

Paringa Park Primary School

Goal 1	Goal 2	Goal 3
Increase student achievement in Writing Reception-Year 2 using the Brightpath tool as a lever to improve writing.	Increase student achievement in reading Years 3-5	Increase student achievement in Numeracy Years 6-7
Target 2019	Target 2019	Target 2019
2019- Moderation of writing samples R-2 four times a year against an explicit writing standard aligned with the Australian Curriculum shows growth for each child from the beginning of the year.	2019 - Students across Years 3-5 achieving at or above benchmark level in Fountas and Pinnell - Year 3-N; Year 4-Q; Year 5-T. 50% of Year 5 students achieve in band 5 and above in year 5 NAPLAN Reading. 90% students achieve in Years 3, 4 and 5 at or above SEA in PAT Reading Years 3-5.	2019 - Increase the percentage of students in the high bands in Year 7 NAPLAN Numeracy to match like schools. Students who achieved in High Bands (Year 5 - Band 8 or above; Year 6 Band 9 or above) in Pat Maths in Year 5 and 6 in 2018 are retained in the High bands in Year 6 and 7.
Challenge of Practice	Challenge of Practice	Challenge of Practice
If we design and implement an evidence based approach to build effective writing instruction using a teaching and learning cycle, within a dialogic classroom then we will improve student achievement in writing Reception - Year 2.	If we explicitly design and implement evidence based reading strategies based on The Big 6 and use evidence and data to inform practice within a dialogic classroom then we will improve student achievement in Reading Years 3-5.	If we implement a guided inquiry approach based on The Big Ideas in Number that supports students to think and act like mathematicians to solve numeracy problems within a dialogic classroom then we will increase student achievement in Numeracy in Years 6-7.
Actions	Actions	Actions
Develop a deep understanding of evidence based teaching of literacy incorporating the mandated E.D. approaches by all staff R-7	Develop a deep understanding of evidence based teaching of Literacy incorporating the mandated E.D. approaches by all staff R-7	Develop a deep understanding of evidence based teaching numeracy incorporating the mandated E.D. approaches by all staff R-7
Develop and document a shared understanding of the effective teaching and learning of writing with all staff	Plan and implement professional learning to support teachers in using The Big 6 to develop reading	Develop and document a shared understanding of a dialogic classroom with a focus on numeracy
Develop and document a shared understanding of a dialogic classroom with a focus on writing	Develop and document a shared understanding of a dialogic classroom with a focus on reading	Plan and implement professional learning to support teachers in using The Big Ideas in Number to develop mathematical learning
Develop and implement for moderation purposes an expanded description of the AC standards of writing at each level	Build common language and understanding of the progression of reading R-7 to support learning design	Plan and implement professional learning to improve students skills to think and act like mathematicians to solve numeracy problems
Implement a Professional learning program to support all teachers to implement effective teaching and learning of writing in a dialogic classroom	Build capacity of teachers to collaboratively design and differentiate learning in reading using evidence in a dialogic classroom	Develop and implement continual monitoring and reflection on the effectiveness of teaching and learning in numeracy by all staff
Develop and implement continual monitoring and reflection on the effectiveness of teaching and learning in writing by all staff	Assess the impact of the reading priority actions from 2019 and plan for continued development of effective reading programs and staff capabilities	
Success Criteria	Success Criteria	Success Criteria
Student show progress against our writing standards when moderating each term. Each student progressively demonstrates writing samples that show awareness of purpose and audience, greater use of persuasive devices and improved paragraphing and text structure	Students are able to talk about their individual learning goals in reading Each student progressively demonstrates improvement in comprehension against Fountas and Pinnell Each student is demonstrating achievement against the reading element of the AC standard of achievement	Students will show progressive achievement against the Australian Curriculum Maths Standards Students will be able to talk about applying maths in authentic situations Students transfer their knowledge of mathematics to other curriculum areas