Goals	Targets	Challenge of Practice	Success Criteria
Goal 1: Increase attainment and retention of High Band in Reading	**2022:** Yr 3 50% HB, Yr 5 40% HB **2023:** Yr 3 55% HB, Yr 5 50% HB, Retain 100% of yr 5s in HB from 2021 **2024:** Yr 3 60% HB, Yr 5 50% HB, retain Yr 5s in HB from 2022	If we strengthen our reading programs, with a focus on explicit teaching of comprehension strategies and dialogic talk, then we will increase attainment and retention of High Band in Reading	• We will see students in Year 3: read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, such as monitoring, predicting, confirming, rereading, reading on and self-correcting; and use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features • We will see Students in Year 5: use comprehension strategies to analyse information, integrate, compare and link ideas from a variety of print and digital sources; and select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features. 　○ We will see each student R-6: using and being able to explain their reading goal in identifying their next steps in literacy learning.
Goal 2: Increase achievement and retention of High Band in Numeracy	**2022:** Yr 3 50% HB, Yr 5 40% HB **2023:** Yr 3 55% HB, Yr 5 50% HB, Retain 100% of yr 5s in HB from 2021 **2024:** Yr 3 60% HB, Yr 5 50% HB, retain Yr 5s in HB from 2022	If we develop collaborative practices, designing learning using mastery approaches and implement mastery teaching, then we will increase achievement and retention of High Band in Numeracy.	• We will see each student R-6: Use a common language and approach to learning place value and be able to articulate their next steps for learning, based on quality feedback • We will see each student in year 3: **Recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.** They model and represent unit fractions. They represent money values in various ways. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. • We will see each student in year 5: Solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals.

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