



Priority	Intended Outcomes (2016-2018)	Evidence (2016)	Targets (2017)	Measures																								
<b>Numeracy</b> Improvement in Mathematics	<p><b>Problem Solving and Reasoning</b>                      Make explicit the application of the range of strategies needed to solve mathematical problems and address mathematical misconceptions. Students will independently and accurately demonstrate fluency and reasoning to mathematical problem solving. This is aligned to the Elizabeth Partnership Improvement Plan.</p> <p><b>Collecting and Responding to Evidence</b>                      Use evidence of learner’s thinking to assess their progress toward mathematical understandings in a range of contexts, and set individual learning goals. Analyse this evidence to inform feedback, instruction and future planning.</p> <p><b>Providing Challenge</b>                      Engage learners in challenging mathematics tasks with multiple entry and exit points. Provide opportunities and time for students to engage in ‘productive struggle’, developing persistence, confidence and problem solving skills.</p>	<p><b>12 MONTHS GROWTH IN PAT-M SCALE SCORE</b></p> <p>Year 2 84.21% (16/19).....                      Year 3 40.00% (6/15).....                      Year 4 62.50% (10/16).....                      Year 5 80.00% (16/20).....                      Year 6 64.29% (9/14).....                      Year 7 28.57% (4/14)</p> <p><b>AT/ABOVE SEA PAT-M SCALE/NAPLAN PROFICIENCY</b></p> <table border="1"> <thead> <tr> <th></th> <th>PAT-M</th> <th>NAPLAN</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>25.93% (7/27).....</td> <td></td> </tr> <tr> <td>Year 2</td> <td>56.52% (13/23).....</td> <td></td> </tr> <tr> <td>Year 3</td> <td>34.78% (8/23).....</td> <td>45%.....</td> </tr> <tr> <td>Year 4</td> <td>36.36% (8/22).....</td> <td></td> </tr> <tr> <td>Year 5</td> <td>58.33% (14/24).....</td> <td>42%.....</td> </tr> <tr> <td>Year 6</td> <td>58.82% (10/17).....</td> <td></td> </tr> <tr> <td>Year 7</td> <td>21.05% (4/19).....</td> <td>28%</td> </tr> </tbody> </table>		PAT-M	NAPLAN	Year 1	25.93% (7/27).....		Year 2	56.52% (13/23).....		Year 3	34.78% (8/23).....	45%.....	Year 4	36.36% (8/22).....		Year 5	58.33% (14/24).....	42%.....	Year 6	58.82% (10/17).....		Year 7	21.05% (4/19).....	28%	<p><b>12 MONTHS GROWTH IN PAT-M SCALE SCORE</b>                      (5% increase on 2016)</p> <p>Year 3 89.21%                      Year 4 45.00%                      Year 5 67.50%                      Year 6 69.29%                      Year 7 33.57%</p> <p><b>AT/ABOVE SEA PAT-M SCALE/NAPLAN PROFICIENCY</b>                      (5% increase on 2016)</p> <p>Year 2 30.93%                      Year 3 61.52% (NAPLAN &amp; PAT-M)                      Year 4 39.78%                      Year 5 41.36% (NAPLAN &amp; PAT-M)                      Year 6 63.33%                      Year 7 63.82% (NAPLAN &amp; PAT-M)</p>	<p>PAT-Maths</p> <p>NAPLAN data</p> <p>Diagnostic assessments, topic assessments and teacher judgement</p> <p>Ongoing Formative Assessment</p> <p>Peer Moderation</p> <p>Student Mindsets towards Maths survey</p>
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<b>Literacy</b> Improvement in Writing	<p><b>Meaningful and Purposeful Writing</b>                      Strengthen explicit teaching of genre through meaningful connections to purpose. Students write in multiple modes for multiple audiences.</p> <p><b>Transference of writing skills</b>                      Students will independently transfer writing skills across genres and across the curriculum.</p> <p><b>Collecting and Responding to Evidence</b>                      Use evidence of learner’s thinking to assess their progress toward individual writing goals. Analyse this evidence to inform feedback, instruction and future planning.</p> <p><b>Providing Challenge</b>                      Engage learners in challenging writing tasks with multiple entry and exit points. Provide opportunities and time for students to engage in ‘productive struggle’, developing persistence, confidence and problem solving skills.</p>	<p><b>12 MONTHS GROWTH IN LANGUAGE AND LITERACY LEVELS (NARRATIVE)</b></p> <p>Reception 6.25% (1/16).....                      Year 1 30.43% (7/23).....                      Year 2 70.00% (14/20).....                      Year 3 16.67% (3/18).....                      Year 4 12.50% (2/16).....                      Year 5 41.67% (5/12).....                      Year 6 66.67% (2/3).....                      Year 7 12.50% (1/8)</p> <p><b>AT/ABOVE YEAR LEVEL IN WRITING (NARRATIVE)</b></p> <p>Reception 16.67% (3/18).....                      Year 1 37.04% (10/27).....                      Year 2 23.81% (5/21).....                      Year 3 0% (0/22).....                      Year 4 5.26% (1/19).....                      Year 5 14.29% (2/14).....                      Year 6 0% (0/11)                      Year 7 0% (0/13)</p>	<p><b>12 MONTHS GROWTH IN WRITING (NARRATIVE)</b> (5% increase on 2016)</p> <p>Year 1 11.25%                      Year 2 35.43%                      Year 3 75.00%                      Year 4 21.67%                      Year 5 17.50%                      Year 6 46.67%                      Year 7 71.67%</p> <p><b>AT/ABOVE YEAR LEVEL IN WRITING (NARRATIVE)</b> (5% increase on 2016)</p> <p>Year 1 21.67%                      Year 2 42.04%                      Year 3 28.81%                      Year 4 5.00%                      Year 5 10.26%                      Year 6 5.00%                      Year 7 5.00%</p>	<p>Ongoing Formative Assessment</p> <p>Language and Literacy Levels (EALD)</p> <p>NAPLAN marking rubric</p> <p>Peer Moderation</p> <p>NAPLAN data</p> <p>Student Mindset towards Writing survey</p>																								



**VISION:** *Improve literacy and numeracy outcomes for all students using high-yield key actions derived from best practice research*

BEST PRACTICE	LITERACY KEY ACTIONS	NUMERACY KEY ACTIONS
<p><b>1. Identifying learning goals:</b> With learners, establish clear literacy and numeracy learning goals and intentions that reflect their individual learning needs</p>	<p>1.1 <b>Split-screened learning intentions</b> are used for all lessons/units of work.</p> <p>1.2 <b>Success criteria</b> used for all lessons/units of work. <b>Writer’s Workshop sessions (Book Making R-2 and Writer’s Notebook 3-7)</b> are planned to respond to individual, small group and whole class learning needs as identified through formative assessment practices.</p> <p>1.3 <b>CAFÉ mini-lessons</b> are planned to respond to individual, small group and whole class learning needs as identified through <b>formative assessment practices</b>.</p> <p>1.4 Individual student goals for reading (<b>CAFÉ menu</b>) and writing (<b>Book Making R-2 rubric and NAPLAN writing rubric 3-7</b>).</p> <p>1.5 <b>Conferencing</b> is used to negotiate short-term learning goals with learners and give productive, specific, timely feedback on reading and writing goals, with clear next steps for improvement.</p> <p>1.6 Daily <b>Guided Reading</b> sessions focus on small group reading goals.</p> <p>1.7 Whole class reflection time addresses learning intentions/success criteria.</p>	<p>1.8 Split-screened learning intentions are used for all lessons/units of work.</p> <p>1.9 Success criteria are used for all lessons/units of work</p> <p>1.10 Maths lessons are planned to respond to individual, small group and whole class learning needs as identified through formative assessment practices.</p> <p>1.11 Individual student goals for mathematics (<b>Top 5 goals</b>).</p> <p>1.12 <b>Mental routines</b> and <b>problematised situations</b> have multiple entry and exit points to meet individual learning needs.</p> <p>1.13 Conferencing is used to negotiate short-term learning goals with learners and give productive, specific, timely feedback on mathematics goals, with clear next steps for improvement.</p> <p>1.14 Whole class reflection time addresses learning intentions and success criteria.</p>
<p><b>2. Making connections:</b> Build on what learners know experientially, in ways that both contextualise and establish a rationale for learning</p>	<p>2.1 Learners are given opportunities to connect literacy learning to their lives in local, global and broader contexts.</p> <p>2.2 Know individual learning strengths and areas for development.</p> <p>2.3 Connect <b>powerful learning dispositions</b> to literacy learning through split-screening and embedding vocabulary.</p> <p>2.4 Students know <b>how the brain works</b> and can apply this to how they learn and build connections between concepts.</p> <p>2.5 Rationale and purpose for literacy tasks are established through learning intentions and success criteria.</p> <p>2.6 <b>Big 6 for reading</b> and <b>CAFÉ strategies</b> used to build on learner understandings.</p> <p>2.7 Appropriate teaching strategies used to meet the needs of individual learners (explicit instruction, modelling, prompting, affirming, challenging).</p> <p>2.8 Transference of writing skills across the curriculum and across genres is scaffolded towards independence, with learners encouraged to select the best genre for their purpose.</p> <p>2.9 Reflection time is built into literacy learning to consolidate and contextualise learning.</p>	<p>2.10 Learners are given opportunities to connect numeracy learning to their lives in local, global and broader contexts.</p> <p>2.11 Know individual learning strengths and areas for development.</p> <p>2.12 Connect powerful learning dispositions to maths learning through split-screening and embedding vocabulary.</p> <p>2.13 Students know how the brain works and can apply this to how they learn and build connections between concepts.</p> <p>2.14 Rationale and purpose for maths tasks are established through learning intentions and success criteria.</p> <p>2.15 Multiple representations of numeracy concepts are used to deepen understanding.</p> <p>2.16 <b>Natural Maths pedagogy</b> (mental routine, problematised situation, strategy lesson, reflection) used to contextualise learning and build on learner understandings.</p> <p>2.17 Appropriate teaching strategies used to meet the needs of individual learners (explicit instruction, modelling, prompting, challenging).</p> <p>2.18 <b>Mathematical misconceptions</b> are addressed through diagnostic measures and responsive explicit instruction.</p>



BEST PRACTICE	LITERACY KEY ACTIONS	NUMERACY KEY ACTIONS
<p><b>3. Facilitate meaningful collaboration and dialogue:</b>  <i>Create a classroom community where dialogue is critical to the development of shared understanding</i></p>	<p>3.1 Collaborative learning tasks are designed to facilitate the sharing of knowledge and understanding with others.</p> <p>3.2 A safe and rigorous learning environment exists where learners can take risks and make mistakes in their learning.</p> <p>3.3 Active listening is explicitly taught, modelled and encouraged.</p> <p>3.4 Pose thought-provoking questions that challenge students’ analytical thinking and encourage them to develop and substantiate a point of view using <b>low-order</b> (reproductive thinking) and <b>high-order</b> (new thinking) questioning.</p> <p>3.5 Wait time of at least 3 seconds after questioning to allow deep thinking.</p> <p>3.6 Thinking out loud is encouraged and modelled.</p> <p>3.7 <b>Cold calling</b> (no hands up) used to facilitate engagement (except for students asking a question).</p> <p>3.8 Students are encouraged to question and challenge others’ thinking constructively.</p> <p>3.9 Classroom dialogue systems are embedded (think/pair/share; turn and talk; small group discussions; see/think/wonder).</p> <p>3.10 Reflection times are used to develop shared understanding of literacy concepts.</p> <p>3.11 Guided Reading sessions use dialogue to promote comprehension and to unpack CAFÉ strategies.</p>	<p>3.12 Collaborative learning tasks are designed to allow learners to demonstrate their ability to confidently share their mathematical reasoning and to critique and build on the reasoning of others.</p> <p>3.13 A safe and rigorous learning environment exists where learners can take risks and make mistakes in their learning.</p> <p>3.14 Active listening is explicitly taught, modelled and encouraged.</p> <p>3.15 Mental routines are used to elicit student understanding through <b>closed, open and flip questions</b>.</p> <p>3.16 Pose thought-provoking questions that challenge students’ analytical thinking and encourage them to develop and substantiate a point of view using low-order (reproductive thinking) and high-order (new thinking) questioning.</p> <p>3.17 Wait time of at least 3 seconds after questioning to allow deep thinking.</p> <p>3.18 Thinking out loud is encouraged and modelled.</p> <p>3.19 Cold calling (no hands up) used to facilitate engagement (except for students asking a question).</p> <p>3.20 Students are encouraged to constructively question and challenge others’ mathematical thinking.</p> <p>3.21 <b>Classroom dialogue systems</b> are embedded (think/pair/share; turn and talk; small group discussions; see/think/wonder).</p> <p>3.22 <b>Reflection</b> times are used to develop shared understanding of mathematical strategies and concepts.</p>
<p><b>4. Collecting and responding to evidence:</b>  <i>Use evidence of learners’ thinking to assess their progress towards understanding in a range of contexts</i></p>	<p>4.1 Summative and formative data is collected regularly and analysed to inform feedback, instruction and planning.</p> <p>4.2 <b>Daily 5 pedagogy</b> is used to facilitate formative assessment data collection.</p> <p>4.3 Running record data used to assign instructional reading levels and individual CAFÉ goals for students up to Level 30.</p> <p>4.4 Fountas and Pinnell running record data used to assign instructional reading levels, assess comprehension and provide individual reading goals for students beyond Level 30.</p> <p>4.5 Oxford 404 Wordlist used to assess high-frequency word knowledge and set individual learning goals.</p> <p>4.6 Words Their Way (3-7) used to assess phonics, vocabulary and spelling knowledge, and create individualised spelling programs.</p>	<p>4.14 Summative and formative data is collected regularly and analysed to inform feedback, instruction and planning.</p> <p>4.15 Evidence of mathematical learning/understanding is collected and analysed in two-weekly cycles to inform instruction and planning.</p> <p>4.16 Australian Curriculum Mathematics proficiency strands (understanding, fluency, reasoning and problem solving) are assessed in a range of mathematical contexts and used to inform planning and instruction.</p> <p>4.17 Natural Maths pedagogy is used to facilitate formative assessment data (through mental routines and problematised situations).</p> <p>4.18 Diagnostic misconceptions data informs individual and small group instruction.</p> <p>4.19 Conferencing is used to respond to evidence with small groups and individuals to set learning goals and elicit next steps for improvement.</p>



BEST PRACTICE	LITERACY KEY ACTIONS	NUMERACY KEY ACTIONS
<p><b>4. Collecting and responding to evidence (cont):</b></p>	<p>4.7 Jolly Phonics (R-2) used to assess knowledge of phonics and create a literacy program that caters for individual needs in letter sounds, letter formation, blending and tricky words.</p> <p>4.8 Conferencing is used to respond to evidence with small groups and individuals to set learning goals and elicit next steps for improvement.</p> <p>4.9 NAPLAN data in reading, writing, grammar and punctuation is analysed to inform whole school, cohort and individual targets for improvement.</p> <p>4.10 PAT-R Comprehension data is collected annually and analysed to inform whole school, cohort and individual targets for improvement.</p> <p>4.11 PAT Resource Centre is used for planning and programming for whole class, small group and individual instruction, including intervention.</p> <p>4.12 Evidence is used to create individual learning goals in reading and writing.</p> <p>4.13 Evidence used to create <b>SMARTAR goals</b> in English for students on <b>One Plans</b>.</p>	<p>4.20 NAPLAN data in Mathematics is analysed to inform whole school, cohort and individual targets for improvement.</p> <p>4.21 PAT-M data is collected annually and analysed to inform whole school, cohort and individual targets for improvement.</p> <p>4.22 <b>PAT Resource Centre</b> is used for planning and programming whole class, small group and individual instruction, including intervention.</p> <p>4.23 Evidence is used to create individual maths goals (Top 5).</p> <p>4.24 Evidence is used to create SMARTAR goals (specific, measurable, attainable, realistic, time bound, agreed upon, reviewed) in Mathematics for students on One Plans (SWD, ATSI, EALD, GOM) as required.</p>
<p><b>5. Fostering engagement and providing challenge:</b> Engage learners in rich and challenging tasks with multiple entry and exit points. Provide time for students to engage in 'productive struggle'</p>	<p>5.1 A culture of learners is established, in which the teacher is seen as a learner alongside students, modelling a passion for literacy.</p> <p>5.2 A safe and rigorous learning environment exists where learners can take risks and make mistakes in their learning.</p> <p>5.3 <b>Intellectual stretch</b> is encouraged through individual goals, task design (emotional engagement) and classroom dialogue.</p> <p>5.4 <b>Productive struggle</b> is facilitated, encouraged and shared, and mistakes are seen as a learning opportunity.</p> <p>5.5 Students know and can identify the <b>four types of mistakes</b> in their own and others' literacy learning constructively and reflectively.</p> <p>5.6 Flexible thinking skills and neuroscience are explicitly taught to help learners develop persistence when challenged.</p> <p>5.7 Opportunities for '<b>flow</b>' in learning are provided and celebrated.</p> <p>5.8 Learning tasks are differentiated with multiple entry and exit points.</p> <p>5.9 Curiosity is promoted through the use of <b>wonder walls</b> and classroom dialogue ('is' vs 'could').</p> <p>5.10 Students access '<b>good fit</b>' books, instructional readers and challenging texts in a variety of contexts.</p> <p>5.11 Students select a range of genres for authentic purposes and audiences.</p> <p>5.12 Teachers embrace the philosophy of 'choice + purpose = motivation'</p> <p>5.13 <b>Stuck strategies</b> explicitly taught for independence and resilience.</p>	<p>5.14 A culture of learners is established, in which the teacher is seen as a learner alongside students, modelling a passion for mathematics.</p> <p>5.15 A safe and rigorous learning environment exists where learners can take risks and make mistakes in their learning.</p> <p>5.16 Intellectual stretch is encouraged through individual goals, task design and classroom dialogue.</p> <p>5.17 Productive struggle is facilitated, encouraged and shared, and mistakes are seen as a learning opportunity.</p> <p>5.18 Students know and can identify the four types of mistakes in their own and others' mathematical learning constructively and reflectively.</p> <p>5.19 Flexible thinking skills and neuroscience are explicitly taught to help learners develop persistence when challenged.</p> <p>5.20 Opportunities for 'flow' in learning are provided and celebrated.</p> <p>5.21 Mental routines are used as an engagement tool with closed, open and flip questions.</p> <p>5.22 <b>Problematised situations</b> are designed as contextually appropriate narratives with multiple entry and exit points to maintain engagement and challenge all learners.</p> <p>5.23 Curiosity and creativity are used to promote engagement in mathematics.</p> <p>5.24 Stuck strategies explicitly taught for independence and resilience.</p>



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<p><b>6. Negotiate learning:</b> Students make decisions about their own learning in collaboration with teachers and/or peers</p>	<p>6.1 Curiosity is encouraged and modelled through the use of wonder walls and high-order questioning.</p> <p>6.2 Through <b>Inquiry Based Learning pedagogy (IBL)</b>, teachers act as architects of learning; listening to student thinking, posing thought-provoking questions and guiding learning when required.</p> <p>6.3 Use multiple modes of learning to engage and challenge students; multimedia, text, hands-on, visual.</p> <p>6.4 Inquiry Based Learning encompasses integrated learning across curriculum areas.</p> <p>6.5 Powerful learning dispositions are utilised to develop resourceful, resilient and reflective learners.</p> <p>6.6 Daily 5 pedagogy used to facilitate independent learning and small group learning, and allow students to make decisions about their own learning.</p> <p>6.7 Writer’s Workshop includes explicit instruction, modelling, co-construction and opportunities for students to select appropriate genres for their purpose.</p> <p>6.8 Student voice is activated through <b>Teach on Teams</b> (initially 5/6/7).</p> <p>6.9 Individual learning goals in reading and writing are negotiated with students.</p> <p>6.10 Student feedback and input is seen as crucial for planning and programming in English.</p>	<p>6.11 Curiosity is encouraged and modelled through the use of wonder walls and high-order questioning.</p> <p>6.12 Through Inquiry Based Learning pedagogy, teachers act as architects of learning; listening to student thinking, posing thought-provoking questions and guiding learning when required.</p> <p>6.13 Use multiple modes of learning to engage and challenge students; multimedia, text, hands-on, visual.</p> <p>6.14 Powerful learning dispositions are utilised to develop resourceful, resilient and reflective learners.</p> <p>6.15 Natural Maths pedagogy used to facilitate independent and small group learning and allow students to make decisions about appropriate strategies and methods for solving mathematical problems.</p> <p>6.16 STEM (Science, Technology, Engineering and Mathematics) is integrated through IBL pedagogy.</p> <p>6.17 Student voice is activated through Teach on Teams (initially 5/6/7).</p> <p>6.18 Individual learning goals in mathematics are negotiated with students.</p> <p>6.19 Student feedback and input is seen as crucial for planning and programming Maths.</p>
<p><b>7. Planning and programming:</b> Agreed pedagogical practices and planning proformas to ensure consistency</p>	<p>7.1 <b>Wave 1, 2 and 3</b> students are catered for through quality instruction, just-in-time interventions such as MiniLit, and SMARTAR goals in One Plans for Wave 3 interventions.</p> <p>7.2 Big 6 in Reading (Oral Language, Phonemic Awareness, Letter-Sound Knowledge, Fluency, Vocabulary and Comprehension) integrated into literacy planning.</p> <p>7.3 Jolly Phonics and Jolly Grammar (R-2) and Words their Way spelling program (3-7)</p> <p>7.4 Book Making (R-2) and Writer’s Notebook (3-7)</p> <p>7.5 Daily 5 and CAFÉ</p> <p>7.6 Agreed <b>2-week cycle planning proformas</b> are used for Writer’s Workshop and CAFÉ mini-lessons.</p> <p>7.7 Moderation of running records, writing (Book Making rubric R-2, NAPLAN writing rubric 3-7) and English grading occurs regularly within learning teams.</p>	<p>7.8 Wave 1, 2 and 3 students are catered for through quality instruction, just-in-time interventions and SMARTAR goals in One Plans.</p> <p>7.9 Agreed <b>2-week cycle Natural Maths planning proforma</b> used.</p> <p>7.10 <b>Pedagogical framework for Natural Maths</b> used as a resource for planning 2-week learning cycles.</p> <p>7.11 Misconceptions lessons are scheduled twice per week (3-5) and once per week (R-2 and 6-7).</p> <p>7.12 Australian Curriculum proficiency strands (understanding, fluency, reasoning and problem solving) are integrated into maths planning.</p> <p>7.13 Moderation in Mathematics grading occurs regularly within learning teams.</p>



## SUPPORTIVE RESPONSIBILITY

### Teachers commit to:

*Continual improvement of practice*

*Focusing on the things that make a difference to students*

### Leaders commit to:

*Creating expectations for continually improving practice*

*Focusing on the things that make a difference to students*

*Providing time, space, dispensation and support for innovation*

*Supporting risk-taking*

## BEST PRACTICE SOURCES

John Hattie 'Visible Learning'

Guy Claxton et.al. 'The Learning Powered School'

Dylan Wiliam 'Embedded Formative Assessment'

DECD 'Teaching for Effective Learning (TfEL)'

DECD 'Eight Effective Practices in Mathematics'

The 2 Sisters 'Daily 5 and CAFÉ'

Ann Baker 'Natural Maths'

Lisa Burman 'Book Making'

Tierney Kennedy 'Back to Front Maths and Diagnosing Misconceptions'

Carol Dweck 'Mindsets'

Martin Seligman 'Positive Psychology'

Mihalyi Csikszentmihalyi 'Flow'

Edutopia 'Brain-based learning'

Daniel Goleman 'Emotional Intelligence'

Di Siemon 'Big Ideas in Number'

AITSL 'Australian Professional Standards for Teachers'

Kath Murdoch 'Inquiry Teaching'

Guy Claxton 'Building Learning Power'

ACARA 'Australian Curriculum'