

ROSE PARK PS Feb 2021

Goal#1: Increase student achievement in Writing R-7 including students within the High Bands Strategy.

Challenge of practice: If we build teacher capacity to assess track and monitor student progress to inform next teaching steps in writing, then we will increase each learners writing achievement.

Targets	<p>2019: ACTUAL ACHIEVEMENT: Year 3 75% Year 5 38% Year 7 51%</p>	<p>2020: Year 3 65% HB Year 5 35% HB Year 7 35% HB *PAT and Brightpath</p>	<p>2021: Year 3 70% students in NAPLAN Higher Bands Year 5 40% students in NAPLAN Higher Bands Year 7 40% students in NAPLAN Higher Bands</p>	
Actions	Timeline	Roles & Responsibilities what will the role of each teacher be?	Resources	Success Criteria what will we see students doing, making, saying etc?
<p>Each teacher will explicitly explain the learning intention, track and monitor the progress of three identified students to accelerate their learning achievement into the higher bands utilising the PLT structure to reflect on teacher impact and inform targeted next steps in learning</p>	<p>2019/2020/ 2021</p>	<p>Each teacher will reference the Brightpath tool to identify teaching impact, determine next teaching steps for each identified student and support them to develop specific learning goals</p> <p>Each teacher will build their capacity and confidence to teach writing as promoted in the guide books, including use of the teaching and learning cycle, embedding functional grammar and the High Impact Literacy and Numeracy strategies.</p>	<p>PLT (Literacy Guarantee Funding). School Improvement - Guide Books Staff meeting T&D and team reflection and moderation Writing PLUS DfE: Best Advice Papers/evidence based readings</p>	<p>Each student will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals (informed by Brightpath and teacher feedback) using commonly understood metalanguage. Students monitor their progress against Brightpath Ruler in Recount, Narrative and Persuasive texts. Questions: What are you learning? Why are you learning it?</p>
<p>Each teacher will embed formative and summative assessment and moderation practices (AC Standard) and use data (Literacy Progressions, NAPLAN, PAT and Brightpath) to inform next teaching steps.</p>	<p>2019/2020/ 2021</p>	<p>Each teacher will build their capacity to effectively assess, moderate and provide feedback to students using the Brightpath tool.</p> <p>Each teacher will provide students with exemplars of writing samples to ensure students understand of text types:</p> <ul style="list-style-type: none"> particular purposes and are written with a specific audience in mind, specific sentence structures which are important to that text type. <p>Each teacher will participate in joint construction of text (Stretch, pg 15) within a gradual release model, to support the incorporation of content, text type and language.</p> <p>Each teacher will participate in data led conversations through Performance Development to ensure their teaching remains targeted and intentional.</p>	<p>NAPLAN data Brightpath tool Literacy Learning Progressions Data Dashboard LEAP Levels Dylan William formative assessment Curriculum Lead support Principal and AP Innovative Technologies to guide teachers to enter data into Scorelink and analyse data to target differentiated practice.</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. Students display their work on Bump it up walls. *Literacy Guidebook – Inspire Question: How do you know you have learnt it? Students co-construct the success criteria.</p>
<p>Each teacher will continue to build their capacity in the explicit whole school approach to the teaching of functional grammar by actively participating in, and embedding the learning from, Writing PLUS professional development.</p>	<p>2019/2020/ 2021</p>	<p>Each teacher will support students to explain and justify the textual and linguistic choices they have made in their writing.</p> <p>Each teacher will assess and provide feedback to all students on their ability to apply functional and traditional grammar in their writing.</p> <p>Literacy Coach, EALD teacher and Curriculum Lead will develop R-7 Literacy Agreement in Writing, scope and sequence, Writing Cycle and Assessment grids.</p>	<p>Teacher release to attend Writing PLUS PD. Leadership support to ensure functional grammar is an embedded feature of the whole school approach to the teaching of writing.</p>	<p>Each student will be able to successfully engage in dialogue to articulate their progress in writing using commonly understood metalanguage. *Literacy Guidebook – Inspire</p>
<p>Each teacher will continue to build their capacity to effectively teach writing by evaluating their pedagogy and impact against Guide Book recommendations and accelerated learner strategies to develop their professional goals in writing.</p>	<p>2021</p>	<p>Each teacher will collaborate with peers through the PLT structure to reflect on how their practice connects to Guide book recommendations, <i>(including the use of the High Impact Literacy and Numeracy strategies, data informed, evidence based, and intentional instruction in writing)</i> at a school and partnership level.</p> <p>Each teacher will incorporate a professional goal regarding the effective teaching of Writing as part of the PDP process.</p>	<p>PLT (Literacy Guarantee Funding). School Improvement - Guide Books DfE - Best Advice Papers/evidence based readings</p>	<p>Each student will experience, high quality, evidence-based teaching practice to foster conscious language choices and apply this in their writing as they write for specific purposes and audiences. Accelerated Learning HB students to answer reflective questions regarding their progress.</p>

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Goal#2: Increase the number of students in High Bands Reading

Challenge of practice: If we develop a whole school approach to reading that builds teacher capacity to assess, track and monitor student progress then we will increase the number of students in High Bands reading

Targets	2019: ACTUAL ACHIEVEMENT: Year 3 74% Year 5 51% Year 7 54%	2020: Year 3 73% students in NAPLAN Higher Bands PAT R Year 5 50% students in NAPLAN Higher Bands Year 7 50% students in NAPLAN Higher Bands	2021: Year 3 75% students in NAPLAN Higher Bands Year 5 55% students in NAPLAN Higher Bands Year 7 55% students in NAPLAN Higher Bands	
Actions	Timeline	Roles & Responsibilities What will the role of each teacher be?	Resources	Success criteria what will we see students doing, making, saying etc?
Each teacher will explicitly explain the learning intention of Literacy lessons and build their capacity to embed the Big 6 Reading in their reading program aligned to the Australian Curriculum.	2019/2020/2021	<ul style="list-style-type: none"> Each teacher R – 2 will implement the Initial Lit program with fidelity – systematically and intentionally Each teacher Year 3 – 7 will intentionally plan for and teach the Big 6 as part of their targeted reading program Each teacher will actively engage in and embed professional development learning in their reading program Each teacher to prioritise a daily, timetabled reading program to integrate the big six components of reading, with a focus on reading comprehension in 2021. Leadership to establish Professional Learning Teams where teachers are supported to design learning based on learner needs. PLT meeting to be on a rolling schedule (as per Specialist Timetable) 	Leadership Team guides R-2 InitialLit with Early Years teachers 2 day PD for R-2 Staff (over 3 years), InitialLit kits, decodable readers, picture books Best advice series papers (DECD, 2017) Daily 5/Sheena Cameron, Reading Strategies	Each student will be able to successfully engage in dialogue to articulate their progress in reading against their individual reading goals on decoding, fluency and comprehension using commonly understood metalanguage. Questions: What am I learning? Why am I learning it?
Each teacher will use formative assessment and achievement data (Literacy Progressions /PAT R/NAPLAN) to inform their differentiated teaching practice and to provide feedback to at least three identified student on their Reading progress.	2019 and ongoing	Each teacher will have a deep understanding of the learning needs, progress and next teaching steps of their identified students for High Bands achievement Each teacher assesses student reading – Running Records up to level 30, Lexiles/Reading Eggs with reference to Literacy Progressions /PAT R data and PAT Resources/NAPLAN to identify teaching impact, determine next teaching steps for each identified student and support them to develop specific learning goals.	Leadership work with teachers to enter reading data in Scorelink, differentiate teaching, track and monitor the students across the year(s) Case management meetings (PLCs) Performance Development conversations with Line Manager	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 reading and to determine their next steps in learning. *Literacy Guidebook – Inspire Question: How will I know that I have learnt it? Students co-construct the success criteria.
Each teacher R-7 will document their commitment to R-7 Rose Park PS Literacy Agreement to ensure a consistent and coherent approach to the quality teaching of reading.	2020/2021	Lesson observations in Guided Reading by Principal to provide teachers with feedback regarding the effectiveness of teaching strategies. Each teacher will ensure that their practice aligns to the whole school Literacy agreement enabling consistent approaches to assessment and feedback for each student.	Time allocation in Staff Meetings/PLCs	Each student will be able to competently decode words and orthographically map words to enable them to read with confidence having experienced a consistent and coherent quality approach to the teaching of reading.