

MARRYATVILLE PS

Goal#1: Increase high band achievement in reading.

Challenge of practice: If we explicitly teach comprehension strategies as part of a focus on the Big 6, we will increase achievement in Reading

Targets		2019:	2020:	2021:	
		Year 3: 64% students in higher bands (41 students) Year 5: 48% students in higher bands (39 students) Year 7: 55% students in higher bands (46 students) Actual: Year 3: 75% (60 students) Year 5: 48% (41 students) Year 7: 52% (39 students)	Year 3: 75% students in higher bands (56 students) Year 5: 55% students in higher bands (33 students) Year 7: 60% students in higher bands (39 students)	Year 3: 75% students in higher bands (XX students) to be reviewed pending 2020 data) Year 5: 60% students in higher bands (XX students) to be reviewed pending 2020 data) Year 7: 65% students in higher bands (XX students) to be reviewed pending 2020 data)	
Actions		Timeline	Roles & Responsibilities	Resources	Success criteria
Each teacher will build their capacity in the explicit teaching of reading, in particular comprehension strategies, as part of an ongoing focus on the Big 6.		Term 1 and 2 Term 2 and 3	Each teacher will ensure a consistent whole school approach to reading embedding QAR and Close Reading strategies in each classroom. Each teacher will ensure that the Big 6 is a featured piece of their teaching and learning program appropriate to year level.	Budget for photocopying, laminating. Provision in budget for QAR resources. TRT provision in budget for additional release for Reading PLC Fountas and Pinnell Benchmark Assessment System BAS Reading PLC to convene and plan for supporting new staff to upskill in QAR and Close Reading strategies as well as a refresher and support for teachers already implementing these. Reading PLC to explore and support the use of reading comprehension assessment practices which inform next steps in teaching	Each student will experience a consistent and coherent approach to the teaching of reading comprehension. Each student will be able to describe and apply comprehension strategies to ensure reading progress.
Each teacher will identify 6 students to track and monitor their progress in retaining, elevating or gaining into the higher bands.		Term 1 Term 1 Term 3	Each teacher will analyse data to identify their higher bands students. Each teacher will meet with their line manager and bring evidence of student achievement to discuss HB student reading, goals and strategies planned to progress their achievement. Each teacher will assess the progress of identified HB students utilising the Year Level Team to collectively problem solve strategies and interventions to support the students' learning achievement in higher bands.	Achievement Dashboard, NAPLAN data, PAT-R data PDP plan	Each identified student will have a clear understanding of their reading progress and will identify learning goals informed by teacher feedback.

<p>Each early years teacher will embed systematic synthetic phonics and oral language program across the R-2 reading program.</p>	Term 1	Each reception teacher will teach Jolly Phonics aligned with decodable readers.	Consolidation and centralisation of levelled readers across R-2 Including purchase of new decodable readers for Reception students	Each student will engage with the right text at the right time to maximise their reading progress.
	Term 1-4	Each reception teacher will implement the Heggerty resource to consistently teach phonemic awareness across all Reception classes (2020) and in to years 1 and 2 as required.	Purchase of Heggerty Phonological Resource	<p>Each early years student will have their progress and achievement in phonics development assessed and monitored in order to determine individual learning goals.</p>
	Term 1-4	Each yr 1-2 teacher to continue the use of decodable readers with students who have not transitioned to levelled readers. Each yr 1-2 teacher to continue use of targeted phonemic awareness with students who have not transitioned to levelled readers.	<p>Purchase of supplementary decodable readers for year 1 and 2</p> <p>Year 1 Phonics Screening Check</p> <p>Supplementary decodable readers made accessible to year 3 teachers</p>	
	Term 4	<p>As a part of transition year 2 teachers will identify and inform year 3 teachers students who have not demonstrated appropriate reading progress i.e. have not met SEA</p> <p>Year 3 teachers continue to utilise supplementary decodable readers with students who have not met SEA</p>		

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Goal#2: Improvement student achievement in writing

Challenge of practice: If we develop a whole school approach to explicitly teaching the genre specific structure of writing, with a focus on rich vocabulary, grammar and sentence structure, we will increase student achievement in writing.

Targets	<p>2019: Year 3: 45% students in higher bands (29 students) Year 5: 9% students in higher bands (7 students) Year 7: 28% students in higher bands (23 students)</p> <p>Actual: Year 3: 64% (51 students) Year 5: 27% (23 students) Year 7: 43% (32 students)</p>	<p>2020: Year 3: 65% students in higher bands (48 students) Year 5: 50% students in higher bands (31 students) Year 7: 40% students in higher bands (26 students)</p>	<p>2021: Year 3: 70% students in higher bands (XX students) (to be reviewed pending 2020 data) Year 5: 50% students in higher bands (XX students) (to be reviewed pending 2020 data) Year 7: 45% students in higher bands (XX students) (to be reviewed pending 2020 data)</p>		
	Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria
	<p>Each teacher will explicitly teach genre specific structures of writing utilising the 7 Steps to Writing resource in order to build their capacity to plan and implement quality instruction, supported by the Writing PLC</p>	<p>Term 1, week 1 – Term 1 Term 1 Term 2-4</p>	<p>Each teacher will commit to incorporating the Seven Steps to Writing Success to ensure consistency of practise across the school.</p> <p>Each teacher will undertake PD to build their capacity to utilise the Seven Steps persuasive resources and apply them in their writing program.</p> <p>Each teacher will utilise their Team Meetings and staff meetings to share and discuss the impact of their writing strategies on student learning.</p>	<p>Term 1 Feb, new staff to MPS will attend one day training in Seven Steps.</p> <p>Continue subscription for the Seven Steps online resource.</p> <p>Staff to submit an expression of interest for Writing PLC.</p> <p>Writing PLC will recap Seven Steps online resource and share resources to up skill.</p> <p>Writing PLC will further explore the develop of a whole school literacy agreement with the support of the Literacy Coach</p>	<p>Each student will provide clear evidence that they are applying aspects of the Seven Steps strategies in their narrative and persuasive writing to promote and provide lift in multiple genres.</p>
	<p>Each teacher will assess, moderate and provide explicit feedback on student writing progress which will be informed by the use of the Brightpath assessment tool.</p>	<p>Term 1-4 Term 1 Term 3 Term 1 - 4</p>	<p>Each teacher will participate in the effective implementation of Brightpath, phase two, with support from the Writing PLC.</p> <p>Each teacher will collect and assess one narrative and one persuasive sample and make judgements using the Brightpath ruler.</p> <p>Each teacher will collect and assess a second persuasive sample and make judgements using the Brightpath ruler.</p> <p>Each teacher will work collaboratively to ensure targeted teacher to student feedback is provided to each student to progress their writing.</p>	<p>Brightpath team to run whole staff training on using the Persuasive Ruler.</p> <p>Teachers will use collected samples to moderate and make judgements against the rulers.</p> <p>Teachers use the Brightpath results to provide feedback regarding growth and where to next.</p> <p>Teachers share Bump it Up Walls.</p>	<p>Each student will receive targeted/personalised feedback on their writing progress as informed by the Brightpath assessment tool.</p> <p>Each student will demonstrate writing capability and have an understanding of their 'next steps' to improve their writing in narrative and persuasive genres.</p>
	<p>Each year 2 – 7 teacher will continue to build their capacity in the explicit whole school approach to the teaching of rich vocabulary and functional grammar by participating in and embedding the learning from the Writing PLUS professional development.</p>	<p>Term 1 Term 1- 4</p>	<p>Each primary teacher will embed new learnings from the Writing PLUS PD in to their teaching and learning program.</p> <p>Each teacher who has attended the Writing Plus PD will share knowledge, resources and lesson plans with colleagues.</p>	<p>2 x TRTs for 5 days.</p> <p>Writing Plus resources to be shared and distributed</p> <p>2 x TRTs for 5 days.</p>	<p>Students will demonstrate precision in their choice of more complex vocabulary, grammar and improved sentence structure evidenced in a more sophisticated approach to their writing samples.</p>

			<p>Send 4 staff to Writing Plus training (4 x half days).</p> <p>Send an additional 4 staff to Writing Plus training.</p>	<p>Each student will be assessed and receive feedback on their ability to apply functional and traditional grammar in their writing.</p>
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Goal#3: Improve student achievement in mathematics, in particular the ability to problem solve.

Challenge of practice: If we provide structure and clarity for students in collaborative inquiry in to problem solving in Number then we will increase student achievement in Mathematics

Targets	<p>2019: Increase by 5% the average percentage of number questions correct in year 3, 5 and 7 NAPLAN (year 3 65%, year 5 61%, year 7 61%) <i>This target was not measurable due to the structure of the online testing.</i></p> <p>2019: Year 3: 55% students in higher bands (29 students) Year 5: 46% students in higher bands (7 students) Year 7: 58% students in higher bands (23 students) Actual: Year 3: 56% (students) Year 5: 31% (students) Year 7: 55% (students)</p>	<p>2020: Year 3: 55% students in higher bands (48 students) Year 5: 50% students in higher bands (31 students) Year 7: 55% students in higher bands (26 students)</p> <p>2021: Increase by a further 5% the percentage of students in year 3, 5 and 7 who achieve in the top two bands of NAPLAN numeracy.</p>	<p>2021: Year 3: 60% students in higher bands (XX students) (to be reviewed pending 2020 data) Year 5: 50% students in higher bands (XX students) (to be reviewed pending 2020 data) Year 7: 55% students in higher bands (XX students) (to be reviewed pending 2020 data)</p>
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Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria
Each teacher will build their capacity in problem solving task design and assessment, with a focus on place value knowledge within number.	Term 1, week 1 – expressions of interest for Maths PLC Term 1 – Ann Baker online training modules over 10 weeks	The Maths PLC will support each teacher and facilitate professional discussions about the online training Each teacher will share with their colleagues their numeracy planning, learning and classroom experiences with students as a result of the Ann Baker online training modules	Ann Baker online learning – Reception – Preventing the numeracy gap for preschool and Foundation Year 1 – Preventing the numeracy gap for year 1 Year 2-7 – Problematised Situations Course	Each student will engage in collaborative problem solving, providing meaningful explanations of strategies and mathematical thinking.
Each teacher will track and monitor student achievement in place value utilising the MPS Place Value Progression to assess, identify student learning needs and provide feedback to each student on their progress in Mathematics	Term 2/3/4	Each teacher will develop an appropriate platform/format to implement the MPS Place Value Progression. The PLC will support their team by facilitating the sharing of ideas and resources in assessing students. Each teacher will participate in a collaborative moderation process to assess place value knowledge in work samples.	MPS Place Value Progression	Each student will demonstrate their place value knowledge through work samples, problem solving conversation and formal testing (if appropriate) Each student will receive feedback on their mathematics achievement and progress at least once per term as informed by the MPS Place Value Progression
Each teacher will ensure that their pedagogical practice and approaches in Mathematics are consistent and aligned to the “The eight effective practices that develop numeracy at MPS”	Term 3/4	Each teacher (as part of their team) will take part in an action research project to develop one agreed element of “The eight effective teaching practices” document Teams will develop the specific student success criteria in line with their chosen effective numeracy practice	MPS Whole School Numeracy Agreement	Each student will experience quality high impact teaching practice *Teams will develop specific criteria based on their action research