
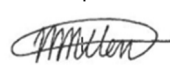


School priority 1	Improve student achievement and confidence in number concepts across all year levels, with a focus on deep understanding, fluency, and application in real-world contexts.	Monitoring			
		Term 1	Term 2	Term 3	Term 4
<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Develop a deep understanding of the AC to support teachers in developing and adapting units of work that are locally relevant and engaging for students, with clear and consistent expectations for unit planning.</li> <li>Provide formal opportunities for data discussions to build teachers' data literacy and capability in utilising data to inform teaching and learning cycles.</li> </ul>				
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Implement a structured numeracy instructional model that prioritizes conceptual understanding before procedural fluency.</li> <li>Incorporate daily number fluency routines (e.g., Number Talks, mental computation strategies).</li> <li>Design learning sequences that apply number concepts to authentic problems</li> <li>Use data to identify students requiring additional support or enrichment and provide structured programs.</li> </ul>				
<b>Actions:</b>	<b>Responsible officer</b>	<b>Resources</b>			
<p><b>Curriculum Implementation</b>                      Embed the Australian Curriculum: Mathematics (Number strand) with fidelity, using C2C units as a base, with adjustments for differentiation and local context whilst prioritising number in whole-school curriculum planning cycles. -</p> <p><b>Pedagogical Practice</b>                      Implement the school's agreed pedagogical framework gradual release of responsibility and explicit teaching, by using Number Talks to promote reasoning and mental computation, whilst incorporating manipulatives and visual models to support conceptual understanding.</p> <p><b>Data-Informed Decision Making</b>                      Use NAPLAN, and school-based assessments to identify trends and target teaching and monitor student progress in number using formative assessment tools.</p> <p><b>Professional Capability</b>                      Provide targeted professional development in number pedagogy through facilitating collaborative planning and moderation focused on number, and engaging in instructional coaching and peer observation cycles.</p> <p><b>Community Partnerships</b>                      Share number strategies with families through newsletters to encourage family engagement in maths learning at home</p>	HOD-C Lit & Num Spt Teacher  Teacher Teacher Aide  Principal HOD-C  Teacher Principal HOD-C  Principal	<p><b>Math Resource</b></p> <ul style="list-style-type: none"> <li>Manipulatives, measuring tools, and hands-on materials. Visual aids and digital resources for conceptual learning.</li> </ul> <p><b>Display Boards</b></p> <ul style="list-style-type: none"> <li>For showcasing real-world math applications and student work.</li> </ul> <p><b>Professional Learning Budget</b></p> <ul style="list-style-type: none"> <li>Training in evidence-based numeracy pedagogy (e.g., conceptual understanding, Number Talks).</li> </ul> <p><b>HR Numeracy Leader</b></p> <ul style="list-style-type: none"> <li>To lead professional learning and data-informed planning.</li> </ul> <p><b>Classroom Teachers</b></p> <ul style="list-style-type: none"> <li>Implement strategies and monitor progress.</li> </ul> <p><b>Support Staff</b></p> <ul style="list-style-type: none"> <li>Assist with intervention groups and differentiated instruction.</li> </ul>			
<b>End of Year Success Criteria</b>	<b>Measures</b>	<p><b>Performance:</b></p> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li><b>Relative Proportion of Students Achieving:</b> <ul style="list-style-type: none"> <li><b>C and Above in Mathematics:</b> Target: ≥ 90% of students achieving a C or higher in mathematics by end of year.</li> <li><b>A or B in Mathematics:</b> Target: ≥ 40% of students achieving an A or B in mathematics.</li> </ul> </li> </ul> <p><b>NAPLAN Participation and Performance</b></p> <ul style="list-style-type: none"> <li><b>Participation:</b> Target: ≥ 95% participation rate in NAPLAN for Years 3 and 5..</li> <li><b>Performance:</b> Target: ≥ 80% of students achieving at or above National Minimum Standard in Numeracy.                             <ul style="list-style-type: none"> <li>Stretch Goal: ≥ 30% of students in the Upper Bands for Numeracy.</li> </ul> </li> </ul> <p><b>Days of Learning</b></p> <ul style="list-style-type: none"> <li><b>Attendance Impact on Learning:</b> Target: Average student attendance ≥ 92%, with fewer than 10 days of learning lost per student annually.</li> </ul>			
	<b>Artefacts</b>	<p><b>Behaviour</b></p> <p>Students can/will:</p> <ul style="list-style-type: none"> <li>Demonstrate confident use of number strategies across all strands of mathematics.</li> <li>Articulate their mathematical thinking using appropriate vocabulary.</li> <li>Engage in mathematical discussions, problem-solving, and reasoning tasks.</li> <li>Show growth in number fluency and conceptual understanding through formative and summative assessments.</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Explicitly teach number concepts using agreed pedagogical practices - Gradual Release of Responsibility, Number Talks, Explicit Teaching</li> <li>Use data (e.g. NAPLAN, formative assessments) to inform differentiated instruction.</li> <li>Collaboratively plan to use three levels of planning (whole school, year level, and individual lesson).</li> <li>Engage in school based professional learning communities focused on improving number instruction.</li> </ul> <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> <li>Support targeted intervention and small group instruction in number.</li> <li>Use consistent language and strategies aligned with classroom teaching.</li> <li>Participate in professional development relevant to numeracy support.</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Monitor implementation through walkthroughs, data reviews, and coaching cycles.</li> <li>Facilitate professional development and collaborative planning.</li> <li>Lead data-informed decision-making and resource allocation.</li> <li>Celebrate progress and share successful practices across the school.</li> <li>Facilitate secondary transition, with Mathematics year 7 teacher.</li> </ul>			
		<p><b>Three Levels of Planning:</b></p> <ul style="list-style-type: none"> <li>Whole-school curriculum map prioritising number.</li> <li>Year-level unit plans with differentiation strategies.</li> <li>Teacher sequence with low variance instructional routines with explicit number instruction.</li> </ul> <p><b>Data Artefacts:</b></p> <ul style="list-style-type: none"> <li>NAPLAN performance analysis.</li> <li>Class data sets and individual student tracking.</li> </ul> <p><b>Pedagogical Artefacts:</b></p> <ul style="list-style-type: none"> <li>Consistent use of Number Talks.</li> <li>Student work samples showing reasoning and fluency.</li> <li>Annotated student work.</li> </ul> <p><b>Professional Learning Artefacts:</b></p> <ul style="list-style-type: none"> <li>Records of lesson observations and collaborative planning.</li> <li>Staff PD aligned to number priority.</li> </ul> <p><b>Community Engagement Artefacts:</b></p> <ul style="list-style-type: none"> <li>Parent newsletters with number strategies.</li> </ul>			
<b>Approvals</b>					
This plan was developed in consultation with the school community and meets school needs and systemic requirements.					
Principal – Adam Fritz 		P&C/School Council – Michelle Allen 		School Supervisor – Darren Wallwork	



School priority 2	To ensure every student becomes a confident, fluent reader who can comprehend and critically engage with increasingly complex texts across all learning areas, by implementing evidence-informed practices aligned with the Australian Curriculum - Reading.	Monitoring			
		Term 1	Term 2	Term 3	Term 4
<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Develop a deep understanding of the AC to support teachers in developing and adapting units of work that are locally relevant and engaging for students, with clear and consistent expectations for unit planning.</li> <li>Provide formal opportunities for data discussions to build teachers' data literacy and capability in utilising data to inform teaching and learning cycles.</li> </ul>				
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Promote consistent expectations for reading engagement and comprehension in every learning area to embed a whole school reading culture</li> <li>Use differentiated, evidence-informed practices to meet diverse student needs.</li> <li>Build teacher capacity through ongoing professional learning focused on reading comprehension, fluency, and critical engagement.</li> <li>Review and refine systems for monitoring student reading progress and comprehension.</li> </ul>				
Actions: including Responsible role(s)		Responsible officer	Resources		
<p><b>Curriculum Alignment</b>                      Review reading processes within school to ensure alignment with Australian Curriculum v9 strands (<i>Language, Literature, Literacy</i>) and Literacy Learning Progressions using Reading through the AC resources and implementation guide and signposts.                      Through planning protocols embed reading outcomes in a variety of subject areas, ensuring cross-curricular literacy.</p> <p><b>Evidence-Based Instruction</b>                      Continue to implement <b>Systematic Synthetic Phonics (SSP)</b> in Prep–Year 2 for decoding skills through daily phonics, word reading and spelling                      Explicitly revise comprehension strategies in Years 3–6.                      Use rich, authentic texts to build vocabulary, background knowledge &amp; comprehension across all year levels through shared dialogic reading routines.                      Explicit vocabulary lessons in English with a view to extend to other Key learning areas.</p> <p><b>Data-Informed Practice</b>                      Continue to implement data cycle for reading (diagnostic, formative, summative), utilising formative assessments through Initialit program to check phonics and comprehension to identify students needing intervention. Track progress against NAPLAN benchmarks.</p> <p><b>Professional Learning</b>                      Facilitate collaborative planning sessions with HOD-C and colleagues to embed explicit instruction strategies. Conduct learning walks and feedback cycles focused on reading instruction. Induct new staff into ways of working for Reading to ensure consistent approach.</p> <p><b>Targeted Intervention</b>                      Implement tiered support for students below benchmark (small-group phonics, guided reading), Engage specialist staff (speech pathologists, literacy coaches) for complex needs and monitor intervention impact through short-cycle assessments.</p> <p><b>Community Engagement</b>                      Share home-reading strategies with families through workshops and newsletters. Promote reading culture through events (Book Week, reading challenges). As part of our transition programs inform parents of SSP approach to reading</p>		<p>HOD-C Teachers</p> <p>Principal HOD-C Teachers</p> <p>Principal HOD-C Teachers</p> <p>Teachers Principal HOD-C</p> <p>Teacher Aides Teachers</p> <p>Principal</p>	<p><b>HR</b></p> <ul style="list-style-type: none"> <li><b>HOD-C:</b> To provide coaching, model lessons, and support teachers.</li> <li><b>Teacher Aides:</b> For targeted reading interventions and small-group support.</li> <li><b>Leadership Team:</b> For monitoring, feedback, and professional learning facilitation.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Training in <b>evidence-informed reading practices</b> (e.g., explicit instruction, phonics, comprehension strategies).</li> <li>Workshops on <b>Australian Curriculum – Reading</b></li> <li>Ongoing <b>data literacy training</b> for teachers to interpret reading assessment data.</li> </ul> <p><b>Instructional Resources</b></p> <ul style="list-style-type: none"> <li>High-quality <b>decodable texts</b> for early readers.</li> <li>A wide range of <b>levelled readers</b> and <b>complex texts</b> for older students.</li> <li>Visual aids for comprehension strategies.</li> <li>Vocabulary development resources.</li> </ul>		
End of Year Success Criteria	Measures	<p><b>Performance</b>  <b>Student Achievement</b></p> <ul style="list-style-type: none"> <li><b>Relative Proportion of Students Achieving</b> <ul style="list-style-type: none"> <li><b>C and above in English:</b> Target: ≥ 90% of students achieve a grade of C or higher in English.</li> <li><b>A or B in English:</b> Target: ≥ 40% of students achieve an A or B in English.</li> </ul> </li> </ul> <p><b>NAPLAN Participation and Performance</b></p> <ul style="list-style-type: none"> <li><b>Participation:</b> Target: ≥ 95% participation rate across all tested year levels.</li> <li><b>Performance:</b> Target: Increase the percentage of students in the <b>Top Two Bands</b> for Reading by 5% &amp; reduce the percentage of students in the <b>Bottom Two Bands</b> for Reading by 5%.</li> </ul> <p><b>Other Relevant School-Determined Measures</b></p> <ul style="list-style-type: none"> <li><b>Initialit phonics screener</b> Target: ≥ 85% of students meet or exceed benchmark scores for oral reading fluency and comprehension.</li> <li><b>Reading Comprehension Assessments:</b> Target: Demonstrated improvement in students' ability to critically engage with texts, measured through formative and summative assessments.</li> </ul>			
		<p><b>Behaviour</b>                      Students can/will:</p> <ul style="list-style-type: none"> <li>Read confidently and fluently across all learning areas at an age-appropriate level</li> <li>Use comprehension strategies (predicting, connecting, visualising, asking questions, inferring, finding the main idea, summarising and monitoring) to understand and interpret texts.</li> <li>Engage critically with increasingly complex texts, expressing opinions and supporting them with evidence through shared and dialogical reading</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Explicitly teach reading strategies aligned with the Australian Curriculum – Reading.</li> <li>Use evidence-informed practices (modelled, guided, choral, echo, paired and independent accountable reading; vocabulary instruction, shared dialogue).</li> <li>Regularly assess reading fluency and comprehension using formative and summative tools &amp; differentiate instruction to meet student needs.</li> </ul> <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> <li>Support targeted reading interventions under teacher guidance.</li> <li>Reinforce classroom reading strategies during small-group or individual sessions &amp; provide feedback to teachers on student progress.</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Ensure professional development in evidence-informed reading practices.</li> <li>Monitor implementation through classroom observations and data analysis &amp; allocate resources (texts, assessment tools, intervention programs).</li> <li>Celebrate progress and communicate successes to the school community.</li> </ul>			
End of Year Success Criteria	Artefacts	<p><b>Student Artefacts</b></p> <ul style="list-style-type: none"> <li>Annotated texts demonstrating comprehension strategies (e.g., highlighting, note-taking).</li> <li>Written responses to texts (summaries, critical analyses, opinion pieces).</li> <li>Oral reading fluency recordings</li> </ul> <p><b>Teacher Artefacts</b></p> <ul style="list-style-type: none"> <li>Planning incorporating explicit reading instruction and comprehension strategies, along with teacher copies of authentic texts with annotations of intentional planning</li> <li>Records of formative assessments</li> <li>Examples of differentiated reading activities and intervention plans.</li> </ul> <p><b>Teacher Aide Artefacts</b></p> <ul style="list-style-type: none"> <li>Logs of small-group or individual reading support sessions.</li> <li>Progress notes for targeted students.</li> <li>Feedback with teachers.</li> </ul> <p><b>Leadership Team Artefacts</b></p> <ul style="list-style-type: none"> <li>Observation and walkthrough records focused on reading practices.</li> <li>Professional development schedules</li> <li>Reading data analysis</li> <li>Communication artefacts (newsletters, updates to families about reading initiatives).</li> </ul>			

