

<b>Literacy</b>	<b>Goal - To increase student achievement in reading</b>		
<b>2024 TARGETS</b>	82% of year 5 students (33/40) to achieve SEA in NAPLAN reading 65% of year 5 students (26/40) to achieve HB in NAPLAN reading		
<b>2024 COP</b>	If we develop expertise in explicitly teaching reading skills then we will increase student achievement in reading.		
Success Criteria	We will hear students use subject specific, explicitly taught tier 2 and 3 words in oral language discussions We will see students use a wider range of tier 2 words in their writing samples We will see an increase of students' morphological awareness through vocabulary and comprehension assessment We will see students articulate their next steps for learning improvement in reading with recorded evidence of progress We will see students choose good fit books and read with fluency		
How and when will this be monitored, tracked and measured	Pre-test and post test results at beginning and end of unit of work Scale score increase of PATR results Phonics Screening Test results increase by 10% Termly Step 4 review using portfolio of evidence Assessment schedule data		Termly InitialLit Cumulative Reviews Dibels data collection and analysis benchmark three times per year PDP discussions to track and monitor 6 identified students (2 below SEA, 2 at SEA, 2 HB) Termly classroom visits with follow up conversations with teachers Step 4 Reviews
<b>2024 Actions</b>	<b>2024 Roles and Responsibilities</b>		<b>Resources</b>
Teachers will explicitly teach language structures <i>Language structures - InitialLit (phonological awareness and phonics) and morphology and vocabulary</i>	Teachers will: • Use HIT strategies in the delivery of language structures • Delivery daily phonological awareness and systematic synthetic phonics R - 2 • Expose students to a range of genre and their structure • Build oral language in reading and writing through topic specific discussion and building a visual anchor chart for tier 2 and 3 words • R-2 - work with literacy coach in the implementation of differentiation and group tasks within the InitialLit program • Model and use Gradual Release model for explicit teaching of language structures	Leaders will: • Visit classroom regularly • Collate R-6 scope and sequence • Provide resources and professional development	• HIT strategies • 3-6 morphology scope and sequence • LGU Coach - Renee Book • Cognitive Load Theory • Scarborough's Reading Rope • Heggerty phonemic awareness • InitialLit, MiniLit & MacqLit • Australian Curriculum • DfE Scope & Sequence • Best Advice Papers
Teachers will design instruction that explicitly teaches elements of reading <i>Big 6 components of reading: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension</i>	Teacher will: • Analyse InitialLit, Phonics Screening and PAT data to deliver targeted differentiated teaching • Provide daily opportunities to read a variety of text aloud, in groups, choral or 1:1 with teachers • Provide regular learning opportunities for students to build fluency, administer and analyse through regular Dibels data collection • Model and guide practice with comprehension strategies • Collaborate with students on what a good reader does before, during and after reading • Provide daily opportunities to model reading and exposure to reading in all curriculum areas • Model and use Gradual Release model for explicit teaching of comprehension	Leaders will: • Ensure PDP discussions include data conversations • Provide PLC time and set tasks to strengthen pedagogy • Provide time to analyse and discuss data	• Sheena Cameron reading comprehension strategies • Morpheme Magic • Word Cracker • Next Steps Manual • DfE units of work • Morphology scope and sequence • Dibels assessments • Gradual Release Model of Responsibility • <a href="#">Department for Education plink - Developing oral reading fluency</a> • <a href="#">Department for Education plink - Reading comprehension – essential steps before, during and after text reading</a>
Teachers will co-construct reading goals with students <i>Explicit planning aligned to reading goals</i>	Teachers will: • Review student progress and provide targeted intervention • Write goals with and for students , developing individualised goals 3 - 6 • Monitor and revise student goals through formative assessment • Provide timely feedback to students about where they are at and what their next steps are • Provide clear learning intentions that clarify what success criteria looks like	Leaders will: • Visit classes and talk with students about their goals and learning • Support teachers to use goal setting strategies	• Waves of intervention data • Data sets as per SAS assessment schedule • DfE units of work • Statement of Practice

Numeracy	Goal - <b>To increase student achievement in numeracy</b>		
2024 TARGETS	86% of year 5 students (33/38) to achieve SEA in NAPLAN numeracy 43% of year 5 students (17/40) to achieve HB in NAPLAN numeracy		
2024 COP	If we explicitly teach number sense then we will increase student achievement in numeracy		
Success Criteria	We will see students demonstrate an increase in confidence in Mathematics on a 1-10 point scale self assessment We will hear students articulate understanding of vocabulary in student created lexicons We will hear students use mathematical language to describe and represent their thinking We will see students use and record a range of strategies to solve mathematical problems We will see students articulate their next steps for learning improvement in mathematics		
How and when will this be monitored, tracked and measured	Pre and post test prior to and at end of unit of work Scale score increase of PATM scores Confidence level measured in term 1 and late term 3 TK Misconceptions Tests Step 4 Reviews		
2024 Actions	2024 Roles and Responsibilities		Resources
Teacher will explicitly teach and build on number sense	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Plan and teach mathematical investigations</li> <li>Use BIN advice papers to sequence student learning of concepts in BIN</li> <li>Engage with Orbis 3-5 numeracy and implement strategies from Orbis</li> <li>Identify and track student misconceptions and implement strategies to address misconceptions</li> <li>Implement daily maths chats and maths routines</li> <li>Role model ways to use number sense</li> <li>Model and use gradual release model for explicit teaching of number sense</li> <li>Use the proficiencies to develop number sense knowledge</li> </ul>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide release time for professional learning</li> <li>Lead PLC's and support with strengthening pedagogy</li> <li>Provide co-planning opportunities</li> <li>Implement a whole school approach to BIN</li> <li>Support teachers to lead learning with each other</li> </ul>	<p>Units of Work BIN DfE papers <a href="#">Mathematics   The Australian Curriculum</a> <a href="#">Number sense and algebra   The Australian Curriculum</a> DfE Scope and Sequence <a href="#">Scope and Sequence R-6 (edi.sa.edu.au)</a> Orbis training &amp; resources Van de Walle text TK Misconceptions Maths Chats Daily routines School Improvement resources Gradual Release Model of Responsibility</p>
Teachers will explicitly teach and build on mathematical vocabulary	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Build oral language by increasing opportunities for quality topic specific language</li> <li>Teach new mathematical concept words for each unit of work</li> <li>Pre test and post test topic specific vocabulary to be explicitly taught</li> <li>Support students to create Maths lexicon</li> <li>Role model mathematical language</li> </ul>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Visit classrooms and talk with students about the words they are using</li> </ul>	<p>Units of Work BIN DfE papers <a href="#">Mathematics   The Australian Curriculum</a> <a href="#">Number sense and algebra   The Australian Curriculum</a> DfE Scope and Sequence <a href="#">Scope and Sequence R-6 (edi.sa.edu.au)</a> Orbis training &amp; resources Van de Walle text TK Misconceptions Maths Chats Daily routines School Improvement resources Gradual Release Model of Responsibility</p>
Teachers will model and support students to develop positive dispositions towards mathematics	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Model a positive mathematical mindset</li> <li>Provide ongoing formative feedback to students and co-construct next steps with students</li> <li>Share learning intentions and success criteria with students</li> <li>Explain the relevance and importance of mathematical concepts</li> </ul>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide PLC and staff meeting time</li> <li>Review and update statement of practice</li> </ul>	<p>The Resilience Project Jo Boaler Formative assessment <a href="#">Formative Assessment - Australian Curriculum SA Teachers &amp; Leaders Resource (acleadersresource.sa.edu.au)</a></p>