



Bacchus Marsh Primary School, Victoria

About us

We are a mid-sized, co-educational, prep–6 public primary school located in regional Victoria.

Our approach

Our success derives from a range of pedagogical and instructional approaches which are used in combination.

We have a shared teacher understanding as to what constitutes the writing process involving explicit instruction around writing conventions, authors' craft genre, and authentic purposes for planning, drafting, revising and publishing writing.

Our in-class coaching and support are linked to literacy priorities in teachers' professional development plans and the school's *Annual Improvement Plan*.

We draw on Judith Hochman's work, *The Writing Revolution*, to think through writing and build detailed exploration of the sentence (and the paragraph) as the building blocks of all writing.

We apply the gradual release model incorporating shared, modelled, interactive, guided and independent writing within the workshop model.

We are committed to the developmental sequence for writing as described in the Fountas and Pinnell Continuum of Literacy; the Victorian Curriculum and more recently, the ACARA National Literacy Progression (Version 3.0 March 2020). We use the sequence to set specific next step goals and to differentiate support for our writers.

Our community writing programs are designed to engage parents and carers in the writing process with their children.

Our focus on writing for authentic purposes has enhanced student voice and agency. We have a positive writing culture whereby student work has been published beyond the classroom. Our students feature heavily in the Moorabool Writers' Awards each year and a large proportion of students recently contributed to a 'Voices' podcast initiated by a parent in support of children in hospital: <https://open.spotify.com/show/2OLjomyNDOzOUDYQXYLEpC>

Professional learning teams meet at each cohort level for 90 minutes each week and engage in the *Framework for Improving Student Outcomes* (FISO) data inquiry as part of an established 3-week improvement cycle in numeracy, inquiry and literacy. Writing across the cohorts is examined against the sequences of learning and the NAPLAN criteria twice each year. This informs curriculum planning specific to the needs of the writers in each class at each level.

Our profile

ENROLMENTS **919** LBOTE **8%** INDIGENOUS **2%** ICSEA **1018**