

Goal#1: Increase high bands achievement in Writing (English and French Bi-lingual Program)	Challenge of practice: If we develop teacher ability to assess and plan explicit, differentiated instruction in Writing through the gradual release teaching & learning cycle, then we will accelerate student achievement.	Goal#2: Increase high bands achievement in Reading (English and French Bi-lingual Program)	Challenge of practice: If we develop teacher ability to assess and plan explicit, differentiated instruction in Reading through the gradual release teaching & learning cycle, then we will accelerate student achievement.
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Action	Roles and Responsibilities	Success Criteria
<p>Monitoring</p> <p>Each teacher will track and monitor the progress of six identified students to accelerate their learning achievement into the higher bands.</p>	<p>Reading & Writing Each teacher will work in their PLC to develop a deep understanding of the learning needs, progress and next teaching steps of their identified students for High Bands achievement through analysis of and response to data sets including Brightpath, reading levels, running records, PAT-R and guided reading session observations.</p> <p>Each teacher will meet with leadership through a Case Management structure to discuss and develop a planned response to student learning needs twice per year.</p> <p>Writing Each teacher will utilise the Brightpath analysis to track student growth in line with expectations (in Literacy Plan)</p> <p>Reading Targeted students will achieve high bands in Reading Level, NAPLAN and PATR.</p>	<p>Writing Each student will competently create narrative, persuasive and information report texts selecting language to;</p> <ul style="list-style-type: none"> • create meaning • express ideas and features • appropriately structure text for the purpose and audience • apply concepts, and build and support arguments • utilise subject-specific vocabulary and a range of simple, compound and complex sentence structures to convey and explain ideas <p>Reading Each student will read a variety of text types (of growing complexity) with appropriate decoding and fluency, as well as literal and inferential comprehension, measured through running records, PAT-R and against the literacy progressions.</p>
<p>Whole Site Approach</p> <p>Each teacher will work in their PLC to;</p> <ul style="list-style-type: none"> - Analyse student data to inform targeted teaching. - Collaboratively plan an agreed teaching and learning cycle, based on the gradual release model, that explicitly teaches all elements of effective writing - collectively problem solve strategies and interventions to support the learning achievement of all students - Implement formative and summative assessments for each T & L cycle. 	<p>Reading & Writing Each teacher will work collaboratively to develop an agreed teaching and learning cycle in Writing & Reading (or their specialist subject area)</p> <p>Each PLC will have a trained facilitator to lead their work who will be supported by leadership.</p> <p>Each teacher will actively utilise the PLC structure to build their capacity to implement intentional strategies and interventions to support learning intentions.</p> <p>Each teacher will engage in teacher observations and learning walks and utilise the feedback provided by leadership/peers to build their capacity to teach writing.</p> <p>Writing Each student will have explicit writing instruction and written feedback of next learning step for students for each genre (2 genres in terms 1,2,3 and 1 genre in term 4).</p> <p>Reading Each teacher will provide explicit reading instruction through a guided reading approach with all students.</p> <p>Each student will receive written feedback of next learning steps each term.</p>	<p>Writing: Each student will be engaged in suitably levelled explicit writing instruction relative to their current mastery of each genre (2 genres in terms 1,2,3 and 1 genre in term 4) and will track their progress against written feedback for next teaching steps.</p> <p>Each student will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals (informed by Brightpath, documented teacher feedback and Literacy Progressions) using commonly understood metalanguage.</p> <p>Reading Each student will be able to competently decode words and orthographically map words to enable them to read with confidence and literal and inferential comprehension.</p> <p>Each student will be able to successfully engage in dialogue to articulate their progress in reading using commonly understood metalanguage</p> <p>Each student will reflect on their learning goals, and the documented feedback provided by the teacher each term to identify and evaluate the processes they have used for reading and to determine their next steps in learning.</p>
<p>Whole Site Approach</p> <p>All teachers will implement the Highgate R-7 Literacy Plan for phonics and phonological awareness and embed it into writing and reading programs.</p>	<p>Reading & Writing Each R-2 teacher will explicitly teach synthetic phonics and phonological awareness and intervene appropriately to ensure appropriate progress for all students.</p> <p>Each Year 3-7 teacher will explicitly teach synthetic phonics and phonological awareness to identified students.</p> <p>Intervention teacher will provide phonics & phonological awareness intervention for reading and writing for students not meeting targets.</p> <p>Reading Each early years student will have their progress and achievement in phonics development assessed and monitored in order to determine individual learning goals and to ensure they achieve the Highgate Targets – moved from success criteria</p> <p>Each year 1 student will achieve a score of 28/40 in the August Year 1 Phonics Screen. Each year 2 student will achieve a score of 35/40 on the phonics screen by the end of term 3.</p>	<p>Writing Each student will be able to competently decode and orthographically map words to enable them to read and spell with confidence. This will occur as a result of having their progress and achievement in phonics development assessed, intentionally responded to and monitored in order to determine individual learning goals</p> <p>Reading & Each student will be able to competently decode and orthographically map words to enable them to read with confidence and literal and inferential comprehension.</p>
<p>Whole Site Approach</p> <p>Each teacher will ensure a consistent approach to the teaching, learning and assessment cycle across the school by embedding the Highgate Literacy Strategy. This includes;</p> <ul style="list-style-type: none"> - Daily writing - TWO genres taught per term - Learning intentions are explicit in all lessons. - Explicit, differentiated teaching (inc. Wave 2 and 3 intervention) - Seven Steps to Writing - Undertaking Functional Grammar PD (Writing PLUS) - Assessment schedule (inc. Brightpath and NAPLAN) - Bump It Up Strategy - SMART spelling – years 1-6 - Brightpath <p>(Also refer to full document)</p> <p>PD Support</p> <p>Each teacher will build their knowledge and collective capacity in the explicit teaching of reading by actively participating in Big 6 training, Guided Reading PD and Running Records PD</p>	<p>Reading & Writing Each teacher will develop a PDP goal that reflects their commitment to the quality teaching of Writing and will discuss and provide evidence of improvement through the PDP process</p> <p>Each teacher will actively engage in lesson observation/learning walks linked to their PDP quality teaching goal and will utilise the feedback provided by leadership/peers to build their capacity to teach writing and reading.</p> <p>Each teacher will meet with leadership through a Case Management structure to discuss and develop a planned response to student learning needs</p> <p>Writing Each teacher will embed the learning they have obtained from participation in Seven Steps, Writing PLUS and SMART Spelling</p> <p>Each teacher will utilise and embed 'Bump It Up' strategy, supported by Brightpath resources, to track and monitor student progress and support students in setting literacy goals and next steps in learning .</p> <p>Reading Each teacher will embed guided reading groups with clear learning intentions on a weekly basis</p> <p>Each student will receive explicit reading instruction as per the Highgate Literacy Strategy.</p> <p>Each teacher will embed the learning they have obtained from participation in Big 6 Reading, Guided Reading and Running Records PD.</p>	<p>Writing: Each student will be able to successfully engage in dialogue to articulate their progress in writing against their individual writing goals (informed by Brightpath, documented teacher feedback and Literacy Progressions) using commonly understood metalanguage.</p> <p>Each student will demonstrate the application of Writing PLUS and 7 Steps strategies in their writing and will use the meta language of functional grammar and Seven Steps to talk about writing choices and make informed decisions about the grammatical construction of their writing .</p> <p>Each student will foster conscious language choices and apply this in their writing as they write for specific purposes and audiences.</p> <p>Reading Each student will be equipped with evidence based reading strategies enabling them to competently decode and orthographically map words to enable them to read with confidence and literal and inferential comprehension.</p>

NAPLAN Writing Targets	NAPLAN Reading Targets	Phonics Targets
Year 3 - 70% HB	Year 3 - 75% HB	Year 1 - 28/40
Year 5 - 40% HB	Year 5 - 50% HB	
Year 7 - 45% HB	Year 7 - 50% HB	