



	Strategies	Evidence (2017)	Targets (2018)	Measures
Numeracy	R-5 Tierney Kennedy Project ⇒ Fixing Misconceptions in Number	12 MONTHS GROWTH IN PAT-M SCALE SCORE		PAT-Maths
	6/7 Maths Consultant: Peter Sullivan ⇒ Fostering Fluency as part of a Balanced Mathematics Program	Year 2 no data students Year 3 3 out of 16 students Year 4 4 out of 20 students Year 5 9 out of 25 students Year 6 6 out of 20 students	Year 3 36 out of 36 students Year 4 16 out of 16 students Year 5 20 out of 20 students Year 6 25 out of 25 students Year 7 20 out of 20 students	NAPLAN data Diagnostic assessments
	Coaching and Mentoring Program ⇒ 15 week coaching cycle working in a triad with pedagogical coach and like-year level peer ⇒ Focus on developing and embedding high-yield pedagogical practices	STANDARD OF EDUCATIONAL ACHIEVEMENT – PAT-M		Topic assessments Green = Self Set SEA Benchmark (Year 1 - 89) (Year 2 - 95)
	Formative Assessment PLC ⇒ Developing teacher understanding of Formative Assessment practices	Year 1 19 out of 27 students Year 2 11 out of 24 students Year 3 15 out of 37 students Year 4 4 out of 10 students Year 5 9 out of 25 students Year 6 6 out of 20 students	Year 2 23 out of 27 students Year 3 20 out of 24 students Year 4 27 out of 37 students Year 5 7 out of 10 students Year 6 16 out of 25 students Year 7 9 out of 20 students	Teacher judgement Ongoing Formative Assessment
	ACARA Numeracy Progressions ⇒ Tracking and monitoring of student progression and goal setting individual targets	NAPLAN UPPER BANDS		Peer Moderation
	Targeted intervention program for identified students ⇒ STEM for disengaged and high potential students	Year 3, 2016 1 out of 24 students Year 5, 2016 0 out of 32 students	Year 3, 2018 4 out of 36 students Year 5, 2018 4 out of 28 students Year 7, 2018 6 out of 36 students	
Literacy	R-2 Speech and Language Program ⇒ Targeted, intensive 1:1 support for identified students ⇒ Speech/language consultant in Reception/Year 1 classes weekly	12 MONTHS GROWTH IN PAT-R SCALE SCORE		Running Records
	R-7 Reading Consultant: Margaret Menner ⇒ Side-by-side coaching, co-planning, modelling and support, teacher release	Year 2 no data students Year 3 6 out of 16 students Year 4 6 out of 19 students Year 5 14 out of 25 students Year 6 6 out of 23 students	Year 3 35 out of 35 students Year 4 16 out of 16 students Year 5 19 out of 19 students Year 6 25 out of 25 students Year 7 23 out of 23 students	PAT-R Comprehension NAPLAN data
	Coaching and Mentoring Program ⇒ Focus on developing and embedding high-yield pedagogical practices	STANDARD OF EDUCATIONAL ACHIEVEMENT – Running Records		Phonological Awareness Skill Mapping (PASM)
	Formative Assessment PLC ⇒ Developing teacher understanding of Formative Assessment practices	Rec no data students Year 1 10 out of 31 students Year 2 9 out of 35 students	Year 1 x out of x students Year 2 28 out of 28 students Year 3 35 out of 35 students	MiniLit Diagnostic Assessment
	Phonological Awareness Skill Mapping (PASM) ⇒ Tracking and monitoring of students and goal setting	STANDARD OF EDUCATIONAL ACHIEVEMENT – PAT-R		Ongoing Formative Assessment
	Targeted intervention programs for identified students ⇒ MiniLit (Wave 2 and Wave 3)	Year 3 6 out of 16 students Year 4 6 out of 19 students Year 5 14 out of 25 students Year 6 11 out of 23 students	Year 4 10 out of 16 students Year 5 13 out of 19 students Year 6 21 out of 25 students Year 7 18 out of 23 students	Peer Moderation
	Brightpath Trial (Writing) ⇒ Possible inclusion in Brightpath trial in 2018	NAPLAN UPPER BANDS		
		Year 3, 2016 2 out of 22 students Year 5, 2016 1 out of 32 students	Year 3, 2018 13 out of 36 students Year 5, 2018 6 out of 22 students Year 7, 2018 11 out of 32 students	