

Gleneig Primary School 2021

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 2021	Target 2021	Target 2021
To achieve 85% SEA in writing in years 3, 5 and 7 and to have 20% 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.	- 88% of students at a C or above in moderated samples of number against the Australian Curriculum. - 93% above SEA in number in PAT - 40% of students in the higher bands in NAPLAN -20% of targeted students to make above expected growth
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 English Scope and Sequence to plan for and implement effective teaching and learning in writing.	Use the English Scope and Sequence to plan for and implement effective teaching and learning in writing.	Use Scope and Sequence documents to collaboratively design learning that differentiates mathematics for students.
Collaboratively design, assess and moderate student writing using the Brightpath assessment tool.	Collaboratively design, assess and moderate student writing using the Brightpath assessment tool.	Develop a deep understanding of the Australian Curriculum Proficiencies; Fluency, Reasoning, Understanding and Problem Solving.
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.	Continue to develop understanding of the number strand, using the Big Ideas in number.
Develop a deep understanding of the interdependence between Oral Language, Reading and Writing	Develop a deep understanding of the interdependence between Oral Language, Reading and Writing using Seven Steps.	Develop targeted support programs, in number, for identified students.
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 Brightpath scales for writing. Students independently and peer assess writing to set personal goals. Students can talk about their authorial choices when creating texts.	Students identify where their writing is positioned along a writing continuum. Students write daily in a range of subject areas, for a variety of purposes. 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. Students articulate their Maths learning goals using 'I Can' statements