

Targets	2021: NAPLAN Year 3: 75% students in higher bands Year 5: 60% students in higher bands Year 7: 65% students in higher bands	2022: NAPLAN Year 3: 75% students in higher bands Year 5: 60% students in higher bands Year 7: 65% students in higher bands (will revise when 2021 data known)	2023: NAPLAN Year 3: 75% students in higher bands Year 5: 60% students in higher bands Year 7: 65% students in higher bands (will revise when 2022 data known)	
Actions	Timeline	Roles & Responsibilities	Resources	Success criteria
<p>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.</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p>	<p>New staff are provided with training in QAR and Close Reading strategies and supported to implement these.</p> <p>Teachers use effective comprehension strategies.</p> <p>Additional teachers are trained in the use of reading assessment practices which inform next steps in teaching</p> <p>Teachers further develop their understanding of the Big 6.</p>	<p>Budget for photocopying, and laminating. Provision in budget for additional QAR / Close Reading resources.</p> <p>TRT provision in budget for additional release for familiarisation with the Fountas and Pinnell Benchmark Assessment System BAS</p> <p>Staff meetings Team meetings</p>	<p>Each student will experience a consistent and coherent approach to the teaching of reading comprehension strategies.</p> <p>Each student will be able to describe the comprehension strategies they are using to help understand increasingly challenging texts in greater depth.</p> <p>Each student having experienced a balanced reading program encompassing the Big 6 will have the language to describe how their reading has progressed appropriate to their stage of reading development.</p>
<p>Each teacher will identify, track and monitor the progress of students by designing learning that is informed by student achievement data to gain, retain or elevate student achievement into higher bands.</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 3 /4</p>	<p>Each teacher will analyse data to identify their higher bands students.</p> <p>Each teacher will meet with their line manager in their PDP meeting to discuss HB student reading goals and strategies planned to progress their achievement.</p> <p>Each teacher will provide in class intervention for HB students</p> <p>Each team will collaborate to plan SSO intervention for identified HB students.</p>	<p>Achievement Dashboard, NAPLAN data, PAT-R data PDP plan</p> <p>Team meetings Team NIT release Line management meetings</p> <p>Differentiated classroom reading structures are provided eg guided reading groups to allow for HB stretch</p> <p>Common NIT timetabled for year level teams</p> <p>SSO time allocated to teams</p>	<p>Each higher bands student will understand their next steps in progressing their reading and how these connect with the learning activities they are engaging with.</p>

<p>Each reception teacher delivers best practice in systemic synthetic phonics instruction practices.</p> <p>Each R-2 teacher will further develop their understanding of best practice phonological awareness to ensure all students have the necessary skills to effectively read.</p>	Term 1 and 2	Each reception teacher systematically teaches Jolly Phonics aligned with the use of decodable readers.	Reception teachers are supported with ongoing professional learning to support the needs of developing readers.	Each student will be equipped with evidence based reading strategies enabling them to effectively engage in reading engage the right text at the right time to maximise their reading progress.
	Ongoing	Each reception teacher monitors the reading progress of students.		
	Ongoing	Each R-1 teacher will explicitly implement phonemic awareness (Heggerty) and oral language strategies (Sheena Cameron).		Each early years students will be able to competently decode words to enable them to read with confidence having had have their reading progress and achievement in phonics development assessed and monitored in order and individual learning goals determined.
	Term 3	Each year 1 and 2 teacher will implement reading intervention for students who have not achieved reception SEA.	SSO Time Year 1 Phonics Screening Check	
	Ongoing	Each year 1 teacher will implement the phonics screening check and pre and post intervention for students who are below 28 words.		
		Each yr 1-2 teacher to continue the use of decodable readers with students who have not transitioned to levelled readers.		
	Term 4 2020 and Week 0 2021	As a part of transition year 2 teachers will identify and inform year 3 teachers students who have not met SEA	Staff meetings, team time	
Ongoing	Year 3 teachers continue to utilise supplementary decodable readers as part of a balanced reading program with students who have not met SEA			

<p>Targets</p> <p>2021: NAPLAN targets 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>Brightpath Targets Narrative Growth Targets: for all students to reach Term 1 year level MEAN scores by the end of Term 1. Persuasive Growth Targets: for all students to reach Term 3 year level MEAN scores by the end of Term 3 See table below</p>	<p>2022: Year 3: 70% students in higher bands (XX students) (to be reviewed pending 2021 data) Year 5: 50% students in higher bands (XX students) (to be reviewed pending 2021 data) Year 7: 45% students in higher bands (XX students) (to be reviewed pending 2021 data)</p>	<p>2023: Year 3: 70% students in higher bands (XX students) (to be reviewed pending 2022 data) Year 5: 50% students in higher bands (XX students) (to be reviewed pending 2022 data) Year 7: 45% students in higher bands (XX students) (to be reviewed pending 2022 data)</p>		
<p>Actions</p>	<p>Timeline</p>	<p>Roles & Responsibilities</p>	<p>Resources</p>	<p>Success Criteria</p>
<p>Each teacher will explicitly teach genre specific structures of writing utilising aspects of 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 1-4</p> <p>Term 1</p> <p>Termly staff meetings (Week 6 each term) and pupil free days</p>	<p>Each teacher will commit to incorporating the Seven Steps to Writing Success in their classroom to ensure consistency of practise across the school.</p> <p>Writing PLC will look at creating an MPS scope and sequence for 7 Steps</p> <p>Writing PLC to refresh staff knowledge of the 7 Steps at staff meeting and run PD to build staff capacity to utilise the Seven Steps persuasive resources and apply them in their writing program</p> <p>Each teacher will utilise Team Meetings, staff meetings and pupil free days to share and discuss the impact of their writing strategies on student learning.</p>	<p>Provide training for all new staff in 7 Steps. Continue subscription for the Seven Steps online resource Class sets of posters</p> <p>Scope and Sequence created.</p> <p>Writing PLC to run staff meetings, implement PD opportunities and share resources.</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- Week 0</p> <p>Term 1 Weeks 2-4 Term 1 Weeks 5-6</p> <p>Term 1, Weeks 6-8 Term 1 Weeks 9-10</p> <p>Term 3 Week 6-10</p>	<p>Each teacher will participate in the effective implementation of Brightpath, phase two, with support from the Writing PLC.</p> <p>Each year 2-7 teacher will collect one persuasive sample. Teachers will assess persuasive samples and make judgements using the Brightpath ruler.</p> <p>Each year 1-7 teacher will collect one narrative sample. Reception teachers will collect one recount sample. Teachers will assess narrative and recount samples and make judgements of both samples using the Brightpath rulers.</p> <p>Each teacher will collect and assess a second sample and make judgements using the Brightpath ruler. (Year 2-7 persuasive, year 1 narrative, reception recount)</p>	<p>Writing PLC to provide a timeline for Brightpath</p> <p>Teachers will use collected samples to moderate and make judgements against the ruler.</p> <p>Teachers use the Brightpath results to provide feedback regarding growth and where to next.</p>	<p>Each student will reflect on their learning goals, and the documented feedback provided by the teacher each term to identify and evaluate the processes they have used for writing and to determine their next steps in learning.</p> <p>Each student will competently create recount (rec), narrative (yr 1-7) and persuasive (yr 2-7) writing text selecting language to;</p> <ul style="list-style-type: none"> • Create meaning • Express ideas and features • Appropriately structure text for the purpose and audience

	Term 2 - 3	Teachers will work collaboratively with teams to ensure targeted feedback is provided to each student to progress their writing as part of the learning cycle. Teachers will create Bump it Up Walls (or similar), focussing on persuasive writing, making next steps visible for all students.	Teachers share Bump it Up Walls.	
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.	Term 1 - 2	Primary teachers will embed new learnings from the Writing PLUS PD into their teaching and learning program.	6 x staff to attend Writing Plus training	Each student 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. Each student will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals (informed by Writing PLUS) using commonly understood metalanguage.
	Term 1- 4	Each teacher who has attended the Writing Plus PD will share knowledge, resources and lesson plans with colleagues.	Writing Plus resources to be shared	

Brightpath targets

Year level	Narrative Mean Term 1	Persausive Mean Term 3
Reception	78	167
1	169	202
2	229	247
3	272	300
4	303	337
5	331	361
6	356	396
7	381	424

Targets	<p>2020 PAT Maths: Overall percentage of students answering number questions correctly – Year 1 53%, Year 2 50%, Year 3 73%, Year 4 59%, Year 5 61%, Year 6 55%, Year 7 60%</p> <p>2021 TARGETS: Year 1 58%, Year 2 58%, Year 3 55%, Year 4 78%, Year 5 64%, Year 6 66%, Year 7 60%</p> <p>(5% increase tracking same group of students)</p>		<p>2022 PAT Maths: Overall percentage of students answering number questions correctly - Year 1 58%, Year 2 55%, Year 3 75%, Year 4 64%, Year 5 66%, Year 6 60%, Year 7 65%</p>		<p>2023 PAT Maths: Year 1 63%, Year 2 63%, Year 3 60%, Year 4 77%, Year 5 69%, Year 6 65%, Year 7 70%</p>	
Actions	Timeline	Roles & Responsibilities	Resources	Success Criteria		
<p>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</p>	<p>Term 1 – continuity of learning planning early in term Ongoing monitoring throughout the year</p>	<p>Each teacher will utilise the place value progression student data from 2020 to inform their planning for student learning needs at the beginning of term 1.</p> <p>Each teacher will assess student learning in place value The Maths PLC will support their team by facilitating the sharing of resources and pedagogical practice which further develops student learning in place value.</p>	<p>MPS Place Value Progression, teaching and assessment resources Budget provision for full day PD in week 0, Maths PLC release and resources</p>	<p>Each student will demonstrate their progress in place value knowledge through work samples, problem solving conversation and formal testing (if appropriate)</p> <p>Each student will receive feedback on their Mathematics achievement and progress at least once per term as informed by the MPS Place Value Progression. They will reflect on their learning goals and identify their next steps in learning.</p>		
<p>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”, as stated in the Whole School Numeracy Agreement</p>	<p>Term 2/3</p>	<p>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.</p> <p>Each teacher will develop a PDP goal that reflects their commitment to the quality teaching of mathematics and will discuss and provide evidence of improvement through the PDP process.</p> <p>Teams will develop the specific student success criteria in line with their chosen effective numeracy practice.</p>	<p>MPS Whole School Numeracy Agreement Budget provision for Maths PLC release and resources</p>	<p>Each student will experience quality high impact teaching practice. They will demonstrate achievement against the success criteria related to the action research project.</p> <p>*Teams will develop specific criteria based on their chosen action research</p>		
<p>Each teacher will build their capacity in teaching problem solving, with a focus on student comprehension of worded problems and understanding of the associated meta-language (connection to comprehension strategies in Reading SIP)</p>	<p>Term 3/4</p>	<p>Each teacher will work with their team to unpack worded problems relevant to their year level and design student learning to highlight mathematical vocabulary.</p> <p>Each teacher will incorporate the use of comprehension strategies (QAR and Cloae Reading) in maths lessons.</p>	<p>Natural Maths resources Close Reading and QAR resources Budget provision for Maths PLC release and resources</p>	<p>Each student will collaboratively engage with worded maths problems and will be able to articulate their progress in effective problem solving, reasoning and comprehension strategies using commonly understood subject specific language. They will demonstrate that they can effectively apply this in new contexts.</p>		