complex and unfamiliar mathematics problems appropriate for their year level > Be able to use metacognitive strategies to reflect on the approach they have taken, explain what they have done and suggest other ways of solving the same problem 	Choose a building block.			NAPLAN for Year 3 indicates improvement required while Year 5 is well below target.	Investigation of alternate assessment and teacher unit planning options. Build capacity across the school by building strong Maths foundation skills and confidence.
Actions	90% embedded	Needs attention/ WIP	Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Each teacher will screen and analyse available mathematics data sets as appropriate (Big Ideas in Number Diagnostic Tools, PAT-M, NAPLAN) to intentionally differentiate and explicitly teach Big Ideas in Number to mastery.	Choose a building block.			IELP Maths Testing Assessment Tool ImproMation being used across the school Big Ideas in Number R-2 and for 3-6 intervention Booker, PAT M, NAPLAN, SENA Teachers using spreadsheets to analyse and track data / progress	iMath assessment – investigation continuing DfE Units of Work – next steps in PD
Each teacher monitors the higher band progress of at least 6 identified students per class.	Choose a building block.			Higher band students tracked and monitored by most teachers – aim is for this to be happening in every class.	Clear expectations of what data / information
Each teacher will build and extend students problem solving skills and use the language of mathematics.	Choose a building block.			Year 3 to 6 teachers focus on problem solving every week.	Problem solving expectations across the school.



STEP 5 Review and Evaluate | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

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

<p>Targets 2023:</p> <ul style="list-style-type: none"> > 18 out of 36 (50%) of year 3 students will attain Higher Bands in the NAPLAN Reading Test > 16 out of 31 (51%) of year 5 students will maintain Higher Bands in the NAPLAN Reading Test 	<p>Results towards targets:</p> <p>Type here...</p>
<p>Challenge of Practice:</p> <p>If we explicitly teach the Big Six of Reading components, including a structured multi-sensory approach to systematic synthetic phonics, we will develop confident, fluent readers and increase reading achievement from reception to year 6.</p>	<p>Evidence - has this made an impact?</p> <p>Type here...</p>
<p>Success Criteria:</p> <p>Each child will:</p> <ul style="list-style-type: none"> > Be able to read with accuracy, confidence, and fluency > Gain intended meaning and/or enjoyment from a text through improved comprehension > Be able to articulate their strengths as a reader and co-plan their goals for future learning > Be able to progress at their level in each domain of the Big Six of Reading > Give extended response and ask questions of each other 	<p>Evidence - did we improve student learning? how do we know?</p> <p>Type here...</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</p> <p>Type here...</p>	
<p>Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</p> <p>Type here...</p>	



STEP 5 Review and Evaluate | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 2: Increase student higher band achievement in Writing.

<p>Targets 2023:</p> <ul style="list-style-type: none"> > 18 out of 36 (50%) of year 3 students will attain Higher Bands in the NAPLAN Writing Test > 14 out of 33 (42%) of year 5 students will maintain Higher Bands in the NAPLAN Writing Test 	<p>Results towards targets:</p> <p>Type here...</p>
<p>Challenge of Practice:</p> <p>If we build teacher capacity in teaching genre text structure, assessment processes and feedback for students then we will increase the percentage of students achieving in the higher bands in writing.</p>	<p>Evidence - has this made an impact?</p> <p>Type here...</p>
<p>Success Criteria:</p> <p>Each child will:</p> <ul style="list-style-type: none"> > Be able to skilfully develop writing across a range of genre, using Authorial Choices to improve the experience for the reader > Be able to successfully include all elements of Text Structure allowing the reader to progress through the text with the intended pace, flow and understanding > Be able to articulate learning intentions, co-design the success criteria and set personal goals for peer and self-assessment > Increase their use of meta-talk to enable them to articulate their strengths as a writer and co-plan their goals for future learning 	<p>Evidence - did we improve student learning? how do we know?</p> <p>Type here...</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</p> <p>Type here...</p>	
<p>Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</p> <p>Type here...</p>	



STEP 5 Review and Evaluate | Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Goal 3: Increase student higher band achievement in Mathematics.

<p>Targets 2023:</p> <ul style="list-style-type: none"> > 18 out of 36 (50%) of year 3 students will attain Higher Bands in the NAPLAN Numeracy Test > 15 out of 33 (45%) of year 5 students will attain Higher Bands in the NAPLAN Numeracy Test 	<p>Results towards targets:</p> <p>Type here...</p>
<p>Challenge of Practice:</p> <p>If each teacher explicitly teaches mathematics based on a strong understanding of number, underpinned, and extended by increasingly complex and unfamiliar problems, we will increase student achievement R-6 in mathematics.</p>	<p>Evidence - has this made an impact?</p> <p>Type here...</p>
<p>Success Criteria:</p> <p>Each child will:</p> <ul style="list-style-type: none"> > Increase their use of meta-talk to enable them to be able to articulate their strengths as a mathematician and co-plan their goals for future learning > Be able to articulate learning intentions, co-design the success criteria and set personal goals for peer and self-assessment > Be able to solve complex and unfamiliar mathematics problems appropriate for their year level > Be able to use metacognitive strategies to reflect on the approach they have taken, explain what they have done and suggest other ways of solving the same problem 	<p>Evidence - did we improve student learning? how do we know?</p> <p>Type here...</p>
<p>Evaluate our Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</p> <p>Type here...</p>	
<p>Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?</p> <p>Type here...</p>	