

Gleneilg Primary School

Goal 1	Goal 2	Goal 3
To increase the levels of achievement in writing years 3-7	To increase the abilities of students in reception to year 2 to write for a range of purposes.	To increase student achievement in number R-7
Target 2019	Target 2019	Target 2019
To achieve 80% SEA in writing in years 5 and 7 and to have 15% in the higher bands.	Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression.	- 95% of students at a C or above in moderated samples of number against the Australian Curriculum. - above SEA in number in PAT - increase the percentage of students in the higher bands in NAPLAN
Challenge of Practice	Challenge of Practice	Challenge of Practice
If we develop teacher skills and understandings to implement multiple and evidence based approaches to the teaching of writing then we will increase the levels of achievement in writing in years 3-7.	If teachers develop a deep understanding of early writing and how to build it into the design of learning in the early years, then we will increase the abilities of students in reception to year 2 to write for a range of purposes.	If we improve and implement a common evidence based informed approach to the development of Number based on the Australian Curriculum, Big Ideas in Number and the Numeracy Progressions, then we will increase student achievement across the school in Number.
Actions	Actions	Actions
Identify an incubation team for training and implementation of 7 Steps (trial) and the Brightpath R-7 programme	Identify an incubation team for training and implementation of 7 Steps (trial) and the Brightpath R-7 programme	Extend number sense and mathematical thinking through mathematics investigations.
Professional development for staff in writing - teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum; using the Brightpath assessment tool as a lever to improve writing	Professional development for staff in writing - teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum, using the Brightpath assessment tool as a lever to improve writing	Develop students sense of number by following the sequence provided in the Big Ideas in Number - Teacher training
Develop a shared assessment process to mark writing and moderate with other teachers of the same level - develop a whole school approach	Develop a shared assessment process to mark writing and moderate with other teachers of the same level - develop a whole school approach	Look at common misconceptions in teams and assess where kids are at. Plan to differentiate according to student needs
Teachers incorporate daily writing activities to enable learners to write for a purpose across the curriculum to practice and build their skills	Teachers incorporate daily writing activities to enable learners to practice and build their skills	Develop whole school numeracy plan and strengthen numeracy across all learning areas
Connecting shared reading to writing Explicitly model the skills for writing	Connecting shared reading to relate to topics for writing and model important skills and writing for a purpose	Implement a structured approach that supports students working together
Deepen strategies in formative assessment which support students to write effectively according to success criteria	Deepen strategies in formative assessment which support students to write effectively according to success criteria	Identify and track, gain, elevate & retain students. Commitment to tracking year groups and individual progress. Learning extension program to move students from a C to a B in number will be implemented R-7. Quickstart numeracy program to work with yr 6/7 C level students identified from PAT as needing support in number
Success Criteria	Success Criteria	Success Criteria
students and teachers are using a successful writing criteria that address the achievement standards across the school students write daily in a range of subject areas for a variety of purposes students demonstrate improvement in NAPLAN writing performance bands students independently and peer assess writing to set personal targets	students identify where their writing is positioned along a writing continuum (e.g. Bump It Up) with consultation, students select their individual writing goals to work towards students publish and share their writing students implement the strategies outlined in the selected programmes	students using the same mathematical terminology throughout the school students articulate age appropriate mathematical reasoning (this will be further developed based on site programme choices)