



Middle Years Literacy Project | Huon Cluster of Schools

On Tuesday 4th February, teachers from Year 3 – 12 gathered at Huonville Primary School to look at formative assessment. All our schools (Cygnet PS, Glen Huon PS, Geeveston PS, Dover DS, Huonville PS and HS, and Franklin PS) have been working together on developing teacher practice in writing for the last three years.

The Middle Years Literacy Project, a Federal government initiative, supported our schools to engage in high quality professional learning in the area of writing. Writing was identified as our target for improvement based upon data collated from the whole Huon. This identified that NAPLAN writing data was below both Tasmanian and Like Schools average in our cluster-wide data.

In the last few years the MYLP has funded Professional Learning in many aspects of writing and we are making gains in our results over the life of the project. Last year the Literacy Coaches from all schools came together and developed an inquiry question to drive improvement in writing. This question is: in what ways can we use formative assessment to improve student writing outcomes?

Formative assessment is known to have the biggest impact on student learning of all the strategies we currently employ.

Formative assessment includes:

- Clear use of learning intentions and success criteria
- Discussions, activities and learning tasks that elicit evidence of learning
- Feedback that moves learning forward
- Peer assessment
- Self-assessment

Tuesday's professional learning was led by Andrea Dare, Lead Literacy Coach for the Department of Education and Heidi van Rijswijk, MYLP Coordinator. Below are some snapshots of our teachers modelling what life-long learning looks like!

