3 YEAR VISION

Our students will be powerful, actively engaged learners who demonstrate achievement in all subject areas through high levels of numeracy and literacy skills.

Literacy

What do I do to comprehend?

Students attain high levels of achievement in reading comprehension in all year levels:

- Use of the Australian Curriculum to plan, teach, assess and report on student achievement
- Developing a common understanding of effective pedagogy and strategies to teaching comprehension and differentiating for success for all students
- Develop whole school agreements, consistency in regards to a literacy block – teaching of comprehension strategies and assessment

Numeracy

What do I do to solve problems?

Students attain high levels of achievement in problem solving in all year levels:

- Use of the Australian Curriculum (with a focus on the proficiencies) to plan, teach, assess and report on student achievement
- Developing a common understanding of effective pedagogy and strategies to teaching mathematics and differentiating for success for all students

Powerful Learners

What do I do when I don’t know what to do?

Students achieve increased levels of engagement and build their learning capacities to become more resourceful and resilient learners who are empowered in their own learning in all year levels:

- Use the BLP framework and learner engagement indicators to plan, teach, assess and report on student levels of engagement and intellectual stretch through the use of the 4 R’s. (Reciprocity, Resourcefulness, Resilience, Reflectiveness)
- Develop a common understanding of effective pedagogy and strategies for teaching the BLP to stretch and expand learners.
- Develop whole school agreements, consistency in regards to Building Learning Power strategies and formative assessment processes.
<table>
<thead>
<tr>
<th><strong>Data:</strong></th>
<th><strong>Targets:</strong> for improved learner outcomes</th>
<th><strong>Strategies:</strong> Actions that staff commit to so that learners are supported to achieve the targets</th>
<th><strong>Evaluation:</strong> Evidence to evaluate progress towards achievement of the targets</th>
</tr>
</thead>
</table>
| Identify student current phases on the *Stepping Stones* progression grids for the learning behaviours:  
  - Revising  
  - Listening  
  - Making links  
  - Planning  
  - Meta learning  
  - Capitalising  
  - Imagining  
  - Reasoning  
  - Noticing | Students improve by one or more bands in *Stepping Stones* progression grids (pre to post assessment) | **Whole School:**  
  - Staff will complete online learning *Stepping Stones* modules through Building Learning Power website: [www.buildlearningpower.com](http://www.buildlearningpower.com)  
  - Plan, teach, reflect and share on learning behaviours  
  - Learning displays reflect how students are enacting learning behaviours  
  - Model language and behaviours of Powerful Learning (“learnish”: the language of learning)  
  - Network with Partnership schools P-7 in like year levels to share best practice | **All Staff:**  
  - Achieve individual performance goals linked to BLP pedagogy  
  - Model learning behaviours  
  - Use progression grids to inform and guide pedagogy |
| Pre and post assessment of each muscle at the beginning of learning focus to identify the phase for teaching and learning. In junior primary: teacher completes rubric based on where majority of students are working. In primary: teacher completes rubric for class and students may also complete the rubric as self-assessment. Students will complete the Partnership growth mindsets and learning dispositions survey (possible in 2017) | | **Staff:**  
  - Teach BLP reflective of the progression grids to stretch students in all curriculum areas  
  - Engage in learning conversations with students on the learning process  
  - Co-create learning goals with students  
  - Use ‘pink to think’ marking strategy for students to build on what current learning and stretch their thinking  
  - Use formative assessments in classroom ([refer to Dylan Wiliam](http://dylandwiliam.com)) eg popsticks, coloured cups, 3 stars and a wish  
  - Celebrate and share warts and all – what works, didn’t work and still working through  
  - Identify individual performance goals for teaching BLP in PDPs | **All Students:**  
  - Are stretched in their thinking and learning  
  - Relish challenges  
  - Use the language of BLP  
  - Share and celebrate learning– what works, didn’t work and still working through |
| | | **Students:**  
  - Use BLP language to discuss how they feel and what they do when they demonstrate learning behaviours  
  - Set targets for improving their learning behaviours | |
### Numeracy: 2017 Action Plan

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| **Yr 3 NAPLAN Numeracy - SEA Band 3** | NAPLAN Year 3 100% achieving SEA or higher (32/32) | Leaders with staff:  
- Lead numeracy priority with 2x meetings (and as needed) per term  
- Identify common and consistent resources that promote effective teaching of mathematics across the school  
- Support Numeracy/Maths curriculum by supporting staff with development and implementation of AC proficiencies and pedagogy for effective maths teaching  
- Leading the use of time for staff to share practice & data  
- Investigate new resources  
Whole School:  
- Maintenance of Numeracy Block including Mental Computation and other problem solving/mathematical strategies as developed by the SAND team  
- Strategic analysis of Pat Maths online data and use of the scaled score and expected 12 month growth to set targets for students  
Staff:  
- Teachers set and review numeracy targets with planned differentiated learning tasks for wave 1, 2, 3 students  
- Use the PAT Resource Centre to plan teaching and learning  
- Identify individual performance goals for teaching maths in PDPs  
Intervention:  
- Intervention program (BIN yr 2-5) provided to develop place value and subtitising knowledge with identified students who are ‘at risk’ or ‘almost at SEA’ using PAT M data  
- Leadership with teachers/SSOs review progress, exit and enter students as required  
<table>
<thead>
<tr>
<th>Year 3</th>
<th><strong>Yr 5 NAPLAN Numeracy - SEA Band 5</strong></th>
<th>2015 2016</th>
<th>76% 96% (22/23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td><strong>Yr 7 NAPLAN Numeracy - SEA Band 6</strong></td>
<td>95% 87% (20/23)</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2016</td>
<td>96% (18/18)</td>
<td></td>
</tr>
<tr>
<td>SEA+</td>
<td>SEA+</td>
<td>71% 100% (18/18)</td>
<td></td>
</tr>
<tr>
<td><strong>PAT Maths Score 2016</strong></td>
<td>NAPLAN Year 5 100% achieving SEA or higher (37/37)</td>
<td>2015 2016</td>
<td>71% 100% (18/18)</td>
</tr>
<tr>
<td>Yea</td>
<td>Year 7 100% achieving SEA or higher (14/14)</td>
<td><strong>PAT Maths</strong> 100% achieving SEA standard 75% achieving TTG standard</td>
<td>2015 2016</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td></td>
<td>2016</td>
</tr>
</tbody>
</table>
| 1 | **PAT Maths** 100% achieving SEA standard 75% achieving TTG standard | Yr 1 – SEA 28, TTG 21/28  
Yr 2 – SEA 36, TTG 27/36  
Yr 3 – SEA 32, TTG 24/32  
Yr 4 – SEA 25, TTG 19/25  
Yr 5 – SEA 37, TTG 28/37  
Yr 6 – SEA 19, TTG 14/19  
Yr 7 – SEA 14, TTG 10/14 | 2015 2016 | 71% 100% (18/18) |
| 84+ | 2015 | 2016 | 76% 96% (22/23) |
| 94+ | 97% (34/35) | 105+ | 65% (23/35) |
| 94+ | 72% (23/31) | 105+ | 48% (17/31) |
| 118+ | 61% (17/28) | 125+ | 25% (7/28) |
| 118+ | 72% (23/31) | 125+ | 14% (5/36) |
| 130+ | 69% (25/36) | 125+ | 22% (4/19) |
| 130+ | 80% (16/20) | 135+ | 25% (5/20) |
| 135+ | 78% (18/23) | 135+ | 39% (9/23) |

* **SEA = Standard Educational Achievement recommended by DECD*
## Literacy: 2017 Action Plan

### Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN Reading - SEA Band 3</th>
<th>Yr 3 NAPLAN Reading - SEA Band 3</th>
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<tbody>
<tr>
<td>2015</td>
<td>86%</td>
<td>2016</td>
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<td>2016</td>
<td>88%</td>
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### Targets:

**for improved learner outcomes**

<table>
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<tr>
<th>Year</th>
<th>PAT Reading Score 2015</th>
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<tbody>
<tr>
<td>Yr 3</td>
<td>100% achieving SEA standard 75% achieving TTG standard</td>
</tr>
</tbody>
</table>

### Strategies:

**Actions that staff commit to so that learners are supported to achieve the targets**

#### Leaders with staff:
- Lead literacy priority with 3x meetings term 4
- Identify common and consistent teaching approaches within literacy block and resources eg PAT Resource Centre that promote effective teaching of reading comprehension across the school
- Support English curriculum by supporting staff with development and implementation of AC and pedagogy for effective teaching of reading.
- Leading the use of time for staff to share practice & data

#### Whole School:
- Collect student achievement data as per the agreed schedule
- Strategic analysis of PAT Reading online data and use of the scaled score and expected 12 month growth to set targets for students
- Maintain the comprehension sequence as developed by the SALT team
- Maintain the Literacy Block
- Early years agreed approach to teaching Jolly Phonics and Jolly Grammar

#### Staff:
- Teachers set and review literacy targets with planned differentiated learning tasks for wave 1, 2, 3 students
- Use the PAT Resource Centre to plan teaching and learning
- Identify individual performance goals for teaching reading strategies in PDPs

### Evaluation:

**Evidence to evaluate progress towards achievement of the targets**

- Running Records
- Oxford Wordlist
- PAT Reading Yr 1-7 SEA & TTG Standards
- NAPLAN 3, 5, 7 Proficiency band data in Reading
- Lexile levels

### All staff:

- Plan, teach and report using Australian Curriculum English with minimum 300 minutes per week
- Use a balanced reading program with guided reading and comprehension strategies embedded as part of their weekly teaching and assessment cycle
- Achieve performance improvement goals linked to enhanced pedagogy in teaching English

### All students:

- Are stretched to achieve at least 12 months growth in PAT scores
- Work towards achieving Literacy goals
- Exit intervention programs as short term targets are met

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**SEA = Standard Educational Achievement recommended by DECD**

### PAT Reading Score 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>SEA standard</th>
<th>% achieved (no. of sts)</th>
<th>TTG standard</th>
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<tbody>
<tr>
<td>2015</td>
<td>86%</td>
<td>2016</td>
<td>83% (19/23)</td>
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### Running Records Levels 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>SEA standard</th>
<th>% achieved (no. of sts)</th>
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*90% = 100% PAT & short term targets*