

GOALS: MAKING MEANING OF THE AREAS OF IMPACT

WRITING

Goal 1: to increase students' high achievement and growth in Writing, leading with sophisticated vocabulary, elaboration of ideas, and text structures.

Goal 2: to increase opportunities for learners to have a say and 'own' what they learn and how they learn.

WHERE DO WE WANT TO GET TO?

WRITING

We will improve student achievement in Writing by embedding a consistent pedagogical approach (focus on vocabulary, connectives, openers, punctuation) and by using formative assessment and task design to differentiate (enable and extend) learning.



HOW WILL WE KNOW IT IF WE SEE IT?

WRITING

Student-Focused Practices

- VCOP reference boards will be active and live in all classrooms, serving as reference points for students.
- THRASS charts will be active in classrooms as reference points for the explicit teaching of the alphabetic principle.
- Bump It Up Walls are used for students to reference, displaying examples of A standard work.
- Students are involved in the goal-setting process linked to their Big Write samples.
- Students use co-constructed rubrics and checklists to support their writing development.
- Students can articulate their focus areas for growth based on feedback, and understand the steps needed for improvement.
- Students can clearly articulate the Learning Intentions and Success Criteria related to their learning.
- Students can identify and reflect on their learning dispositions, recognising strengths and areas for growth.

Educator-Focused Practices

- Educators demonstrate increased knowledge of how to develop students' writing skills, underpinned by VCOP and THRASS- aligned to SA Curriculum.
- Educators ensure correct orthographical information is reflected in their practice.
- Educators work collaboratively to co-construct rubrics with students to support assessment and feedback.
- Educators moderate the Big Write samples, analysing samples to inform future, intensive teaching cycles.
- Educators use formative and summative assessments, including active marking, in classrooms to inform differentiated instruction.
- Educators create individualised targets to track and monitor every student, aiming for at least one year's progress for each year of teaching.
- In PLTs, educators discuss and evaluate the impact of teaching practices and learner progress by reflecting on:
 - Which learners have made the desired progress? If not, why? How did our actions contribute to these outcomes?
- Educators identify effective learning strategies, embedding them into future practices, programs, and resources.
- Educators use consistent meta- language across the site reflective of our Pedagogical Agreement.
- Educators define key areas of professional growth, aligned to the site priorities, and document within PDP.

Leader-Focused Practices

- Leaders will develop and communicate a shared vision for writing improvement aligned with school priorities, such as integrating VCOP and THRASS approaches.
- Leaders will facilitate ongoing professional learning for staff in explicit writing instruction, formative assessment, and effective use of student data.
- Leaders will be visible in classrooms, coaching and modelling to support and improve educator practice.
- Leaders will complete periodical book monitoring to monitor active marking, evidence of differentiation and quality of work.
- Leaders check in with learners during walk-throughs and student forums, such as Learn to Thrive to ensure students have clear understandings of their goals and know what to do to achieve them.
- Leaders will recognise and celebrate progress, achievements, and innovative practices in writing, sharing examples of student work and effective classroom practice across the school community.
- Leaders will lead by example, engaging personally in professional reading and learning related to writing, sharing insights with staff.
- Leaders will demonstrate a commitment to continuous improvement and reflective practice.

Key Actions:	GIVE IT A GO – roles and responsibilities
Develop Educator Knowledge Build staff understanding of the English Scope and Sequence, focusing on the Writing strand of the SA Curriculum. Review and Analyse Writing Data Regularly review and analyse writing data using agreed assessment tools to identify current student skills in vocabulary, idea elaboration, and text structure, and use these insights to inform differentiated teaching. Re - Establish Whole-School Pedagogical Approach Implement a consistent, whole-school approach to the teaching of writing across all year levels.	Actively engage in professional development aligned to the Learning Plan - VCOP - THRASS - SA CURRICULUM <i>Reflect on key areas of new learning to include in our PDP.</i> Use PLC model to deepen our individual and collective expertise and practice. - During these sessions discuss and evaluate the correlation of learner progress with teaching practices. - Document and share our 'findings' through ongoing processes and presentations to our team. - Use the practices that have been consistently identified as having more than one year's growth to steer our whole school improvement agenda. Develop student agency by: - Actively teaching and promoting growth mindset. - Sharing assessments with students so that they can develop their individualised learning goals. - Embedding effective learning intentions & success criteria. - Providing explicit feedback. - Providing opportunities for our learners to give us feedback about how our practices align with their needs and interests as a learner. - Have a go at using the Learner Agency ACTION cards to set the learning scene. - Visual representation of the Learning Pit to support the learning journey. <i>Reflect on key areas of new learning to include in our PDP.</i>

Strengthen Writing Culture

Develop and embed a shared approach to fostering a rich writing culture, motivating students, and promoting writing as both a pleasurable and stamina-based activity.

Align Assessment Practices

Establish a consistent understanding and use of effective assessment practices within the teaching and learning cycle to guide planning and learning design.

Ensure effective high – yield strategies are coherently implemented by referencing Tom Sherrington's resources such as:

1. COLD CALLING
2. SHOW ME BOARDS
3. THINK, PAIR, SHARE

Reflect on key areas of new learning to include in our PDP.

Ensure differentiation (enable and extend) is provided by strengthening our capacity to design and implement learning experiences refined and modified in response to:

1. formative assessment
2. student feedback



PROFESSIONAL JOURNAL: document any noticing or wonderings to bring along to SLP meetings

IMPROVE PRACTICE & MONITOR IMPACT:

Term 1, Week

Term 2, Week

Term 3, Week

Term 4, Week

Key Actions	Are we 'giving it a go'? Are we improving student learning? How effective have our actions been? ● YES ● NEEDS IMPROVING ● NOT ON TRACK	Evidence of Impact	Next Step/s?
Develop Educator Knowledge Build staff understanding of the English Scope and Sequence, focusing on the Writing strand of the SA Curriculum.	☒ ☐ ● YES ☐ ● NEEDS IMPROVING ☐ ● NOT ON TRACK		
Review and Analyse Writing Data Regularly review and analyse writing data using agreed assessment tools to identify current student skills in vocabulary, idea elaboration, and text structure, and use these insights to inform differentiated teaching.	☒ ☐ ● YES ☐ ● NEEDS IMPROVING ☐ ● NOT ON TRACK		

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