

What the data says:

- Longitudinal information for Year 3 and Year 5 shows a downward trend in Writing, but a continuing upward trend in Reading
- Upward trend in Spelling for Year 5 and Value Add in Spelling is significantly higher than Like Schools
- Value Add in Writing and G&P is significantly lower than Like Schools
- No Year 3 students below the minimum standard in Reading and Writing, however, 16% Below or At MS in Spelling

Intentions	Success Criteria	Strategies	Resources	Monitoring and Evaluation
To improve and maintain Writing achievement and progress across the school	<ul style="list-style-type: none"> <li>✓ Teachers will build on strategies and resources to develop student motivation and purpose for writing</li> <li>✓ Students will engage in writing activities which are purposeful and motivating</li> </ul>	<p>Use strategies which include</p> <ul style="list-style-type: none"> <li>• Write Like Crazy</li> <li>• Writing Warm Ups</li> </ul> <p>Triad sharing at Staff Meetings of activities and strategies used</p> <p>Use graphic organisers to plan writing</p> <p><i>First Steps</i> strategies to consolidate</p> <p>Identify students at Minimum Standard or At Risk – develop IEPs and monitor progress</p>	<p>Source activities, flashcards to build on teaching resources</p> <p>Share information on resources</p> <ul style="list-style-type: none"> <li>- Pobble 365</li> <li>- Writing Shed</li> <li>- Website</li> </ul> <p>PL on <i>First Steps</i> Writing strategies</p> <p>Investigate Leadership role to provide support for teachers and classroom implementation</p>	<p>NAPLAN data and On Entry data to inform planning and monitoring</p> <p>Common assessments and checklists</p> <p>Monitoring of IEPs</p>

<p>To fully implement the <i>Sound Waves</i> program from PP to Year 6</p> <p>To maintain upward trend in Year 5 Spelling and improve Year 3 achievement and progress</p>	<p>✓ Activities from Soundwaves program will support use of text</p> <p>✓ <i>First Steps</i> spelling strategies are integrated into Spelling programs</p>	<p>Consistent implementation of <i>Soundwaves</i> program</p> <p>Review understanding of <i>First Steps</i> strategies</p> <p>Identify students at Minimum Standard or At Risk – develop IEPs and monitor progress</p>	<p><i>Soundwaves</i> PL with focus on program activities</p> <p>Share implementation of activities at Cell Meetings</p> <p>PL on <i>First Steps</i> strategies</p>	
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