

13. Curriculum Achievement Target – Writing 2016

General Goal: To increase the number of students achieving at or above the National Standard for Writing

Historical Position	Strategic Actions and Checkpoints	When?	What?																					
<p>Baseline data: Analysis of school wide Writing data in December 2015 identified some concerns in Years 1 – 5 for all students.</p> <table border="1" data-bbox="168 459 696 727"> <thead> <tr> <th></th> <th>Below</th> <th>At or Above</th> </tr> </thead> <tbody> <tr> <td>After 1 Year</td> <td>34%</td> <td>66%</td> </tr> <tr> <td>After 2 Years</td> <td>23%</td> <td>77%</td> </tr> <tr> <td>After 3 Years</td> <td>17%</td> <td>83%</td> </tr> <tr> <td>End of Year 4</td> <td>20%</td> <td>80%</td> </tr> <tr> <td>End of Year 5</td> <td>19%</td> <td>81%</td> </tr> <tr> <td>End of Year 6</td> <td>14%</td> <td>86%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • There is some concern at Years 1 and 2 with 34% and 23% of students below. In Years 1 and 2, 23% to 34% of students are below the Writing standard. • The real concern for us is after 1 year at school where 34% of students are below or well below the Writing standard. • Further analysis showed that 72% of boys compared to 87% of girls are achieving below or well below the standard for Writing. • Further analysis of Maori student achievement data in this area identified that 67% of Maori students are at or above the standard. None are well below. • 67% of Pasifika students are at or above the Writing standards also, but this equates to a very small number. • 25% of Asian students are below the national standard for writing. These students make up 58% of all our students well below, school wide. 		Below	At or Above	After 1 Year	34%	66%	After 2 Years	23%	77%	After 3 Years	17%	83%	End of Year 4	20%	80%	End of Year 5	19%	81%	End of Year 6	14%	86%	<p>Appropriate budget support</p>	<p>All Year</p>	
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	<p>Collect data and review</p>	<p>Each term</p>	<p>All Writing assessment data</p>																					
	<p>Initial report to Board of Trustees</p>	<p>Term 1</p>	<p>Collate data from previous year</p>																					
	<p>Moderation at syndicate meetings</p>	<p>Term 2, Term 3 and Term 4</p>	<p>OTJ consistency</p>																					
	<p>In school professional development</p>	<p>All year</p>	<p>Staff meetings</p>																					
	<p>Home and School partnerships</p>	<p>All year</p>	<p>Reporting and consultation</p>																					
	<p>OTJ professional development</p>	<p>Term 2 and Term 4</p>	<p>Literacy Lead Teachers</p>																					

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Strategic Goal:	Outcome Indicators:
<p>Using 2015 historical data, the following targets are for the 2016-year levels.</p> <ul style="list-style-type: none"> • The identified group of students after 2 years at school (34%) will be reduced to 15%, below or well below the standard in 2016. • The identified group of students after 3 years at school (23%) will be reduced to 15%, below or well below the standard in 2016. • The identified group of 38% boys achieving below the standard will be targeted throughout 2016 to raise achievement levels to 15%. • The identified group of Maori students (33%), achieving below the standard will be targeted throughout 2016 to raise achievement levels to 15%. • The identified group of Pasifika students (33%), achieving below the standard will be targeted throughout 2016 to raise achievement levels to 15%. • The identified group of Asian students 25% achieving below the standard will be supported appropriately to lower the percentage. 	<ul style="list-style-type: none"> • Student achievement. • Teacher expertise and knowledge (assessment, pedagogical content knowledge, National Exemplars, National Standards illustrations, Literacy Learning Progressions, easTTle Writing matrix and 'Effective Literacy Practice' texts). • Teachers focusing their practice on needs identified in data and observation. • Teachers using whole class and group work to improve Writing strategies and knowledge. • Processes for sustainability are in place. • Improved formative assessment practices in Writing. • Sharing practice and student data as a regular aspect of staff, team, management, and BOT meetings. • Moderation of overall teacher judgments happens regularly. • Self review against 'Tataiako' – Cultural Competencies for Teachers of Maori Learners and 'Ka Hikitia' – Managing for Success: The Maori Education Strategy. • Working as a Community of learners sharing best practice and moderate across schools.

Curriculum Achievement Target – Writing 2016

Students will be:

- Talking about their learning.
- Using conversational language through oral language programmes.
- Self and peer assessing.
- Having locus of control, having a say over what and how they write.
- Choice in what they write about.
- Be clear about where they are and what they are going to achieve.
- Writing often.
- Writing across genre.
- Sharing Reading/Writing outline.
- Sharing to a wide audience in a variety of ways.
- Be confident and enthusiastic writers.
- Maintain and improve their attitudes towards Writing.
- Writing meaningfully everyday.
- Sharing writing with peers, teachers and families.
- Students to know their next steps and learning intentions.
- Use planning strategies.
- Students to know expectations.
- Students can articulate the purpose for their writing
- Understanding the role of the author and the purpose of the text.
- Participating in shared learning experiences.

Teachers will be:

- Making sure that we sell students the idea that Writing is fun and that they can do it.
- Sharing good writing ideas at team meetings.
- Make sure that they understand how language works.
- Deliberate acts of teaching.
- MODELING.
- Actively reflecting.
- Sharing experiences, observing other teachers, changing our own practice.
- Teaching as inquiry.
- Not being bound by genre.
- Teaching Writing everyday.
- Task versus the learning – be clear about the learning. Focus on the learning.

By end of 2016 and then on-going

How success will be measured:

Links to teachers' appraisals, professional discussions, students' books, and teacher student conferences, Writing samples and Student led conferences during reporting time. Student's achievement will be monitored and remedial actions taken where necessary. Having exemplars on display for the students to see so they know what they have to aim for. Sharing of their work at whole school and team assemblies - buying into its success. Students' attitudes. Real feedback from a range of sources. Teacher's inquiry. Parent's information. How well students can articulate their work, learning and attitudes. Co-constructing success criteria. Continue to improve positive attitudes towards writing in class (eastTtle survey). Willingness to share their writing in class and at home. Students bringing their parents/caregivers into the class before/after school to share their writing successes (demonstrates pride in their writing).

Expected outcome for teachers?

- Developing strong pedagogical knowledge centred around the dimensions of Effective Literacy Practice in Years 1 – 4 and 5 – 8, chapters. Staff and syndicate meetings to address this area.
- Engaged in a cycle of inquiry into their own practice.
- Gaps analysis.
- Teachers have identified goals for their own learning (including focused visits to other classrooms)
- Participate in professional development linked to Community of Learning (CoL).
- Evidence of development in "Appraisal Connector" relating to school wide writing goal.
- Progress towards the Community of Learning (CoL) achievement challenge will begin.

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Teachers will be:

- Use e-Learning to enhance Writing.
- Read and research. Writing Hub, TKI.
- Modeling and exemplars.
- Give specific feedback and model how the students can do this for each other.
- Writing mileage!
- Sharing good Writing ideas and resources.
- Ensuring students have daily writing opportunities.
- Co-construct Learning Intentions with students individually.
- Stop, drop, share.
- Clear, concise writing targets, goals and intentions.
- Having high expectations.
- Providing the students with their personal next learning and goals.
- Showing students good examples of quality writing. Writing with/modeling (good writing practice)
- Making Writing meaningful and giving good motivation to write.
- Continuing our own professional development school wide and sharing our ideas and resources with others.
- Celebrate student's writing, in the class, with other teacher's and classes, community and families.
- Working with and alongside Community of Learning (CoL) leaders to improve practice.
- Regularly moderate across teams and school.
- Conferencing with individuals and groups.
- Flexible writing groups – group for writing, not writing groups.

How success will be measured?

- Evidence of effective teaching and quality learning in the classrooms.
- Teachers able to use data to plan teaching and learning.
- Learning Intentions are specific to the identified student needs.
- Teachers know where students are with their learning, the appropriate rate of progress, and what they need to learn next.
- Target students identified, next teaching steps planned for and regular support given by the classroom teacher.
- Teachers sharing practice and adjusting teaching where necessary based on reflection and discussion. Planning, classroom observations, student achievement, student voice, tracking tools, planning will reflect the strategies and approaches used including observations. This will happen with support from Community of Learning (CoL) in school and across school leaders.
- Testing and data results. Checking if targets have been met.
- Student voice.

Curriculum Achievement Target – Writing 2016

Leaders will be:

- Leading regular literacy staff and team meetings, with a focus that leads to improved teacher knowledge and practice in Writing.
- Leading target discussions. Ensure that target discussion and analysis is happening.
- Leading Gaps analysis.
- Analysis of data. Feeding back to teams, parents, and students.
- Identifying target students.
- Ensure writing is happening everyday.
- Looking for and sharing examples of best practice.
- Be an example of best practice.
- Engaging our parent community.

Parents will be:

Learning how to help at home through...

- Parent – teacher - student interviews (Student led conferences)
- Newsletters
- Share students work via Blogs and online sites – encourage feedback
- Sharing students work with parents
- Parents and the community are kept informed of progress towards school goals and Community of Learning (CoL) goals.
- BOT reports, and feedback
- Work with parents, families and whanau around ways to support students learning

How success will be measured?

- Parents will have a better understanding of how children learn to write, and how they may help at home. Parents and community are informed. Student voice and feedback from parents.

The Principal will:

- Co-lead the development by supporting the role of the Community of Learning CoL leaders Alison Troy and Claire Fisher. Literacy Leader Alice Andel
- Ensure teachers have adequate release time to work with Community of Learning (CoL) lead teachers and across school leaders where appropriate.
- Support the literacy lead teacher and CoL leaders with whole staff meetings and team meetings, including focussed discussions around data, practice, readings, evaluation and reflection.
- Tracking school wide assessment data for trends and patterns – (Curriculum and CoL leaders)
- Looking for Professional Learning opportunities.
- Asking questions about practice, etc. and expecting answers.
- Promoting others who have best practice, ideas to share.
- Looking at, reading over students work and sharing success.
- Reporting to the board.
- Facebook, website, newsletter information to parents and community.
- Opportunities to share writing with Principal/class/school/ community (newsletters/MBS News)

Expected Outcome:

- Parents and the community are kept informed of progress towards school goals and Community of Learning (CoL) goals.
- Greater awareness of the National Standards for Writing
- Feedback comments in reports including a section on how parents can help at home
- Regular feedback to parents about their child's learning where appropriate