

Goal: To increase student high band achievement in NAPLAN Writing.

Challenge of Practice: *If we explicitly model text structures and language choices for specific purposes & audiences, and collaboratively assess and monitor student writing progress, we will increase student high band achievement in writing.*

Therefore, in term three 2023, we will:

Collective Efficacy – working like a PLC.

In term 1, we agreed to work as one Professional Learning Community (PLC) using our combined collective efficacy rather than 2. This requires high levels of trust between staff members.

When we work like a PLC we are:

- Open and honest in our sharing, including what has worked well and what has not,
- All responsible for building and maintaining mutual relational trust and respect for each other,
- Respectfully asking each other questions that are thought provoking,
- Making informed decisions based on student learning outcome data to meet student needs,
- Collectively responsible for outcomes.

Across the school, staff are practicing with the SSP phonics and spelling intervention with individual and groups of students.

Classes are focussing on the following text types during term 2:

R/1 – Narrative and Recount, big focus on getting the SSP in place to ensure students have good foundational phonics knowledge.

2/3 – Information reports – bump it up wall with Brightpath samples.

4/5 – Information reports – bump it up wall, use of Brightpath student teaching points with students, and using NAPLAN data to plan for teaching and intervention.

5/6 – Information reports and more persuasive writing (HASS, Civics following on from Parliament House visit), bump it up wall, use of Brightpath student teaching points with students, use of Brightpath tools for diagnosis of student learning needs and tracking of student learning growth.

Staff Meetings

- NCCD data collection, Reporting and assessment policy and practice review.
- Grief and Loss with the SWISS team.
- What will our classes look like for 2024?
- Working with students who need to be stretched, with Jenni Hewett.
- Moderation of persuasive or information report writing with Auburn PS.
- SMART strategies with Maureen William.
- Wellbeing and Culture with Aunty Angie (Ngadjuri Elder).
- Tiers of Intervention, wellbeing audit/ Celebration of Achievements.

(Cheryl, Shannon, Kerry, and Miffy will use their learning from STEM 500 and Orbis Courses to influence our improvement work.)

Pupil Free Day

- 24th July - SSP phonics and spelling intervention with Jenny Bartold. Teachers doing own Writing prep work. First look at NAPLAN data.
- 14th Aug – Looking at our NAPLAN writing results with Jenni Hewett – planning for next steps in writing improvement.

Performance and Development

PDP meetings as they are due for site support staff and teaching staff.

Move new graduate to full registration.

Observations of individual teachers can be negotiated.

Student Voice and Agency

School Captains and principal to find out what our students know about student voice, agency and leadership.

Afternoon Tea with the Principal. Writing improvement questions from staff – keep encouraging this.

Leader's Work

- Maintain the focus on building collective teacher efficacy through staff and other meetings.
- Keep making links to ESR recommendations.
- Ensure effective handover of the school to the new leader.

Influencing Parents

- SIP updates via newsletter.
- Key writing messages into newsletters.

Keep in Mind:

- **ESR Direction 1** - Develop leadership capacity in all staff to take collective responsibility for school improvement planning and targeted improvement.
- **ESR Direction 2** - Support students to engage with their own data, enabling them to set goals for improvement in personal learning.
- **ESR Direction 3** - Collaboratively moderate work samples and assessment tasks using the A-E grades and provide frameworks for students enabling them to monitor and assess their learning and understand what is required to achieve a higher grade.

To be decided for 2024 - Growth and Stretch????, Look at Assessment???