



STEP 1 Analyse and Prioritise

Site name:

Goal 1: Maintain and increase the number of students achieving in the higher bands in Reading.

ESR Directions:

- To ensure equity and improve student learning, collaboratively implement R-7 agreements in literacy and numeracy that have a clear and balanced focus on the consistency of pedagogical practice, explicit teaching, high expectations and progressions in learning.
- Personalise student engagement and challenge in their learning through the whole-school implementation of evidence-based feedback and formative assessment strategies that provide students with a clear understanding of their next steps in learning.
- Embed a consistent whole-school culture of student agency that empowers students by involving them in the key aspects of decision making about their learning.

Target 2022:
 Year 3 75% (39 students) achieving NAPLAN HB
 Year 5 73% (35 students) achieving NAPLAN HB

2023:
 Year 3 HB 66% (29 students) achieving NAPLAN HB
 Year 5 HB 76% (26 students) achieving NAPLAN HB

2024:
 Year 3 HB 70% (38 students) achieving NAPLAN HB
 Year 5 HB 77% (40 students) achieving NAPLAN HB



STEP 2 Challenge of practice

Challenge of Practice:

If we use the Science of Reading as the research informed, whole school consistent approach to teaching Reading, then we will maintain and increase the number of students achieving in the higher bands for Reading.

Student Success Criteria (what students know, do, and understand):

We will see each student identify the main message of a text when we ask students to retell what has been read in a formal reading assessment.

We will see students use complex vocabulary in subject specific content when we review samples of student writing or in discussions on student learning.

We will see students articulate what their next steps in learning are when we talk to them about their learning and record results during a leadership walkthrough.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Provide teachers and their professional learning teams structured time to collaborate, reflect on practice, review progress as part of the continual improvement process</p>	<p>Term 1 – Weeks 1&2 Establish PLTs</p> <p>Every 3 weeks publish a pulse survey</p> <p>At least 3 staff meetings per term dedicated for PLT work aligned to SIP</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • create smaller PLTs and focus on the learning culture • set the scene – providing scaffolds and structures for establishing norms, expectations • dedicate some staff meeting times for PLT work • regularly check in with PLTs with a “pulse check survey” <p>Teachers will:</p> <ul style="list-style-type: none"> • actively contribute to the PLT and work effectively as part of a team • establish and adhere to group norms and expectations <p>Together we will:</p> <ul style="list-style-type: none"> • review data • share practice and collective expertise 	<p>James Kerr – <i>Legacy</i> Anthony Muhammad – <i>Transforming School Culture</i> Richard Dufour & Michael Fullan – <i>Cultures Built to Last</i> Lyn Sharratt – <i>Clarity</i> Joan Dalton – <i>Learning Culture for Learning Impact</i></p>

<p>Teachers will unpack data from students sitting just below high bands to identify next steps in learning then review impact.</p>	<p>NIT timetable published in week 0</p> <p>Week 0 basic handover information</p> <p>Term 1, Week 5 staff meeting and ongoing, identifying just below higher bands students</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • timetable shared NIT times. • provide templates for teachers to document progress and adapted strategies. • create time in week 0 for some basic handover of information <p>Teachers will:</p> <ul style="list-style-type: none"> • meet collaboratively in a shared NIT time to share formative data, plan next steps, and adopt strategies to move students forward. <p>Together we will:</p> <ul style="list-style-type: none"> • monitor documentation and discuss and track student progress. • deep dive into the following High Impact Teaching Strategies – Setting goals, explicit teaching, feedback and differentiated teaching. 	<p>School based template</p> <p>Professional Practice Note 9 HITS.pdf (education.vic.gov.au)</p> <p>high-impact-teaching-strategies.pdf (education.vic.gov.au)</p> <p>1.0 The 'Big Six' 1 components of reading: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>2.0 Integrating the Big 6 of reading - the simple view of reading (edi.sa.edu.au)</p> <p>Literacy and Numeracy First: Information for Principals (edi.sa.edu.au)</p>
<p>Explicitly teach Tier 2 and 3 words in all areas of the curriculum.</p>	<p>Ongoing all of 2022</p> <p>Schedule some term 2 staff meetings for Plink course</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Mentor and coach staff to have high impact teaching in the area of vocabulary and develop an understanding of Tier 2 and 3 words <p>Teachers will:</p> <ul style="list-style-type: none"> • co-construct word walls with students. • identify and prioritise words for instruction from topic and/or text. • explicitly teach vocabulary before reading • unpack clear, concise learning intentions and success criteria for vocabulary teaching and learning. • Teach with fidelity a spelling and grammar program (currently WTW) <p>Together we will:</p> <ul style="list-style-type: none"> • complete Plink course – Reading Comprehension – essential steps 	<p>Reading Comprehension – essential steps before, during and after reading text reading course</p> <p>1.4 Vocabulary: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.0 The 'Big Six' 1 components of reading: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>Integrating the Big 6 of reading - the simple view of reading (edi.sa.edu.au)</p> <p>selecting_words_final.pdf (nsw.gov.au)</p> <p>04-Three Tiers of Vocabulary - YouTube</p>
<p>All teachers review and strengthen the link between oral language, reading and writing, in particular:</p> <p>R-2</p> <ul style="list-style-type: none"> - explicitly teaching oral language and synthetic phonics instruction <p>3-6</p> <ul style="list-style-type: none"> - consistency between spelling and vocabulary - development and commitment to improving writing 	<p>Ongoing all of 2022</p> <p>Review WTW Weeks 1-3 term 1</p> <p>Action research possible alternatives to WTW, Weeks 3-5, term 1</p> <p>By end of term 1 decide on an alternative to WTW</p> <p>After Phonics Screening Check, review Jolly Phonics</p> <p>By end of year commit to whole school training of Seven Steps</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Review and evaluate fidelity of implementation of whole school programs • Discuss with the LET team H.I.T strategies and program alternatives <p>Teachers will:</p> <ul style="list-style-type: none"> • Work in PLTs to review practices and programs • Undertake some action research to identify possible alternatives <p>Together we will:</p> <ul style="list-style-type: none"> • Review delivery and implementation of Jolly Phonics • Review implementation and suitability of Words Their Way • Explore Seven Steps in Writing • Undertake in any relevant professional development as a whole site 	<p>Words Their Way</p> <p>Sound Waves</p> <p>Spelling Mastery</p> <p>Spell It</p> <p>Smart Spelling</p> <p>PLD</p> <p>Jolly Phonics</p> <p>Initial Lit</p> <p>Seven Steps in Writing</p>
<p>Explicitly teach the Big 6 components of reading through a guided reading program.</p>	<p>Deputy to be appointed Term 2, 2022</p> <p>2022 ongoing</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Appoint a Deputy Principal with a curriculum focus to support and mentor staff • build collaborative processes and utilise the collective expertise within the site 	<p>The 'Big Six' 1 components of reading: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.1 Oral language: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p>

		<ul style="list-style-type: none"> • provide resources for teachers to be able to effectively implement a quality guided reading program. • conduct walkthroughs to assess guided reading across the school and provide feedback to teachers to improve students learning and provide support where needed. • conduct walkthroughs to measure if students can articulate what they do before, during and after reading. <p>Teachers will:</p> <ul style="list-style-type: none"> • R-2 teachers will have a strong focus on oral language, phonics and phonemic awareness. • 3-6 teachers will have a strong focus on comprehension, vocabulary and fluency. • adopt a daily guided reading strategy for their classroom that is consistent with like year levels. • explicitly teach before, during and after reading comprehension strategies as outlined in the DfE Comprehension best advice paper. • prepare background knowledge before reading. • conduct read alouds at least three times a week. • facilitate comprehension during independent reading by teaching ‘fix it up’ strategies. • promote comprehension after reading through questioning and recording understanding on graphic organisers. • unpack clear, concise learning intentions and success criteria. <p>Together we will:</p> <ul style="list-style-type: none"> • ensure there is consistency across PLTs and continuity of learning across the site • work collaboratively to create a Torrensville’s best practice literacy approach. • complete Plink course – Reading Comprehension – essential steps before, during and after reading text reading course and apply the strategies <p>Click or tap here to enter text.</p>	<p>1.2 Phonological awareness: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.3 Phonics: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.4 Vocabulary: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.5 Fluency: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.6 Comprehension: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>Integrating the Big 6 of reading - the simple view of reading (edi.sa.edu.au)</p> <p>Book club a view from Mrs Nguyens grade.pdf</p> <p>Reading Comprehension – essential steps before, during and after reading text reading course</p> <p>Noella Mackenzie: the power of read aloud - YouTube</p> <p>Department for Education plink - The Power of Read Aloud The Power of Read Aloud Graphic Organizers for Reading Comprehension Scholastic Modelled reading (education.vic.gov.au)</p> <p>Close Reading Strategies Across the Grades Continental (continentalpress.com)</p> <p>Primary Archives - Reading Australia</p>
<p>Teachers and students co-create personalised reading and writing goals for individual students</p>	<p>Bump It Up Walls used in classrooms by Week 6, Term 1</p> <p>Learning Goals updated twice a term</p> <p>2022 ongoing</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • conduct walkthroughs and ask students to articulate what their reading and writing goals are and what they need to do achieve their goal. • Coach and mentor staff in the High Impact Teaching Strategies and facilitate implementation of HITS in the classroom, with a strong focus on setting goals and feedback <p>Teachers will:</p> <ul style="list-style-type: none"> • unpack clear, concise learning intentions and success criteria. • use Bump It Up Walls with students to identify where they are and what they can do to improve their work and achieve their goal. <p>Together we will:</p> <ul style="list-style-type: none"> • share progress with other PLTs • walk through eachother’s learning spaces to have a look at classroom displays, learning goals and bump it up walls 	<p>The ‘Big Six’1 components of reading: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.1 Oral language: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.2 Phonological awareness: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.3 Phonics: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.4 Vocabulary: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.5 Fluency: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>1.6 Comprehension: Best Advice Learning Improvement - Literacy (edi.sa.edu.au)</p> <p>Integrating the Big 6 of reading - the simple view of reading (edi.sa.edu.au)</p>



STEP 1 Analyse and Prioritise

Goal 2: Maintain and increase the number of students achieving in the higher bands for Maths.

ESR Directions:

- To ensure equity and improve student learning, collaboratively implement R-7 agreements in literacy and numeracy that have a clear and balanced focus on the consistency of pedagogical practice, explicit teaching, high expectations and progressions in learning.
- Personalise student engagement and challenge in their learning through the whole-school implementation of evidence-based feedback and formative assessment strategies that provide students with a clear understanding of their next steps in learning.
- Embed a consistent whole-school culture of student agency that empowers students by involving them in the key aspects of decision making about their learning.

Target 2022: Year 3 66% (34 students) achieving NAPLAN HB Year 5 65% (31 students) achieving NAPLAN HB	2023: Year 3 HB 75% (33 students) achieving NAPLAN HB Year 5 HB 65% (22 students) achieving NAPLAN HB	2024: Year 3 HB 70% (38 students) achieving NAPLAN HB Year 5 HB 70% (36 students) achieving NAPLAN HB
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STEP 2 Challenge of practice

Challenge of Practice:

To maintain and increase students in the higher bands, we will strengthen planning processes and task design that focus on the integration of all 3 mathematical strands. In particular providing multiple opportunities to develop strong number sense through problem solving in authentic situations.

Student Success Criteria (what students know, do, and understand):

We will see students articulate the process they used when problem-solving when we ask them to provide reasoning for their answers.

We will see students articulate what they need to do to improve when we moderate or assess their maths work.

We will see students talk about their next steps in learning when we discuss their current mathematical understanding with them.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Develop and implement pedagogical content knowledge to plan and teach students to build on number ideas and concepts developmentally, including problem solving opportunities that cover all three strands	2022 ongoing	<p>Leaders will:</p> <ul style="list-style-type: none"> • monitor curriculum planning and provide feedback and support where needed. • work with staff to identify some core mathematical reference texts <p>Teachers will:</p> <ul style="list-style-type: none"> • organise what is taught by translating content from the scope and sequence into a teaching and learning program. • sequence learning experiences to intentionally develop student knowledge, understanding and skills. • relate the sequence of learning to the achievement standards. • integrate relevant general capabilities and cross-curriculum priorities. • plan formative and summative assessments to monitor and progress student learning against the achievement standards. • embed appropriate and effective pedagogy. • differentiate to support the range of student learning needs and abilities. 	<p>Mathematics units of work (edi.sa.edu.au) Teacher curriculum planning guide (edi.sa.edu.au) Scope and sequence for curriculum planning (edi.sa.edu.au) Curriculum planning – a whole school approach (edi.sa.edu.au) (curriculum trackers) Literacy and Numeracy First: Information for Principals (edi.sa.edu.au)</p>

		<ul style="list-style-type: none"> incorporate quality-assured and curriculum-aligned shared teaching and learning resources. embed numeracy high impact strategies. Include weekly problem solving lessons <p>Together we will:</p> <ul style="list-style-type: none"> develop a Torrensville’s best practice Maths approach explore DfE units of work <p>Click or tap here to enter text.</p>	
Teachers will unpack data from students sitting just below high bands to identify next steps in learning then review impact.	Term 1, Week 5 staff meeting and ongoing, identifying just below higher bands students	<p>Leaders will:</p> <ul style="list-style-type: none"> timetable shared NIT times. provide templates for teachers to document progress and adapted strategies. <p>Teachers will:</p> <ul style="list-style-type: none"> meet collaboratively in a shared NIT time to share formative data, plan next steps, and adopt strategies to move students forward. <p>Together we will:</p> <ul style="list-style-type: none"> monitor documentation and discuss and track student progress. dive into the following High Impact Teaching Strategies – Setting goals, explicit teaching, feedback and differentiated teaching. 	PAT Maths NAPLAN
Explicitly teach a consistent, whole school, problem solving approach	<p>From week 5 start incorporating NAPLAN style questions for HW</p> <p>Begin establishing a problem solving process from Week 6, Term 1, 2022</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> plan and organise professional development around problem-solving task design provide relevant problem solving HITs and advice from the department guidebooks. <p>Teachers will:</p> <ul style="list-style-type: none"> design learning that incorporates high-quality problem-solving tasks. explicitly teach the four-step problem-solving process. as homework tasks explore 2 NAPLAN style questions each week (5 minutes) for the whole year and share thinking/process as a whole class <p>Together we will:</p> <ul style="list-style-type: none"> explore AGPS problem solving framework and work together to develop a tailored Torrensville whole school problem-solving process. 	<p>Maths300 – Engaging lessons and professional support Mathematics units of work (edi.sa.edu.au)</p> <p>NAPLAN resources Allenby Gardens Problem Solving Framework Department Guidebooks</p>
Use data to set challenging learning goals from students’ current mathematical understanding and use formative assessment to provide feedback to students.	<p>Learning Goals updated twice a term</p> <p>2022 ongoing</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> organise professional development as required. explore formative assessment strategies monitor formative assessment through observing teacher planning documents and teaching. conduct walkthroughs to ask students what their next steps in learning are. <p>Teachers will:</p> <ul style="list-style-type: none"> use data to set challenging learning goals with students. use evidence to inform teaching practice. use a range of formative assessment strategies to provide feedback to students to progress with their learning be explicit and clear about the intended learning and next steps. communicate with families individual learning goals and provide strategies and advice how they can be supported at home 	<p>Big ideas in number overview (edi.sa.edu.au)</p> <p>3.1 Trusting the count - Best Advice Series 3.1: Leading Learning Improvement (October 2017) (edi.sa.edu.au)</p> <p>3.2 Place value - Best Advice Series 3.2: Leading Learning Improvement (September 2017) (edi.sa.edu.au)</p> <p>3.3 Multiplicative thinking - Best Advice Series 3.3: Leading Learning Improvement (September 2017) (edi.sa.edu.au)</p> <p>3.4 Partitioning - Best Advice Series 3.4: Leading Learning Improvement (September 2017) (edi.sa.edu.au)</p> <p>3.5 Proportional reasoning - Best Advice Series 3.5: Leading Learning Improvement (September 2017) (edi.sa.edu.au)</p>

		<p>Together we will:</p> <ul style="list-style-type: none">• prioritise time to analyse data and use it to inform teaching during PLC times.• create a culture of teachers and students engaging in an ongoing dialogue about learning.• use Dylan Wiliam's work as the basis for formative assessment.	<p>3.6 Generalising - Best Advice Series 3.6: Leading Learning Improvement (September 2017) (edi.sa.edu.au) Formative assessment in teaching and learning (edi.sa.edu.au) SAPPA Formative-assessment-in-SA-statement final .pdf Literacy and Numeracy First: Information for Principals (edi.sa.edu.au)</p>
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