



Goal: Developing powerful and effective learners

Our purpose is to empower and nurture our community to be thriving learners, compassionate citizens and positive contributors to their world.

Key Actions: How might we get there?

Term 1-4

ACTION

All teachers will consistently design and deliver clear, step-by-step writing lessons using an explicit and direct instruction approach for a minimum of three lessons per week.

HOW

- Adherence to the site wide scope and sequence writing resource.
- Staff to engage with the Writing Revolution and Ochre resources
- Development of a site wide literacy agreement

Term 1-4

ACTION

All teachers will implement evidence based literacy instruction in phonics, phonology and morphology through a structured daily literacy block

HOW

- Week 0 training in Read Write Ince and Playberry Laser
- Termly diagnostic testing of all students to track and monitor achievement and inform WOOPS goals
- Staff to work in Professional Learning Teams (PLTS) to monitor and advance progress

Term 1-4

ACTION

Improve high quality educator practice to maximise student engagement and learning outcomes across all curriculum areas

HOW

- Internal and external instructional coaching and educator reflection
- Participation in Quality Teaching Rounds
- Apply evidence-based teaching techniques from the Walkthrus resource

Progress Indicators

- Increase in students achieving 'exceeding' in NAPLAN Years 3 and 5 in Reading, Conventions of Language and Writing aspects
- Termly student writing samples show increased sentence-level accuracy, structures and cohesion
- Increase the percentage of students achieving a high band score in PAT Reading
- Students are able to independently apply taught sentence, paragraph and spelling skills through cross curricular subjects and learning opportunities
- Students will understand that productive failure is an important aspect of the learning cycle, and that success is a result of effortful engagement