

KEY POINTS ONE PAGER!

- **From 3 to 2 goals (Reading & Numeracy)**
- **Writing removed from the plan**

Goal 1. READING

Increase student achievement in reading through intentional teaching of oral language and decoding strategies (phonics and phonological awareness).

Challenge of Practice

If we develop teacher capacity and knowledge in reading strategies for decoding (phonological awareness and phonics) in both Standard Australian English & Pitjantjatjara, we will increase student ability to communicate effectively in both languages.

Success Criteria

Students will show growth in PASM and Phonics screening using pre and post assessments and students will engage in extended oral exchanges with educators.

Actions

1. Build educator understanding of the Big Six of Reading.
2. Build educator capacity in teaching oral language, phonological awareness and phonics.
3. Develop pedagogical practices which support the acquisition of Pitjanjatjara and Standard Australian English in Reading.
4. Leader to observe classroom literacy practices and provide constructive feedback to support the development of teachers' classroom practice through weekly observations and learning walks.
5. Teachers to review individual student progress in Reading (44 sounds) weekly through a staff meeting focus.
6. Teachers to collaboratively monitor reading progress for students twice a term through Learning Sprints to inform ongoing practice.

Goal 2. NUMERACY

Increase achievement in mathematics, with a focus on the sub elements of number and algebra: number recognition, counting processes, additive strategies & multiplicative strategies.

Challenge of Practice

If we develop a whole school approach to teaching numeracy by developing our pedagogical and assessment practices, we will increase student ability to use mathematical skills in order to solve number sense and algebraic problems.

Success Criteria

All students will be able to apply mathematical skills to analytically solve authentic number and algebraic problems.

Actions

1. Plan and implement data-informed short 5 week teaching cycles using 'Learning through Doing' strategies to support pedagogical practice.
2. Collect, analyse and interrogate baseline data using learning progressions through all numeracy units.
3. Collaboratively reflect, identify and plan for student learning needs termly.
4. Leader observe classroom numeracy practices and provide constructive feedback to support the development of teachers' classroom practice through weekly observations and learning walks.