



Goals	Retain & Increase the number of students achieving SEA & in higher bands in Reading	Retain & increase the number of students achieving SEA & in the higher bands in Mathematics
Challenges of Practice	Designing a whole school approach to reading, prioritising a consistent, daily, timetabled reading program integrating the BIG SIX components of reading	Design learning to deepen understanding through a structured approach that supports students to think and act Mathematically
Success Criteria	<ul style="list-style-type: none"> <li>All R-1 students can isolate, blend &amp; manipulate phonemes</li> <li>All Yr 2 students orally manipulate complex sounds in spoken words</li> <li>All Yr 3 students read increasing range of text types combining contextual, semantic, grammatical, phonic knowledge with text processing strategies</li> <li>All Yr 4-6 students use a range of comprehension strategies to build meaning, analyse information &amp; compare content from a variety of textual sources</li> </ul>	<ul style="list-style-type: none"> <li>All Rec students sort &amp; classify objects and explain these classifications</li> <li>All Yr1-2 students will investigate and describe number patterns</li> <li>All Yr 3 students will describe &amp; create number patterns from performing addition &amp; subtraction</li> <li>All Yr 4 students will explore &amp; describe number patterns from performing multiplication</li> <li>All Yr 5 –6 students will describe &amp; create patterns and sequences with fractions, decimals,</li> </ul>
Actions	<p>Each Teacher will:</p> <ul style="list-style-type: none"> <li>Model clear &amp; consistent expectations regarding instructional routines</li> <li>Respond to individual reader’s needs by developing personal goals in either decoding, fluency or comprehension</li> <li>Use formative assessment processes prior, to &amp; during learning, using information to inform next steps</li> <li>Teach the core comprehension strategies for independent reading</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Identify what expertise teachers need to deepen their knowledge of reading &amp; more explicitly meet the learners needs</li> <li>Ensure shared priorities for class practice are collaboratively developed &amp; constantly reviewed</li> </ul>	<p>Each Teacher will:</p> <ul style="list-style-type: none"> <li>Build &amp; maintain a positive &amp; challenging environment for all learners</li> <li>Differentiate learning to support every students knowledge &amp; skills of concepts, by setting learning goals</li> <li>Design learning that provides opportunities to identify, discuss, compare &amp; interrogate different solutions using mathematical language</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Design ongoing professional development that is collegiate, reflective &amp; focused on student learning</li> <li>Use collaborative classroom observations &amp; feedback to develop professional conversations around productive struggle &amp; deep learning</li> </ul>
Targets	Increasing the percentage of students in higher achieving bands as evidenced by NAPLAN in Years 3 & 5, Phonics screen in Yr 1, Reading level data in Year 2 and PAT trend data in Years 4 & 6 annually	Increasing the percentage of students in higher achieving bands as evidenced by NAPLAN in Years 3 & 5 and PAT trend data in Years 4 & 6 annually.