

# 2018 Annual Implementation Plan

## for improving student outcomes

Upwey Primary School (4530)



Submitted for review by Laura Caddy (School Principal) on 21 December, 2017 at 12:04 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Upwey Primary School (4530)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Embedding moving towards Excelling

<b>Enter your reflective comments</b>	<p>In 2017 we have focused on the FISO priorities around 'Excellence in teaching and learning'. This has involved the documentation of our instructional models for Mathematics and Writing, as well as our curriculum documentation which is based on the Victorian Curriculum and then extended to dictate Upwey PS Standards. This year we also began our 'Success For All' teams and meetings which provided a platform for teachers to learn about analysing data and creating action plans using this information to improve student outcomes.</p> <p>In 2018 we look forward to our newly appointed Learning Specialist working with staff to model and provide coaching on how to enact our models and documentation. We aim to move from being a school that is performing 'very well' to a school that is 'excelling' in all areas.</p>
<b>Considerations for 2019</b>	<p>Building Practice Excellence - we now need to lead and develop our teachers' capabilities to enact the documentation we have created around the teaching of Writing.</p> <p>Empowering students and building school pride - We need to re-energize our TRIBES community, empower our students to share their voice/ideas and build school pride.</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Upwey Primary School (4530)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																								
Achievement - To maximise the learning growth of every student in all learning domains with a strong F 6 focus on English, particularly Writing, Spelling, Mathematics, particularly Number and Algebra.	<ul style="list-style-type: none"> <li>• Increase the percentage of children achieving above expected Victorian curriculum levels.</li> <li>• Increase the percentage in the two NAPLAN bands above the expected levels.</li> <li>• Increase the percentage achieving high growth on NAPLAN relative growth domains to 50%.</li> <li>• All students achieving Medium or High Growth in NAPLAN relative growth domains on reading, Writing and Mathematics.</li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>•Increase the percentage of children achieving above expected Victorian curriculum levels. (30% of students above standard) 2017 End of Semester 2 Reporting Data - Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Below Standard</th> <th>At Standard</th> <th>Above Standard</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Year 1</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Year 2</td> <td></td> <td>5</td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td>0</td> </tr> <tr> <td>Year 3</td> <td></td> <td>2</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>Year 4</td> <td></td> <td>5</td> <td></td> </tr> </tbody> </table>		Below Standard	At Standard	Above Standard	Prep		3		4			3	Year 1		4		2			1	Year 2		5		8			0	Year 3		2		4			2	Year 4		5		Building practice excellence
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	<ul style="list-style-type: none"> <li>No student to be at or below the National Minimum Standards on NAPLAN.</li> </ul>		<table border="0"> <tr> <td>10</td> <td>1</td> </tr> <tr> <td>Year 5</td> <td>7</td> </tr> <tr> <td>8</td> <td>7</td> </tr> </table> <ul style="list-style-type: none"> <li>Increase the percentage in the two NAPLAN bands above the expected levels.</li> </ul> <p>Year Three NAPLAN Band Results - Writing</p> <table border="0"> <tr> <td></td> <td>Band 5</td> </tr> <tr> <td>Band 6</td> <td></td> </tr> <tr> <td>2015</td> <td>56.3%</td> </tr> <tr> <td>25.0%</td> <td></td> </tr> <tr> <td>2016</td> <td>50.0%</td> </tr> <tr> <td>21.4%</td> <td></td> </tr> <tr> <td>2017</td> <td>50.0%</td> </tr> <tr> <td>16.7%</td> <td></td> </tr> </table> <p>Year Five NAPLAN Band Results - Writing</p> <table border="0"> <tr> <td></td> <td>Band 7</td> </tr> <tr> <td>Band 8</td> <td></td> </tr> <tr> <td>2015</td> <td>20.0%</td> </tr> <tr> <td>10.0%</td> <td></td> </tr> <tr> <td>2016</td> <td>33.3%</td> </tr> <tr> <td>0.0%</td> <td></td> </tr> <tr> <td>2017</td> <td>5.6%</td> </tr> <tr> <td>5.6%</td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>Increase the percentage achieving high growth on NAPLAN relative growth domains to 50%. (10 students in High)</li> </ul> <p>NAPLAN Relative Growth -</p>	10	1	Year 5	7	8	7		Band 5	Band 6		2015	56.3%	25.0%		2016	50.0%	21.4%		2017	50.0%	16.7%			Band 7	Band 8		2015	20.0%	10.0%		2016	33.3%	0.0%		2017	5.6%	5.6%		
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<p>Engagement - To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement to ensure that students feel connected to school.</p>	<ul style="list-style-type: none"> <li>Based on 2015 benchmarks improve Attitudes to School Survey variables means including student motivation and learning confidence.</li> <li>Improve Student Motivation and Student Connectedness in the Parent Opinion Survey.</li> <li>Develop feedback, mechanisms and acknowledge the contribution of staff, volunteers and community members outside the formal opinion surveys.</li> <li>Build and document a shared understanding of what effective feedback - student, teacher and peer - looks like at Upwey PS.</li> <li>Improvement in student perception of their engagement in their learning as measured by the Upwey Primary School Student</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Based on 2015 benchmarks improve Attitudes to School Survey variables means including student motivation and learning confidence.</li> </ul> <p>Student Attitudes to School Survey (percentiles)</p> <table border="1"> <thead> <tr> <th></th> <th>Interest</th> <th>Motivation and Sense of Confidence</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>58.1</td> <td>36.1</td> </tr> <tr> <td>2016</td> <td>57.3</td> <td>54.5</td> </tr> <tr> <td>2017</td> <td>26.2</td> <td>39.7</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Improve Student Motivation and Student Connectedness in the Parent Opinion Survey.</li> </ul> <p>Parent Opinion Survey (percentiles)</p>		Interest	Motivation and Sense of Confidence	2015	58.1	36.1	2016	57.3	54.5	2017	26.2	39.7	Empowering students and building school pride			
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	<p>Questionnaire to be benchmarked in 2015.</p> <ul style="list-style-type: none"> <li>Improved student involvement as reflected in the attendance of both children and parents/carers at the 3-way conference.</li> </ul>		<p>Student Motivation Student Connectedness 2015 2016 2017 90.4 73.9</p>	
<p>Wellbeing - To enhance student wellbeing in a supportive learning community (big heart) that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students (big expectations).</p>	<ul style="list-style-type: none"> <li>Improve connectedness to peers to above state means in the Attitudes to School Survey.</li> <li>Maintain above state means in the areas of classroom behaviour, student safety, student distress and student morale.</li> <li>Improve Parent Opinion Survey variables relating to School Connectedness above the state means.</li> <li>Maintain above state means in the areas of Classroom behaviour and Student Safety in the Parent Opinion Survey.</li> <li>Effective coordination of the Care Groups component within the Tribes Learning Community approach.</li> <li>Clarify and refine procedures for implementing Circle Time throughout the school day.</li> <li>Redefine the school mantra.</li> </ul>	No	<ul style="list-style-type: none"> <li>Redefine the school mantra.</li> </ul>	

## Improvement Initiatives Rationale

Following the release of the School Performance Reports and NAPLAN data in 2017 it became evident to our staff when analysing this data the areas in which we need to facilitate improvement. Our students' Writing results are of concern considering especially our excellent reading skills. We need to improve the way we teach Writing, other further differentiation for students and allow for choice to aid in building engagement.

Anecdotally we have also identified that our Student Leadership roles for senior students and those on the Junior School Council are quite tokenistic and lack the opportunities for the development of strong student voice. We need to work on this to offer our students more meaningful opportunities to have their say. This will consequently and in conjunction with the reinvigoration of our TRIBES learning community empower students and build school pride.

<b>Goal 1</b>	Achievement - To maximise the learning growth of every student in all learning domains with a strong F 6 focus on English, particularly Writing, Spelling, Mathematics, particularly Number and Algebra.																																																	
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KIS 1	If we empower our students and build school pride then our students will understand and enact our school TRIBES agreements of Mutual Respect, Right to Participate, Appreciation, Resilience, Personal Best and Integrity.		

## Define Evidence of Impact and Activities and Milestones - 2018

Upwey Primary School (4530)

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Actions	<ul style="list-style-type: none"> <li>- Modelling of the new Writing Instructional Model and peer observation/coaching (particular focus on sustained writing time, incorporating student voice and conferencing)</li> <li>- Community Writing - New parameters set around this program and how it will be implemented.</li> <li>- Moderation of student writing on a termly basis.</li> </ul>																												
Evidence of impact	<ul style="list-style-type: none"> <li>- Improved teacher confidence with the teaching of Writing</li> <li>- Improved teacher capability in successfully implementing the UPS Writing Instructional Model including conferencing.</li> <li>- More writing pieces completed by students each term, due to more sustained periods of writing.</li> <li>- Teacher's Work Programs demonstrate commitment to instructional model.</li> <li>- Improved consistency amongst classes and clarity around the purpose of the 'Community Writing' event.</li> <li>- More enjoyment in the process and passion for writing experienced by students.</li> <li>- Improved, more accurate teacher judgements around Writing.</li> </ul>																												
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>																									

		Learning Priority		
Classroom sizes to be kept manageable to allow for teachers to conference at a minimum weekly with each student (could be individually or in a group).	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialists and leadership team to work together to complete/review instructional model and curriculum documents for Writing that were created in 2017 by the Principal and Curriculum Leader.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning to be implemented prior to school beginning in Term One to ensure staff understand the instructional model and how lessons will be structured.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialist to be timetabled additional non-face to face time to complete peer observations and coach other staff in the use of the instructional model and curriculum documents. Principal will replace teachers in classrooms.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists to complete peer observations and coach other staff (one session per fortnight, per staff member) in the use of the instructional model and curriculum documents.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Team meetings to be organised by Learning Specialists and then used to develop consistent resources such as planning scaffolds, editing checklists, revising checklists, methods of building students' vocabulary and discuss how to go about using these in the classroom.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
New furniture, equipment and physical classroom structures set up which promote the use of the Writing Instructional Model.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Professional Practice days are to be used to further facilitate the improvement of student outcomes in Writing through the allowance of time for curriculum planning and moderation of student's writing.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
'Success For All' Meetings will be held monthly with each classroom teacher. A dashboard report will be created by the Student Welfare co-ordinator and considered by all attendees in the week prior to the meeting. Data in the dashboard report will contain: Achievement data (writing focus), attendance, behaviour, student survey data as detailed in our SFA Teams policy document.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Engagement - To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement to ensure that students feel connected to school.																								
<b>12 month target 2.1</b>	<ul style="list-style-type: none"> <li>Based on 2015 benchmarks improve Attitudes to School Survey variables means including student motivation and learning confidence.</li> </ul> <p>Student Attitudes to School Survey (percentiles)</p> <table border="1"> <thead> <tr> <th></th> <th>Motivation and Interest</th> <th>Sense of Confidence</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>36.1</td> <td>58.1</td> </tr> <tr> <td>2016</td> <td>54.5</td> <td>57.3</td> </tr> <tr> <td>2017</td> <td>39.7</td> <td>26.2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Improve Student Motivation and Student Connectedness in the Parent Opinion Survey.</li> </ul> <p>Parent Opinion Survey (percentiles)</p> <table border="1"> <thead> <tr> <th></th> <th>Student Motivation</th> <th>Student Connectedness</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td></td> <td></td> </tr> <tr> <td>2016</td> <td></td> <td></td> </tr> <tr> <td>2017</td> <td>90.4</td> <td>73.9</td> </tr> </tbody> </table>		Motivation and Interest	Sense of Confidence	2015	36.1	58.1	2016	54.5	57.3	2017	39.7	26.2		Student Motivation	Student Connectedness	2015			2016			2017	90.4	73.9
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<b>FISO Initiative</b>	Empowering students and building school pride																								

<b>Key Improvement Strategy 1</b>	If we empower our students and build school pride then our students will understand and enact our school TRIBES agreements of Mutual Respect, Right to Participate, Appreciation, Resilience, Personal Best and Integrity.			
Actions	<ul style="list-style-type: none"> <li>- Assemblies will now only be held fortnightly. On alternative weeks staff will run TRIBES activities and programs which will promote voice, create opportunities for leadership and allow the sharing of school wide messages and expectations.</li> <li>- Staff will work with senior students and other leaders to create role statements for each leadership role .</li> <li>- We will reinvigorate our school uniform by providing additional items for students.</li> <li>- All staff will send consistent messages to students about the high expectations we have regarding the quality of written tasks.</li> </ul>			
Evidence of impact	<ul style="list-style-type: none"> <li>- Increase in 'Attitudes to School' survey results in regards to Student Motivation and Sense of Confidence.</li> <li>- Improved Student Motivation and Student Connectedness in the Parent Opinion Survey.</li> <li>- Students are consistently wearing school uniform.</li> <li>- Students are respecting their personal and school's property.</li> <li>- Reduction in the amount of lost property.</li> <li>- High standard of presentation and effort in written work.</li> <li>- Reduction in litter seen around the school.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Assemblies to be held fortnightly with achievement and TRIBES awards awarded to students.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
TRIBES groups to be run fortnightly with classroom teachers (CT1 staff) organising activities which promote student voice, empower students and build school pride.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Principal to provide and give introduction/focus message for each TRIBES group session to the whole school. This will allow for consistency and building of school culture.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Letter to be constructed to parents and sent out at the end of 2017 informing parents and students that their will be an emphasis of developing student's pride in their book work sand consequently learning in 2018. Parents will be asked to contact books in preparation for 2018.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Senior school teachers (Year 5.6) are to work with senior students and other leaders to develop role statements for the positions advertised. These will be kept and published to allow for self assessment by leaders and ensure all roles are meaningful.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Uniform Action Group (Set up by School Council) to review our current uniform and provide additional items as required.	Team Leader(s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to send consistent messages to raise the standard of book work and presentation of learning tasks.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Book Work Standards Policy to be reviewed and shared with staff and students.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Upwey Primary School (4530)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning Specialists and leadership team to work together to complete/review	Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

instructional model and curriculum documents for Writing that were created in 2017 by the Principal and Curriculum Leader.			<input checked="" type="checkbox"/> Curriculum development		<input checked="" type="checkbox"/> Learning Specialist	
Professional Learning to be implemented prior to school beginning in Term One to ensure staff understand the instructional model and how lessons will be structured.	Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialists to complete peer observations and coach other staff (one session per fortnight, per staff member) in the use of the instructional model and curriculum documents.	Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning Team meetings to be organised by Learning Specialists and then used to develop consistent resources such as planning scaffolds, editing checklists, revising checklists, methods of building students' vocabulary and discuss how to go about using these in the classroom.	Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Practice days are to be used to further facilitate the improvement of	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



student outcomes in Writing through the allowance of time for curriculum planning and moderation of student's writing.			<input checked="" type="checkbox"/> Moderated assessment of student learning			
'Success For All' Meetings will be held monthly with each classroom teacher. A dashboard report will be created by the Student Welfare co-ordinator and considered by all attendees in the week prior to the meeting. Data in the dashboard report will contain: Achievement data (writing focus), attendance, behaviour, student survey data as detailed in our SFA Teams policy document.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff to send consistent messages to raise the standard of book work and presentation of learning tasks.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Book Work Standards Policy to be reviewed and shared with staff and students.	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[2017 UPWEYPS AIP.docx \(0.13 MB\)](#)

Dimension 2

[2017 Writing Instructional Model.docx \(0.06 MB\)](#)

[2017 Draft 3 T1 Maths Instructional Model.docx \(0.06 MB\)](#)

[2017 T4 Mathematics Planner - Five.docx \(0.05 MB\)](#)

[2017 T4 Mathematics Planner - Prep.docx \(0.05 MB\)](#)

[2017 T4 Mathematics Planner - Six.docx \(0.05 MB\)](#)

[2017 T4 Mathematics Planner - Three.docx \(0.05 MB\)](#)

[2017 T4 Mathematics Planner - Two.docx \(0.05 MB\)](#)

[2017 T4 Mathematics Planner - Year One.docx \(0.05 MB\)](#)

[NAPLAN Relative Growth by Domain - Trend Analysis - writing.pdf \(0.04 MB\)](#)

[numeracy.pdf \(0.04 MB\)](#)

Dimension 4

[A Assessment schedule Foundation.doc \(0.07 MB\)](#)

[A Assessment schedule Year 1.doc \(0.06 MB\)](#)

[Success For All Teams.docx \(0.02 MB\)](#)

[Year Five Assessment 210617.doc \(0.06 MB\)](#)

[Year Four Assessment 210617.doc \(0.06 MB\)](#)

[Year Six Assessment 210617.doc \(0.06 MB\)](#)

Draft