

Glenelg Primary School 2020

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 2020	Target 2020	Target 2020
To achieve 85% SEA in writing in years 5 and 7 and to have 20% in the higher bands.	Moderated samples of writing R-2 against an agreed common standard, based on the Australian Curriculum, from 3 samples of work for each student will show a clear progression. 90% of year 3 students will achieve SEA in NAPLAN writing with 35% in the higher bands.	-Reception to moderate samples of work in number, which show a clear progression of achievement -85% of students at a C or above in moderated samples of number against the Australian Curriculum. -90% above SEA in number in PAT - 40% 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 evidence based approaches to the teaching of writing in Literacy 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 Literacy 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
Use the Australian Curriculum to plan for and implement effective teaching and learning in writing.	Use the Australian Curriculum to plan for and implement effective teaching and learning in writing.	Develop a deep understanding and fluency of the Australian Curriculum number strand using the Big Ideas in number.
Collaboratively design, assess and moderate student writing using the Literacy Progressions and Brightpath.	Collaboratively design, assess and moderate student writing using the Literacy Progressions and Brightpath.	Collaboratively design learning that differentiates mathematics for students.
Deepen strategies in formative assessment with a focus on Literacy Learning Intentions, Success Criteria and Feedback.	Deepen strategies in formative assessment with a focus on Literacy Learning Intentions, Success Criteria and Feedback.	Develop a deep understanding of the Australian Curriculum Proficiencies; Fluency, Reasoning, Understanding and Problem Solving.
Empower students to develop writing goals through using effective feedback strategies.	Empower students to develop writing goals through using effective feedback strategies.	Develop common mathematical language based on the Australian Curriculum.
Teachers incorporate daily writing activities that reflect a range of purposes. Develop a deep understanding of the interdependence between Oral Language, Reading and Writing.	Teachers incorporate daily writing activities that reflect a range of purposes. Develop a deep understanding of the interdependence between Oral Language, Reading and Writing.	
Success Criteria	Success Criteria	Success Criteria
Students are using an agreed 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 writing performance against the Literacy progressions for writing. Students independently and peer assess writing to set personal targets. Students can talk about their authorial choices when creating texts.	Students identify where their writing is positioned along a writing continuum (e.g. Literacy Progressions) Students can talk about their individual writing goals. Students share published samples of writing. Students can talk about their authorial choices when creating texts.	Students using the same mathematical terminology throughout the school. Students articulate age appropriate mathematical reasoning. Students are at the appropriate level in number as described in the numeracy progressions.

