

Carterton School 2017

Goal: Improving Literacy and Numeracy.

Writing

Target

By the end of the year the percentage of **Māori students** below or well below national standard expectations for **writing** will reduce to 15% or less.

By the end of the year the percentage of **boys** below or well below national standard expectations for **writing** will reduce to 15% or less.

By the end of the year the percentage of **Year 5** students below and well below the National Standard in **writing** will reduce to 15% or less.

By the end of the year the percentage of **Year 8** students below and well below the National Standard in **writing** will reduce to 15% or less.

Budget / Resources

PLD budget
\$2000 total English budget

Background Data

Writing

End of Year data in 2016 identifies that 28.9% (#26) **Māori students** are **writing** below or well below national standard expectations.

End of Year data in 2016 identifies that 29.7% (#41) **boys** are **writing** below or well below national standards expectations.

End of Year data in 2016 identifies that 26.9% (#11) **Year 5 students** are **writing** below or well below national standard expectations.

End of Year data in 2016 identifies that 23.1% (#6) **Year 8 students** are **writing** below or well below national standard expectations.

Actions / strategies to achieve target	Led by	Timeframe
1. <i>Maintain school development focus on teaching of writing for 2017</i>	<i>Principal / Leadership team</i>	<i>All year</i>
2. <i>Develop a student focused (kid speak) school wide writing rubric using Literacy Progressions, National Standards and NZ Curriculum.</i>	<i>Literacy team</i>	<i>Term 2-3</i>
3. <i>Literacy team to review current practice in teaching of writing across the school. Share best practice.</i>	<i>Literacy team</i>	<i>Ongoing</i>
4. <i>Regular review of 'below' and 'well below' student progress and achievement in writing.</i>	<i>Learning teams</i>	<i>Termly</i>
5. <i>Writing moderation collaboration across LCN and then onto CoL continues.</i>	<i>LCN team</i>	<i>Termly</i>
6. <i>Continue to research ideas for teaching boys writing. Refer back to our 'Engagement Project' findings for a refresher and for those teachers who are new to our school. Revise and share ALL (Accelerating Literacy Learning) project findings from earlier work.</i>	<i>Literacy leader & team</i>	<i>Term 2-4</i>
7. <i>Teacher Aides in each learning team work with students requiring extra support.</i>	<i>Learning team leaders</i>	<i>Review each SENCO cycle</i>
8. <i>Continue to use the Steps Web & Steps into Literacy programmes for targeted students.</i>	<i>Literacy team & learning team leaders</i>	<i>Term 1-4</i>
9. <i>Implement complimentary reading intervention programmes for all students participating in Steps into Literacy or Steps Web, e.g. Rainbow Reading / Toxic reading.</i>	<i>Literacy team & learning team leaders</i>	<i>Terms 1-4</i>
10. <i>Review availability of other writing intervention programmes. SENCO and Literacy Leader to research this and aim to implement a trial programme.</i>	<i>SENCO & Literacy leader</i>	<i>Term 2-3</i>
11. <i>Use 'Learning Maps' to revisit our 'hunch' about lack of progress in writing. Is there a lack of student engagement?</i>	<i>SENCO & Literacy leader</i>	<i>Term 2-3</i>

