



Wellers Hill State School AIP

Writing through the Australian Curriculum 2023

Scan and assess	Prioritise	Develop and plan	Act	Review			
Focus	Improvement priority	Inputs	Activities	Outputs/Artefacts	Short-term outcomes	Long-term outcomes	
Equity and Excellence	Priorities	Human	ARTEFACTS	Beginning of each year			
Writing is a priority area of the WHSS strategic plan and a focus of data literacy and intentional collaboration to form a consistent approach to writing.	Improve student outcomes in writing Build capacity of stakeholders to teach writing using a consistent approach	School Leadership Team Teachers Teacher Aides HOSES & Inclusive Learning Community Business Manager Support Staff Speech-Language Pathologist External agencies - AVTs Guidance Officer The Reading and Writing Centre Parent Volunteers	FRAMEWORK Assessment and Data Schedule WHSS Writing Handbook The Literacy Framework Data Inquiry Cycle CAPABILITY DEVELOPMENT Professional Learning Plan Collegial Engagement Framework Collaborative Learning Communities (CLC) Coaching Curriculum Committee CONSISTENT CLASSROOM PRACTICES WHSS Writing Handbook Collaborative Learning Communities (CLC's) PD and coaching DIFFERENTIATION Assistive Technology Year Level & Class Data Spreadsheets & Student profile including A-E report data for English Data Inquiry Cycle Planning – individual and whole class SAGS COMMUNITY ENGAGEMENT Community Engagement through the Wellers Hill Communication Plan CURRICULUM The Australian Curriculum v9 Literacy Progressions	Establish a sub-group of Curriculum committee to lead Writing Secure budget for Writing During SFD review/induct new staff to WHSS Writing Handbook and expectations Develop a PD plan for writing in CLC/Staff Meeting Distribute Data Plan during Student Free Days			
Informing evidence	Initiative/s and evidence base	Physical	Term 1			Term 2	
Local evidence that impacts student outcomes: Student achievement data: A-E English Formative/Summative Monitoring tasks NAPLAN Early Start Non-academic data: Attendance rates Classroom observations Coaching - Feedback Contextual information (educational) EIA – Focus: Reading, Curriculum Pedagogy, Positive Behaviour for Learning and Writing Whole School Strategic Plan Standards of Evidence Workforce capability and composition Coaching culture established to build staff capacity in explicit teaching of writing.	Professional learning is provided to staff to embed all components of the Writing Framework. Australian Curriculum V8.4 and V9 Literacy General Capabilities Literacy progressions from the Australian Curriculum Whole School Approach to Pedagogy The Reading and Writing Centre QCAA – Writing The Writing Revolution Seven Steps to Writing	Yr Level Data Spreadsheets Data Inquiry Cycle One School – Student Profiles The Writing Revolution Teacher Resources Sheena Cameron writing book Literacy Framework Writing Stimulus Classroom Resources Writing goals (individual) Collaborative Learning Communities Digital Resources iPads	Analysis of data using WHSS Data Inquiry Cycle Implementation of formative assessment for writing Writing goals for students in Prep – 2 Highlight writing on the English Learning Walls in all classrooms Quick writes and writing warm ups PD Collaboratively develop WHSS Writing Handbook - develop and familiarise staff on One Page Guided Writing Expectations Narrative structure & related classroom artefacts Guided Writing Lesson (one page) Expectations for feedback and conferencing developed for Term 2 Exploration of ‘The Writing Revolution & Seven Steps’. Familiarisation of Literacy Progressions (AC) during planning for T2 units Moderation of Writing T1 Formative assessment T&L sequence Summative English assessment			Analysis of data using WHSS Data Inquiry Cycle for Term 1 Writing goals for students in Prep – 2 Implementation of formative assessment for writing Consistent development of Learning walls for Writing in all classrooms. Continue to develop WHSS Writing handbook (Editing and annotating Checklist/conferencing expectations) Continue to provide PD for all staff on the Whole School Approach to the Teaching of Writing using WHSS writing Handbook - review Writing warm ups & Quick writes developed for Lower and Upper School Persuasive Structure Conferencing and Feedback expectations outlined Graphic Organisers for narrative and persuasive structure Modelled lessons and PD in Guided Writing – WHSS expectations Exploration of Guided Writing lessons in P - 2 Continue promoting consistent language and display relevant posters Review One Page Guided Writing Lesson Expectations Promotion of consistent language used in writing Investigate digital technologies used to for writing (4-6 IPAD) Moderation of Writing T2 Formative assessment T&L sequence Summative English assessment Familiarisation of Literacy Progressions (AC) during planning for T3 units TA timetable for writing support used in T3 Explore student engagement in writing – competitions/stimulus/Peer Readings of work etc.	Analysis of data using WHSS Data Inquiry Cycle for Term 2 Writing goals for students – Prep to 6 Implementation of formative assessment for writing Consistent development of Learning walls for Writing in all classrooms Continue to develop WHSS Writing handbook (develop Modelled Writing one-page Lesson Plan) Continue to provide PD for all staff on the Whole School Approach to the Teaching of Writing using WHSS writing Handbook - review Writing warm ups & Quick writes expectations and feedback Review Guided Writing one page & expectations Gradual Release of Writing Persuasive Structure Editing and Annotating Cont. modelled lessons and PD in Guided Writing – WHSS expectations Monitor intervention resources Guided Writing Observation Sheet developed and shared Review One Page Guided Writing Lesson Expectations Promotion of consistent language used in writing Determine digital technologies used to for writing (4-6 IPAD) Moderation of Writing T3 Formative assessment T&L sequence Summative English assessment Familiarisation of Literacy Progressions (AC) during planning for T4 units Engagement in Writing – Book Week, author writing workshops TA timetable for writing support used in T4
Term 3							
Term 4							
Learning Walls Writing goals Community Engagement Review all resources							
Consistency/Continuity across all years of Strategic Plan – Writing							
Community							
Writing presentation/digital – How parents can support – Strategies of success Regular Community and Staff newsletter articles focusing on writing and sharing student work.							

English Targets 2023

By the end of 2026 ALL YEAR LEVELS

A-E English Data

20% - C standard
80% - A or B standard

NAPLAN Writing Data

Yr 3
100% NMS
70% U2B

Yr 5
100% NMS
60% U2B

AIP: Teaching Writing through the Australian Curriculum 2023

Baseline and Comparison Measures

NAPLAN Writing and English

Writing NAPLAN Data

2021	Year 3	Year 5
% at NMS	100	95.2
% at U2B	67.2	23.8

NAPLAN Writing Data		
2022	Year 3	Year 5
% at NMS	99.3	97.3
% at U2B	54.5	30.0

2021 ENGLISH DATA TOTALS				
	Sem 1		Sem 2	
	% at A/B SEM 1	% at C SEM 1	% at A/B SEM 2	% at C SEM 2
Prep	94%	5%	96%	3
Year 1	86%	10%	85%	16
Year 2	86%	14%	77%	31
Year 3	57%	41%	71%	31
Year 4	65%	30%	70%	30
Year 5	69%	24%	66%	34
Year 6	62%	35%	72%	33

2022 ENGLISH DATA TOTALS				
	Sem 1		Sem 2	
	% at A/B SEM 1	% at C SEM 1	% at A/B SEM 2	% at C SEM 2
Prep	94.8%	3.5%	93.0%	4.3%
Year 1	75.6%	8.7%	84.9%	11.0%
Year 2	92.7%	11.0%	71.3%	31.2%
Year 3	81.5%	18.5%	84.9%	15.1%
Year 4	77.5%	33.3%	78.2%	24.3%
Year 5	57.4%	35.7%	58.9%	31.3%
Year 6	65.4%	33.6%	76.2%	18.7%

Outcome Measures

2023 Outcome Measure NAPLAN Writing Data

	Year 3	Year 5
% at NMS	100	100
% at U2B	60	45

2023 Outcome Measure NAPLAN Writing Data

A-E English Data Outcome Measures				
	Sem 1		Sem 2	
	% at A/B SEM 1	% at C SEM 1	% at A/B SEM 2	% at C SEM 2
Prep	95%	5%	95%	5%
Year 1	90%	10%	90%	10%
Year 2	90%	5%	85%	10%
Year 3	75%	20%	80%	20%
Year 4	85%	10%	90%	10%
Year 5	85%	10%	90%	10%
Year 6	80%	15%	70%	25%

(Sign and Date)

Principal

(Sign and Date)

P&C President

(Sign and Date)

Council Chair