Strategic Priority 1a: Maximising potential in numeracy through effective teaching and learning practices

Intended Outcomes
Improving student learning outcomes and engagement with the development of quality teaching and learning programs using the
- International Baccalaureate Primary Years Program, (IB PYP)
- Australian Curriculum (AC)
- Teaching for Effective Learning (Tfel) Framework
- Australian Teacher Standards (ATSL)

to underpin reflective practice and improved pedagogy in numeracy.

Key Data
NAPLAN
School based Data:
PAT M
Numeracy for Inclusion testing
Teacher judgement/Anecdotal records
Trusting the Count/Ann Baker Checklist

Targets and Indicators of success
1. Maintenance of students performing in DECD higher achievement bands, and a reduction of students performing below the DECD Standard of Educational Achievement for NAPLAN.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>DECD SEA for NAPLAN</th>
<th>DECD Higher Bands for NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Band 3</td>
<td>Bands 5 &amp; 6</td>
</tr>
<tr>
<td>5</td>
<td>Band 5</td>
<td>Bands 7 &amp; 8</td>
</tr>
<tr>
<td>7</td>
<td>Band 6</td>
<td>Bands 8 &amp; 9</td>
</tr>
</tbody>
</table>

2. School based data will reflect 80% of students achieving the following benchmarks by the end of each year of schooling:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Trusting the Count/Ann Baker Assessment tool</td>
</tr>
<tr>
<td>1</td>
<td>Trusting the Count/Ann Baker Assessment tool PAT M</td>
</tr>
<tr>
<td>2</td>
<td>Trusting the Count/Ann Baker Assessment tool PAT M</td>
</tr>
<tr>
<td>3</td>
<td>PAT M 40</td>
</tr>
<tr>
<td>4</td>
<td>PAT M 45</td>
</tr>
<tr>
<td>5</td>
<td>PAT M 50</td>
</tr>
<tr>
<td>6</td>
<td>PAT M 54</td>
</tr>
<tr>
<td>7</td>
<td>PAT M 55</td>
</tr>
</tbody>
</table>

PAT M: Progressive Assessment Testing Mathematics
Strategic Actions

Track and Monitor every learner's growth – whole school schedule for standardized testing
- Combine Trusting the Count and Ann Baker Strategies checklist as assessment tool
- PAT M
- Reviewing and setting benchmarks for levels of schooling

Develop a numeracy improvement cycle
- Whole school schedule for standardised testing
- Data analysis and action planning using school and national data
- Moderation of student work samples, within and across levels of schooling
- Development of understanding of conceptual progression using AC, George Booker, Victorian progression points, AIZ

Reflect and enact changes in pedagogical practice
- Whole staff numeracy agreement on pedagogies used in quality teaching (skill development, automaticity, problem solving situations, inquiry, differentiation
- Ann Baker training and sharing
- Walkthroughs and Observations
- IB program mapped against Australian Curriculum with cross curriculum numeracy capability evident in units of inquiry

Identify and enact clear intervention processes
- Maths for Inclusion
- Graduated intervention programs for identified students
- Evidence of differentiated program
Strategic Priority 1b: Maximising potential in literacy through effective teaching and learning practices

Intended Outcomes

Improving student learning outcomes and engagement through the development of quality teaching and learning programs, using the
- International Baccalaureate Primary Years Program, (IB PYP)
- Australian Curriculum (AC)
- Teaching for Effective Learning (Tfel) Framework
- Australian Teacher Standards (ATSL)

to underpin reflective practice and improved pedagogy in literacy.

Key Data

NAPLAN
School based Data: PAT-R
PAT-S,
Running Records
Phonological Awareness Screening
Oxford Word List
Fluency Rates
Evidence-based teacher observations

Targets and Indicators of success

1. Maintenance of students performing in DECD higher achievement bands, and a reduction of students performing below the DECD Standard of Educational Achievement for NAPLAN.

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2. School based data will reflect 80% of students achieving the following benchmarks by the end of each year of schooling:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Word Recognition</th>
<th>Spelling</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>RR: 6 or above PA: 15/20 Test A, 15/20 Test B</td>
<td>OWL: 75 or above</td>
<td>RR data</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RR: 17 or above</td>
<td>OWL: 150 or above</td>
<td>OWL: first 100 or above</td>
<td>RR data</td>
</tr>
<tr>
<td>2</td>
<td>RR: 22 or above and Fluency: 90-120</td>
<td>OWL: 300 or above</td>
<td>OWL: first 200 or above</td>
<td>RR data, PAT-R</td>
</tr>
<tr>
<td>3</td>
<td>RR: 30 or above and Fluency: 100-140</td>
<td>PAT-S TBC</td>
<td>PAT-R: 100 or above</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fluency: 120-160</td>
<td>PAT-S TBC</td>
<td>PAT-R: 110 or above</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fluency: 140-180</td>
<td>PAT-S TBC</td>
<td>PAT-R: 115 or above</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fluency: 160-200</td>
<td>PAT-S TBC</td>
<td>PAT-R: 120 or above</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fluency: 180-220</td>
<td>PAT-S TBC</td>
<td>PAT-R: 124 or above</td>
<td></td>
</tr>
</tbody>
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RR: Running Record
OWL: Oxford Word List
PAT: Progress Achievement Test- R (Comprehension) and S (Spelling); Scale Scores
Fluency: Words per minute, with less than 3 errors with progressively harder texts
PA: Phonological Awareness Screening using SPA
**Strategic Actions:**

- Development of R-7 Scope and Sequence curriculum document
- Whole staff agreement on pedagogies used in quality teaching of literacy
- Reviewing and setting benchmarks for levels of schooling
- Whole school schedule for standardised testing
- Whole staff analysis of school and national data
- Moderation of student work samples, within and across levels of schooling
- Development of whole school process for student monitoring
- Graduated intervention programs for identified students
- All staff participate in professional development, relevant to quality teaching of literacy
- Funding allocated for R-3 Mentor Teacher
<table>
<thead>
<tr>
<th>Strategic Priority 2:</th>
<th></th>
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<tbody>
<tr>
<td>Maximising potential through understanding and developing executive function skills to promote engagement and wellbeing</td>
<td></td>
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<th>Intended Outcomes</th>
<th>Key Data</th>
<th>Targets and Indicators of success</th>
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</table>
| Improved positive outcomes and engagement for students through the development of executive function skills:  
  ➢ Inhibition  
  ➢ Organisation  
  ➢ Planning  
  ➢ Prioritisation  
  ➢ Activation/Initiation  
  ➢ Time Awareness and Management  
  ➢ Sustained Attention  
  ➢ Working Memory  
  ➢ Self-monitoring/Metacognition  
  ➢ Shifting/Flexibility  
  ➢ Goal-Directed Persistence  
  ➢ Emotional Control | Student surveys  
  Behaviour data  
  Attendance data  
  Learner Profile and attitude analysis, self, peer and teacher  
  Academic data  
  Play is the Way  
  Student at Risk (Star) Profiles  
  Learner wellbeing Framework  
  Numbers involved in community and service groups  
  Restorative Justice records  
  Pre and Post survey | Students can articulate strengths and areas for development using the learner profile attributes  
  Bullying data shows a reduction in the amount and severity of bullying  
  Staff able to articulate what positive engagement and wellbeing looks like and its link with positive outcomes  
  Evidence and strategies for boys in education is being transferred into classroom practice  
  Students have access to a relevant differentiated curriculum  
  Staff perception data indicates that they are being supported in their work and relationships with students, peers and parents.  
  Staff can identify explicit teaching opportunities within their Unit of Inquiry  
  DECD Engagement Recording sheets completed, analysed and actions ascertained for identified children  
  100% of staff trained in EF  
  Behaviour data - % less office time-out  
  Parent workshops and feedback is an integral part of whole school learning and awareness of EF |
Strategic Actions
Staff Professional Development to support understanding of Executive Function (EF), the implications of poor EF and the strategies to develop these skills and/or supportive strategies in young people.
Articles read in lieu of staff meeting – discussions, connect to classroom practice
Work with Eden hills Kindergarten and within Partnership to share strategies and professional learning
Revisit Student learner wellbeing framework, Child Protection Curriculum, Protective practices, school values
Good Beginnings
Play is the Way whole school focus – commitment by all staff
Supporting students to make connections through community and service groups, chess club, whole school activities, student voice through SRC, class meetings and units of inquiry including action.
Helping hands continue with their peer support role.
Consistent use of learner profile language
Research Boys at School evidence re their learning and engagement
Relationship between play and EF researched and acknowledged
Student Surveys: ongoing data analysis, specifically targeting and addressing issues that are emerging
Student support worker – providing student and parent workshops, supports individual children and families, liaises with outside agencies
Private psychologists liaising with the school to provide support,
Engagement supported through Functional Behavioural observations, Alert and Whats the Buzz program
Issue all staff with observation recording sheet DECD
Teachers observing peers and recording using engagement recording sheet
Parent workshops and

Resources:
School Psychologist
Behaviour support
Professional development