



School Name:	Tokomaru School	School Number:	3046
Strategic Aim:	Strategic Intention A: Promote continuous improvement in all areas of the curriculum achieving the highest levels of achievement and progress in Reading, Writing and Mathematics.		
Annual Aim:	Global Target: to consistently improve the WRITING progress of all students to the expected Curriculum Level or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).		
Target:	WRITING TARGET 2018: All current Year 3/4 or Year 8 (16 students) who were <i>Below or Well Below</i> the National Standard After 2 Years or At End of Year 7 in November 2017 will make more than one year's progress in relation to the Curriculum Expectation for Writing and will be achieving <i>At or Above</i> Expectation at the end of November 2018.		
Baseline Data:	Baseline Data Against National Standards Dec 2017: Looking at the data, we noticed that the Year 2 and Year 7 cohorts had the largest numbers of students Below or Well Below the Standard. These students (Year 3/4 and 8 in 2018) will form the basis of our Writing Target Group. There is a total of 16 students, five of whom were in our 2017 Target Group and will continue to get additional assistance.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. Target students will be identified early in 2018 and recorded on the Writing Action Plan document and in teacher's own planning. 2. Target students will be discussed at Staff Meetings monthly (timetabled for) and recorded in Teacher Appraisals. Regular reflections will be recorded (via the Action Plan) and shared by teachers. 3. Teacher Aide time will be allocated to support Target Students on a needs basis, and will be reviewed at least termly. The SENCO (Mel Bismark) will apply for RTLB support as/when needed. 4. We will continue the work that was started in 2016 developing a consistent set of writing exemplars that will be used school wide (by teachers and students). These will cover different genres in writing. 5. We will moderate writing samples (twice a year) as a staff and an example from each level will eventually be included in the final Tokomaru Writing Exemplar resource. 	<p>Writing Target Group Summary: In the Writing Focus Group, x1 has left Tokomaru, and x1 has not attended school this term. 10 of the group have had/are having intervention from RTLB, SLT or Teacher Aide support. For the remaining x14 students, although the Expectation in Writing shows no change, there has been significant movement in <u>achievement</u> of writing levels for 11/14. Three of them are Within Expectation.</p> <p>Females: In Writing, 6/9 students are Within Expectation, x1 of them a Maori student.</p> <p>Males: In Writing, 3/14 students are Within Expectation, x2 of them Maori students.</p> <p>Maori/Pacifica Students:</p> <p>NB: We have no students who identify as Pacifica in our Target Groups this year.</p> <p>In Writing, 3/5 students are Within Expectation.</p> <p>Writing Overall: I included the actual numbers of students (in the charts / graphs for the BOT – see red Charter</p>	<ul style="list-style-type: none"> • Teachers are more likely to err on the side of caution when making interim OTJs, especially around writing. • There is still further work to be done on developing a set of our own exemplars for writing, to ensure that we are able to moderate across the school accurately. • Teachers regularly and informally discuss the needs of the children in their class with their colleagues, and suggest new resources that can assist them with their students. • We have a strong sense of collegial support across all levels, and resources and ideas are willingly shared. • We have identified a need to develop systems and expectations around writing 'samples' and the way we moderate writing (level the writing to gather data). 	<ul style="list-style-type: none"> • Teachers will continue to identify 'at risk' students in their planning and assessment next year (even if they are not part of a formal school-wide target group). • Action Plans for all target students in Writing will continue to be reviewed, and reflections written twice a term. • Time will be set aside for Staff Meetings to conduct structure reflection sessions (using reflective questions prepared beforehand; Reflective Log). • Walkthroughs and formal observations but the Principal may be focused on one or more target student. • Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues. • Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).

<p>6. Writing Sample data will continue to be added to our SMS system (eTap was introduced in 2017), which will therefore provide cumulative data over time for each student. This will help us identify areas of need within our teaching.</p> <p>7. In 2018 we will create genre workbooks that will be used for teaching purposes and be accessible to students for revision where required. These examples will be sorted by author's purpose and have a section for each genre. Each genre example will contain success criteria, structure and organisation info, graphic organisers and samples of writing appropriate to the level being taught (this was not done in 2017).</p> <p>8. We will continue to use devices and media in Literacy, as a source of motivation (and to support students with assistive technology requirements).</p> <p>9. We will continue involving the students in the decisions around their 'next steps' in Literacy.</p> <p>10. We will use The Hub (Bek Galloway) as part of our Literacy Programme, with all students having access to it via iPads or Chromebooks.</p>	<p>folder for EOY data report), as the percentages do not accurately reflect the real situation due to some of our cohorts being such small groups.</p> <ul style="list-style-type: none"> • Overall 67.6% At (Within) or Above (this is below the National Average of 71.2%) • Overall 73 students (out of 108) are working at the expected level. • Boys Within or Above Expectation is 59%, Girls 78%, Māori 70% • Of the x8 students Of Concern, only one started here at 5 years old, and he has a diagnosed learning condition, as well as very poor attendance (55% this year). • Of the x27 students At Risk, x16 of them did not start their schooling here, and x1 is ORS Funded (High Needs). • We now have x9 students working Above; we had x1 at Mid-Year. • Girls are outperforming boys and Female Maori students are experiencing greater success than their Male Maori peers. 	<ul style="list-style-type: none"> • We will continue with Early Words programme run by teacher aides, training new support staff in 2019. • Reminders (and education) via the newsletter (for parents) about: <ul style="list-style-type: none"> -the importance of writing when the opportunity presents; identifying 'real life' writing situations such as shopping lists, application forms, notes etc. • Continue to have targeted professional learning (discussions, reading, visits) around Writing. • Mel (SENCO) continuing to involve parents, whanau, RTLB service and outside agencies in the ongoing education of our most at risk children.
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11. Staff spent the day with Nathan Wallis hearing about his Brain Development research, and how we can relate this to the children in our classrooms and schools.

Planning for next year:

Overall 67.6% At (Within) or Above (this is below the National Average of 71.2%).

Section 3: Progress Over Time

WRITING Data Over Time:	2014	2015	2016	2017	2018
At/Above:	85% 48/56	86% 58/67	71% 54/76	73% 72/99	68% 73/108

NOTE: While our percentages above do not show growth in all areas, our numbers of children meeting or exceeding the expectations do. It is hard, with such small cohorts to accurately represent progress using percentages.

In addition to the summary below, see the ‘Where to next?’ column (above) for the intentions in 2019.

- Continue to use an Action Plan for Target Students in the key areas identified in the Annual Goals.
- Continue to have targeted time at Staff Meetings for professional discussions about specific students, resources, issues etc.
- Look for specific PD that supports ongoing development in Literacy.
- Draft a guide for administering writing samples, and then moderate a selection of writing (samples) at least twice a year (as a whole staff).
- Continue to use e-assTtle Writing
- Review the Running Record Expectations document
- Continue to fund Teacher Aide hours, over and above and MOE or RTLB contribution, in order to target those most at risk (train Ronnie in 2019).
- Maintain our commitment to targeting children as soon as any issue arises (ie; in their first three years at school).
- Look at targeting the ‘At’ achievers and accelerating their learning through Teacher Aide support (or similar).
- Regularly review the effectiveness of the Early Words Programme, Assistive Technology (work samples – see Action Plans) and RTDeaf intervention (IEP).