

Teaching and learning programme development and/or focus

Written Language component – daily classroom programme.
Use formative assessment to help integrate knowledge of Written Language across the curriculum through the Curriculum Mapping Process.
Use accurate assessment to develop WL features in line with Assessment Guidelines Booklet.
Use exemplars to determine future development of individuals/groups.

ACHIEVEMENT TARGET LITERACY 2010

Target for improving student achievement

Throughout the school by 2010 to raise writing levels to 50% of all learners performing at expected age level by the end of the End of the Year (T4 results).
As a result, effective teaching practices will be evident in classrooms. An aligned literacy programme will be implemented. All stakeholders will develop knowledge and understanding of levels of achievement. Success criteria and tracking will be the responsibility of teachers, learners and the learning community.
Assessment practices will be aligned and fed forward into classroom literacy programmes. Qualitative data will be gathered regularly, collated and analysed to ensure the continued lift in literacy levels.

Staff and personal professional development (as per Staff Development Plan)

Guidelines for teaching of written language available to all staff to ensure clarity of direction.
Professional learning Partnerships for teachers to improve strategies for raising student achievement in Written Language (First steps programme, rainbow reading, jolly phonics) via purposeful professional learning discussions, observations and pedagogical practice.
Observations by teachers of effective written language programmes.
Staff sharing of own expertise.
Mentoring by literacy leaders at PLG and Staff meetings and individually

Baseline Data (Historical)

December 2009 Recount Writing Samples: Students performing at near year appropriate level and above as per Writing Sample:

Target Set

To raise written language levels and have these reflected in end of year results showing achievement or otherwise within each Year Band as projected in the Schools Strategic Plan Goals

Links to Strategic Planning

Improved Written Language Skills

Reporting

Reporting to learners for formative purposes.
Reporting to learners to map direction and progress, success criteria to be tracked.
Reporting to parents through learner led interviews , Term 2 and 3
Reporting to BOT and Community

Ongoing/Comparative Assessment

NZ Curric. Exemplars
National Standards Assessment Each Term
Teacher observations through Professional Learning Partnerships and informal Observations
First steps MTEs

Review

On going for formative purposes.
Weekly reflection Sheets will provide discussion for PLGs to address targeted needs.

Resourcing

First Steps resourcing to come from Facilitator and Lead Teachers
'Writing Resource Book'
'Writing Map of Development'
Linking Assessment Teaching and Learning Resources supplied by Team Solutions/MoE facilitators to support improved written language levels.
Rainbow Reading Resources
Jolly Phonics Resources

Community Involvement

Hui to incorporate Maori & Pasifika achievement levels.
Parent Tutor Reading programme to develop emerging encoding skills.
Implementation of Literacy Home School Partnerships, inclusive of First Steps Language Programme
Reporting progress in Written Language to Parents via Reports and Portfolios
Ideas for families to help improve children's Written Language levels, and Information Literacy Skills through programmes run from classrooms, library and Information Centre.

Agency Support

RTLit
RTLb
Ministry and Team Solutions facilitators for Literacy Leadership
P.Mobsby, G.Boon
First Steps Facilitator
Wendy Rundell