



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"> All R-1 students can isolate, blend & manipulate phonemes All Yr 2 students orally manipulate complex sounds in spoken words All Yr 3 students read increasing range of text types combining contextual, semantic, grammatical, phonic knowledge with text processing strategies All Yr 4-6 students use a range of comprehension strategies to build meaning, analyse information & compare content from a variety of textual sources 	<ul style="list-style-type: none"> All Rec students sort & classify objects and explain these classifications All Yr1-2 students will investigate and describe number patterns All Yr 3 students will describe & create number patterns from performing addition & subtraction All Yr 4 students will explore & describe number patterns from performing multiplication All Yr 5 –6 students will describe & create patterns and sequences with fractions, decimals,
Actions	<p>Each Teacher will:</p> <ul style="list-style-type: none"> Model clear & consistent expectations regarding instructional routines Respond to individual reader’s needs by developing personal goals in either decoding, fluency or comprehension Use formative assessment processes prior, to & during learning, using information to inform next steps Teach the core comprehension strategies for independent reading <p>Leaders will:</p> <ul style="list-style-type: none"> Identify what expertise teachers need to deepen their knowledge of reading & more explicitly meet the learners needs Ensure shared priorities for class practice are collaboratively developed & constantly reviewed 	<p>Each Teacher will:</p> <ul style="list-style-type: none"> Build & maintain a positive & challenging environment for all learners Differentiate learning to support every students knowledge & skills of concepts, by setting learning goals Design learning that provides opportunities to identify, discuss, compare & interrogate different solutions using mathematical language <p>Leaders will:</p> <ul style="list-style-type: none"> Design ongoing professional development that is collegiate, reflective & focused on student learning Use collaborative classroom observations & feedback to develop professional conversations around productive struggle & deep learning
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.