Learning through Professional Learning Communities (P.L.C.’s)

The quality of teaching instruction is at the heart of improvement. P.L.C.’s will ensure we share our pedagogy & continually update our professional knowledge.

3 YEAR VISION:
Our students will be successful, confident learners with personal best achievement in all subject areas through high levels of numeracy and literacy skills.

VALUES:
Personal Excellence, Trust, Courage, Responsibility.

BELIEFS about LEARNING:
- Learning is enhanced when teachers have the opportunity to share professional knowledge on an ongoing basis.
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous and relevant to their life experiences.
- Learning is enhanced when students are provided with a variety of learning processes that actively engage them in deep creative thinking, skill development and problem solving (enquiry based).

NUMERACY
Students attaining high levels of achievement in Numeracy in all year levels
- Use of the Australian Curriculum in programming, planning and reporting of student achievement.
- Developing a common understanding of skills required at key transition points for all students to be numerate.
- Using Tfel pedagogical framework as a ‘lens’ over current practice, to identify strengths and areas for future improvement.

LITERACY- N.A.R. Reading Comprehension Focus
Developing a whole school approach to teaching Reading Comprehension
Through all staff working collaboratively to:
- Develop a common understanding of approach to teaching reading comprehension, incorporating the explicit teaching of these skills in units of work/tasks that are differentiated to meet the range of student needs.

EFFECTIVE TEACHING AND LEARNING
Improve teacher effectiveness and student learning.
- Use National Professional Standards for Teachers document to develop peer observation and feedback protocols. Working collaboratively to identify strengths and areas for further development in practice.
- Use Tfel (Teaching for Effective Learning Framework) as a resource to drive the focus on continual improvement in teaching and learning.
Priorities:
Reading Comprehension, Numeracy and Science

Current Data

<table>
<thead>
<tr>
<th>Yr 3 Reading</th>
<th>Mean Score</th>
<th>Prof. Band</th>
<th>% Students who achieved national min. standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>399</td>
<td>4 4</td>
<td>5 95 96 97</td>
</tr>
<tr>
<td>2011</td>
<td>403</td>
<td>5 4</td>
<td>9 96 97</td>
</tr>
<tr>
<td>2012</td>
<td>440.2</td>
<td>5 4</td>
<td>9 96 97</td>
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<table>
<thead>
<tr>
<th>Yr 5 Reading</th>
<th>Mean Score</th>
<th>Prof. Band</th>
<th>% Students who achieved national min. standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>474</td>
<td>5 5</td>
<td>9 83 89 94</td>
</tr>
<tr>
<td>2011</td>
<td>473</td>
<td>6 5</td>
<td>9 89 94</td>
</tr>
<tr>
<td>2012</td>
<td>494.9</td>
<td>6 5</td>
<td>9 94</td>
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</table>

<table>
<thead>
<tr>
<th>Yr 7 Reading</th>
<th>Mean Score</th>
<th>Prof. Band</th>
<th>% Students who achieved national min. standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>528</td>
<td>6 7</td>
<td>7 93 95 93</td>
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<tr>
<td>2011</td>
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<td>7 95 95</td>
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<tr>
<td>2012</td>
<td>542</td>
<td>7 7</td>
<td>9 95</td>
</tr>
</tbody>
</table>

Targets:
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate
-100% of year 3’s achieving N.M.S
-80% of yr 1’s with R.Rec of 20 or above
-80% or yr 2’s with R.Rec of 26 or above
-80% of year 3’s Achieving prof. Band 4 or better. (N.A.R. standard)

Strategies:
The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

Analyse NAPLAN and other student achievement data to determine priorities for action. All staff provided with question analysis data to target specific question clusters for future focus.
S.A.L.T team (St Agnes Literacy Team) to lead P.D. around Reading comprehension with support of strategic directions group. S.D.G. formed to oversee support and identify P.D. opportunities for staff. P.L.C.’s then meet to discuss and share practice.
Continue Pat R. Read. Comp. testing terms 1 & 3 (Years 2-7)
Recording Pat R reading comprehension data on ‘Impromation’ tool.
Use Aust. Curriculum in planning to explore curriculum content Use Tfel in planning to reflect and explore high quality pedagogy
S.A.L.T. team to develop written whole school literacy agreements around ‘The Big 6’.
Introduction of R-2 Literacy Framework using Jolly Phonics
Establishing intervention support team to monitor and review intervention programmes for effectiveness, across the school. Staff setting & reviewing specific short term strategic targets twice a term
Early Years Reading support teacher appointed to support yrs R-2 (salary used to fund release to work/support J.P. teachers)
Rocket reading programme expanded up to level 24

Evaluation Measures:
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

- NAPLAN data
- Student Data Warehouse data
- P.L.C.’s reviewing smart targets and anecdotal evidence to measure growth.
- Review of Pat R reading test to identify aspects requiring further focus
- Perf. Dev. meeting review
- Review of targets set by staff & SSO’s twice a term
- Intervention team Track students growth in R.R.reading levels
- Running Records data collected, reported to DECD and reviewed in terms 1 & 3
### Numeracy

#### Yr 3 Numeracy

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Prof. Band</th>
<th>% Students who achieved national min. standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>344</td>
<td>386</td>
<td>401</td>
</tr>
</tbody>
</table>

100% of students achieving N.M.S. - 80% Prof.band 4 or higher (N.A.R. Standard)

Reviewing NAPLAN data in PLC’s to identify areas in NAPLAN of concern, then set smart targets accordingly. Interrogating prof. band targets and setting them higher than previous years.

Providing all staff access to Data Warehouse to analyse and identify ‘question clusters’ that require future focus for strategic teaching.

Use of Pat Maths online testing for years 1-7

Introduction to ‘Natural Maths- Anne Baker

### Yr 5 Numeracy

<table>
<thead>
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<th>Mean Score</th>
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</thead>
<tbody>
<tr>
<td>470</td>
<td>474</td>
<td>478.5</td>
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</tbody>
</table>

-100% of students achieving N.M.S. -80% Achieving Prof. band 6 or higher (N.A.R. standard)

Creation of Strategic Direction team in Numeracy to identify and co-ordinate strategic curriculum support to all staff. This includes support around planning and assessment in new Australian Curric. (co-ordinating bookings to attend Numeracy T&D as appropriate.

Continued roll out and application of ‘Mathletics’ programme R-7 through staff running professional learning opportunities- use of more summative assessments though real time feedback in Mathletics online.

Integration of Tfel in classroom numeracy practice, to continue focus on high level outcomes for students and promote greater use of more formative assessments to provide feedback.

Pupil Free day Term 2 around using Anne Baker- Natural Maths strategies/ planning and assessment using Australian Curriculum .

S.S.O. training in ‘Fast Track’ Numeracy programme as part of funding for National Partnerships 2013.

New A.P. leading Numeracy/ Maths curriculum and working alongside teachers to develop Numeracy pedagogy and content

### Yr 7 Numeracy

<table>
<thead>
<tr>
<th>Mean Score</th>
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<th>% Students who achieved national min. standard</th>
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</thead>
<tbody>
<tr>
<td>511</td>
<td>528</td>
<td>541.2</td>
</tr>
</tbody>
</table>

100% students achieving N.M.S. -80% Achieving prof. band 7 or higher

### Effective Teaching & Learning

Improving teacher effectiveness, student learning and curriculum congruence R-7

15% improvement (from 65% to 80%) in number of students achieving N.A.R. proficiency standards in Reading & Numeracy.

Staff review A.I.S.T.L. framework and identify areas of strength and areas of development in their practice, to set new goals and create strategic improvement plan (I.P.)

Monitor the local implementation of the Australian Curriculum as DECD requirements

Use TIEL as a resource to guide teacher effectiveness

Use of Dylan William’s work implemented in practice of providing

Naplan Data review. Review of prof. band data

Analysing this data in terms 1 & 4 in PLC’s. Content in teaching prog.

Review of data in terms 1&4 in PLC’s

Group meets 2-3 times a term to review effectiveness

Review of Mathletics assessment disc data for particular co-horts.

Discussions in P.D. meetings

Self review of the day’s learning through staff feedback.

NAPLAN data in term 4.