



DATA ANALYSIS What Does The Data Tell Us?	TARGETS	STRATEGIES		SUCCESS INDICATORS How Will We Know If We Have Been Successful?
		How Will We Do It? Who Will Do It? When Will This Occur?	RESOURCING	
<p>NAPLAN Writing data indicates paragraphing and text structure areas for improvement.</p>	<p><u>Writing Improvement Targets</u></p> <p>The percentage of Year 5 students achieving writing scores in Proficiency Bands 7 and 8 to 10 is equivalent or higher than like schools.</p> <p>The percentage of Year 3 students achieving writing scores in Proficiency Bands 5 and 6 to 10 is equivalent or higher than like schools.</p> <p>The writing achievement of Year 5 students tested in 2009 will be equivalent to or above their predicted achievement (the zero line) when they are tested as Year 7s in 2011.</p>	<p>Year 2 – 7 Children from Years 2-7 will sit a timed writing assessment to a stimulus. Teachers will mark this using the Narrative Marking Guide for Yrs 3, 5 and 7 and provide students with feedback goals for improvement.</p> <p><u>Kindergarten to Year 7</u> GiR Literacy Leader to be provided with time to:</p> <ol style="list-style-type: none"> 1. facilitate collaborative planning meetings with teachers; 2. demonstrate lessons in classrooms on how to integrate reading and writing; and 3. coach and mentor. <p>Teachers to allocate a daily block of time to writing , with time:</p> <ol style="list-style-type: none"> 1. allocated for explicit instruction on selected aspects of writing; 2. for students to write independently; and 3. for opportunities for students to receive and provide feedback. <p>Teachers to utilise and integrate Modelled, Shared and Guided Reading and Writing sessions to provide opportunities for students to analyse and discuss different texts to help consolidate understandings about the purpose, organisation, structure and language features of a wide range of text types.</p> <p>Teachers to explicitly teach the school's narrative structure based on the Oral Narrative Story Brady model.</p> <p>Teachers to provide opportunities for students to create texts for a range of purposes. Teachers to utilise the Syllabus materials and the <i>First Steps</i> resources for the introduction of writing forms based on the Gradual Release of Responsibility model i.e. familiarising, analysing, modelling, sharing, guiding and applying.</p> <p>Teachers to utilise the Syllabus materials, PP/1, 2/3, 4/5 and 6/7 DET online literacy resources and <i>First Steps</i> resources to support the explicit teaching of the essential elements of grammar and punctuation. Although in year levels, teachers to utilise their knowledge of students to decide what to teach and when to teach it.</p>	<p>0.2 FTE for GiR TR for IEP development. Common DOTT</p> <p>Timetables to allow an uninterrupted literacy block in all classes</p> <p><i>Literacy Purchase Plan.</i> Extend sets of novels for Year 4 to 7 EA Support for regular intervention 0.4 FTE</p> <p>BCPS Narrative Framework</p> <p><i>First Steps</i> Map of Development and Writing Resource Book</p> <p>Syllabus DET Literacy Online Resources FTE Lit Net PL and Moderation</p>	<p>The percentage of Year 5 students achieving in Proficiency Bands 7 and 8 to 10 is equivalent or higher than like schools.</p> <p>The percentage of Year 3 students achieving in Proficiency Bands 5 and 6 to 10 is equivalent or higher than like schools.</p> <p>Level of NAPLAN Writing performance for 2009 Year 5's increases when tested as Year 7's in 2011.</p> <p><u>Assessment</u></p> <p>Semester reporting data</p> <p>Literacy Net</p> <p>South Aust Spelling Test</p>

		<p>Teachers to provide opportunities for students to build their knowledge and understanding of writing cohesive paragraphs and whole text. The <i>First Steps</i> Writing Map of Development states Major Teaching Emphases and Teaching and Learning Experiences for developing sentence and text structure in each phase of development.</p> <p>Teachers to access websites for student use and also for teacher professional reading.</p> <p>Teachers to utilise a personalised spelling program including high frequency words (see School Literacy Overview), subject specific words, words related to current topics or themes and words misspelt in writing to be employed in all Year 1 to 7 classrooms to build the bank of words that students know. All classes to construct Word Walls featuring words students are learning.</p> <p>Teachers to be supported by the school's trained Higher Order Thinking Facilitators to develop students' higher order thinking skills and embed the sequence of strategies articulated in the school's Thinking Framework into teaching programs.</p> <p>Teachers to include student self-assessment as part of the writing process. Student personal goals. Self-reflection to include a focus on the structure of texts with an emphasis on Narrative Structure. Teachers to utilise the First Steps <i>Look What I can Do</i> student checklists in into a daily writing program that consists of students writing every day.</p> <p>Teachers to make explicit to children the elements of a narrative that are assessed. Provide students with an opportunity to practice timed writing activities.</p>	<p><i>Read, Write, Think</i> <i>Jenny Eathers</i> <i>Writing Fun etc.</i></p> <p>School Literacy Overview</p> <p><i>First Steps</i> Writing Resource Book BCPS Sight Word and PA Profiles</p> <p>Thinking Facilitators Training. Thinking Framework Resource</p> <p><i>First Steps</i> Map of Development and Resource Book for Writing.</p> <p>NAPLAN Marking Guides. FTE NAPLAN Making Guides PL</p> <p>Moderation- PD day Term 2 and 4</p>	
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