

School Improvement Plan Summary

Cleve Area School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Goal 1: To increase the number of students in the high bands in writing</p>	<p>2022:</p> <p>Year 3</p> <ul style="list-style-type: none"> We will have 6 students out of 22 (27%) achieve high bands in writing. 18 students out of 22 (82%) will meet SEA. <p>Year 5</p> <ul style="list-style-type: none"> We will have 5 students out of 22 (23%) achieve high bands in writing. 22 students out of 22 (100%) will meet SEA. <p>Year 7</p> <ul style="list-style-type: none"> We will retain the 4 students from Year 3 in 2018 and move an additional 4 students into the Higher Bands. We will have 8 students out of 21 (38%) achieve high bands in writing. In 2018 4 students did not achieve SEA in Year 3. In 2022 we will move these 4 students above SEA so all 21 students out of 21 (100%) will meet SEA. <p>Year 9</p> <ul style="list-style-type: none"> We will retain the 3 students from Year 3 in 2016 and move an additional 3 students into high bands in writing. We will have 6 students out of 20 (30%) achieve high bands in writing. In 2016 2 students did not achieve SEA in Year 3. <p>1. In 2022 we will move 1 student above SEA so 19 students out of 20 (95%) will meet SEA.</p>	<p>If we use explicit teaching strategies in writing instruction to move students from surface→deep→transfer by implementing the teaching and learning cycle then we will increase the number of students in the high bands in writing.</p>	<p>When we conduct student observations and assess and moderate samples of student writing, we will see that they can demonstrate higher order thinking processes for writing including -</p> <p>By the end of Year 3 students:</p> <ul style="list-style-type: none"> Students understand how language features are used to link and sequence ideas. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. <p>By the end of Year 5 students:</p> <ul style="list-style-type: none"> They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They edit their work for cohesive structure and meaning. <p>By the end of Year 7 students:</p> <ul style="list-style-type: none"> Students understand how the selection of a variety of language features can influence an audience. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

	2023:		<p>By the end of Year 9 students:</p> <ul style="list-style-type: none"> • Students understand how to use a variety of language features to create different levels of meaning. • In creating texts, students demonstrate how manipulating language features and images can create innovative texts. <p>They edit for effect, selecting vocabulary — and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation</p>
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X JM Connors
Principal

X R. Jose
Education Officer

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Governing Council Chair Person

