

Weedons School Writing Target 2014

Strategic Goal 1

Students are able to achieve their best level of attainment in literacy and mathematics.

Strategic Goal 2

Maori students are engaged in their learning and are achieving success as Maori.

Annual Aims

To increase the number of students achieving at or above the National Standard in writing.

To increase the achievement levels of Maori students performing below National Standard in writing and mathematics.

2014 Target

The 2014 cohort of year 4 students achieving below the National Standard at the end of 2013 will have made more than one year's progress in order to achieve at or above the standard in writing.

Baseline Data

Analysis of school-wide writing data (OTJ'S against National Standards) in November 2013 identified some concerns in the year 2014 year 4 cohort. The data showed that 71% of year 4 students (10 students) were below standard at the end of 2013. 33% of this 64% were new to the school in 2013. Those who were at our school in 2012, were a targeted group for writing in 2012 and with a lot of support and our school-wide emphasis on writing, only just met standard after two years at school. Some of these students came close to meeting the standard in 2013. In 2012, this group was part of a much smaller class which we feel supported their needs well and helped them to meet standard. We identified high needs for these children and employed an extra teacher to make class sizes smaller. This was not a viable option in 2013.

We feel there is a large gap between requirements to meet the standard after 2 years at school and after 3 and we always feared some would struggle to meet year 3 standard in spite of monitoring. The fact that the 33% of students who joined us from other schools were also struggling to meet the standard makes us more sure that the gap between skills at the end of year 2 and year 3 is too wide.

Most of this group received targeted support for reading during 2013 as they also displayed a weakness in this area. At the end of 2013, most met our expectations in reading. Those that didn't will continue to have extra support in this area.

Analysis

80% of this group are boys. While there was no significant area that stood out as a need for all students, attention to surface features and lack of concentration were identified as the most common barriers to achieving the standard.

Year level	Above	At	Below	W. Below	Number of students	% at or above
Y4	0	4	9	1	14	29%

Actions	Led by	When	Indicators of progress
Confirm students identified for support at end of 2013	Principal/ Staff	Week 2 Term 1	List of targeted students finalised
Collect sample of writing. Analyse needs.	Teacher	Early term 1	Specific individual and group needs identified
Gather student voice -	Teacher	Early term 1	Student voice informs teacher and supports direction for learning
Set short-term achievable goals	Teacher	Weeks 4-6	Student confidence grows as goals are reached
Monitor progress of targeted students	Teacher/ Principal	Every 3 weeks	Informs progress and next steps
Work with small groups 4 x weekly	Teacher		Regular feedback/feedforward will support and encourage learners
Work with parents to support home learning	Teacher	Week 6 - goal setting interviews	Family and whanau are confident in supporting student learning
Analyse November achievement data to inform progress and planning for 2015	Teacher/ Principal	Term 4	Informs next steps for students and school

