**IMPROVING MATHEMATICS OUTCOMES ACROSS R-7… Focus on Learning:**

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| Improve Mathematics outcomes for all students R-7 | Teachers and Leaders will  
- Plan collaboratively using the Learning by Design Model and Backward Planning  
- Ongoing collection and use of data analysis to plan for effective classroom practices  
- Plan common, high quality assessment tasks and engage in moderation with like year levels and meet timelines set  
- Creation and explicit teaching and assessing to learning goals and scales  
Target their Professional Learning to support Mathematics and work in PLCs  
- Access T&D opportunities  
- Utilise colleagues expertise and engage in Peer observation  
- Be a member of a PLC  
Focus on the Australian Professional Standards for Teachers  
Standard 5: Assess, provide feedback and report on student learning  
Focus on Teaching for Effective Learning Framework  
- 1.3 Participate in professional learning communities  
- 2.4 Create safe conditions for rigorous learning: challenge students to achieve high standards  
- 3.4 Promote dialogue as a means of learning  
- 4.3 Apply and assess learning in authentic contexts  
Focus on Art and Science of Teaching  
- DQ1: What will I do to establish and communicate learning goals, track student progress and celebrate success?  
- DQ9: What will I do to communicate high expectations for all students? (TBC) | In classrooms we will see  
- ALL students using Higher Order Thinking Skills  
- Evidence of the General Capabilities and Cross Curricular Priorities  
- Shared/common vocabulary walls to support learning in Maths and English in all classrooms  
- Assessment for/as/of learning – Students knowing how to be successful and know when they are successful.  
- Learning goals displayed and explicitly taught for maths and English.  
- Scales being used with students (ASOT)  
- Evidence of Summative and Formative Assessment and Reporting across all areas of learning  
- Explicit teaching and opportunities to transfer understanding across learning areas; particularly in Mathematics  
- English and Mathematics agreements to be evident in all classrooms.  | Ongoing collaborative planning and moderation in PLCs and Levels of Schooling  
**With particular focus on -**  
- Collaborative planning of learning goals and scales.  
- Improved development of high quality assessment tasks and making balanced judgements  
- English: Writing samples – (min. of 2/year in Levels of Schooling/PLCs) (low, mid and high achievers)  
- Common end of Unit Assessment tasks transferred to other learning areas.  
- Tracking student progress.  | NAPLAN - Y3/5/7  
- All students to achieve Proficiency bands in all areas as follows;  
  Y3- band 3 and above  
  Y5- band 5 and above  
  Y7- band 6 and above  
- Greater than 25% of students achieve in the upper growth band from Yr 3 to 5 and Yr 5 to Yr 7 in NAPLAN Reading and Numeracy  
**Target - Reading Numeracy**  
Y3-y5 – 25%+  
Y5-y7 – 25%+  
**READING**  
Running Records R-7 (by December)  
- Students to achieve as follows;  
  R = level 9-11  
  Y1 = level 17-20  
  Y2 = level 21-24  
Lexiles – Year 3-7  
75% of students proficient and above  
Y3 500+  
Y4 600+  
Y5 700+  
Y6 800+  
Y7 850+  
**IN SCHOOL TESTING (scale score)**  
**PAT R**  
Y1 85  
Y2 93  
Y3 103  
Y4 111.2  
Y5 117.1  
Y6 120.2  
Y7 123.5  
**PAT Maths**  
Y1 18  
Y2 28  
Y3 38.6  
Y4 39.6  
Y5 44.5  
Y6 54.4  
Y7 54.9  
**ATTENDANCE**  
All levels 97%  
Premier’s Reading Challenge – 100% of R-7 students participating |