



RUSSLEY



SCHOOL CHARTER 2017-2019

SCHOOL CONTEXT: **RUSSLEY SCHOOL**

Russley School, established in 1963, is a decile 7, full primary school in the North-West of Christchurch, New Zealand. The roll ranges between 420-460 students. The school has nineteen classrooms, a library, two halls, a robotics studio, a multi-purpose centre and a common room for Years 7 and 8 students. Large playing fields, adventure playgrounds and paved court areas provide excellent play areas for students. Russley School has a diverse community, consisting of more than 20 ethnicities. The school population is NZ European (56%), Asian (13%), Māori (11%), European (8%), Pasifika (4%), Middle Eastern (4%) and other ethnicities (4%). This cultural diversity is an aspect to be celebrated. At Russley School, we seek to embrace and develop opportunities to grow our cultural inclusion.

The school's vision is, *'Russley School - where every child experiences personal success'*. The school's dispositions, developed through extensive consultation, encourage all who are part of Russley School to be respectful, self-aware, self-managers, team players, creative, problem solvers and healthy.

Respectful - Value themselves, others and the environment.

Self-aware - Understands the impact of their actions on others. Identifies strengths and next steps.

Self-managers - Is organised, responsible and self-motivated.

Team player - Relates well to others. Communicates and contributes positively.

Creative - Contributes imaginative and original ideas.

Problem solver - Is curious and explores ideas. Thinks logically and critically to find solutions.

Healthy - Contributes to their own and others' well-being.



A feature of the school is the very respectful relationships that exist across the school - between students, between students and staff, and between staff and the community.

In developing new strategic goals for Russley School, a strong sense of 'togetherness' was highlighted as an underlying feature of the school and something worth promoting. The three new strategic goals reflect this sense of togetherness.



'Growing together' - Brave, resilient champions of our learning

(Be daring, facing difficult things, positive attitude, bouncing back, never giving up. Being happy to face challenges. We are self-directed, we know our learning, we know where we are going, we are committed to learning.)

'Creating together' - Inspiring confident innovators of tomorrow

(Our school needs to be about inspiration. We want to back ourselves as learners, be self-aware. We are future-focused and challenging the status quo.)

'Walking together' - Nurturing an inclusive, respectful community

(Nurturing is what we do. We have a diverse community, so we want to be inclusive. Respectful is good!)

The Principal leads Russley School, collaborating with a Deputy Principal, twenty two teachers, four teacher aides, three administration staff, a musical director, a caretaker and three cleaners. Four team leaders each lead a team of three to five classes - Team Waka (Y0-2), Team Roto (Y3-4), Team Awanui (5-6) and Team Moana (Y7-8). The team names are as a result of student consultation and represent a metaphoric journey through expanding bodies of water, equating to growing experiences and learning. Staff work collaboratively across the school, sharing ideas and supporting each other.

Teachers use a range of high-quality, innovative teaching practices to cater well for students' strengths, needs and interests. Teachers continually extend their knowledge and capabilities through well-targeted professional and personal development. The well-designed curriculum sets clear direction for high-quality teaching and learning. It reflects the school community's expectations and values. An annual review process ensures that the curriculum continues to be responsive to students' interests, strengths and needs. An inquiry approach to learning, that often focuses on school, local and wider community issues, is helping students develop investigation and problem-solving skills and makes learning relevant. Students are encouraged to take individual responsibility, and ownership of, their learning.

Emphasis has been placed on developing strong healthy students through quality Physical Education and Sports programmes. Students and staff belong to one of four houses - Bentley, Cutts, Pinehurst and Woodbury. These names represent local street names surrounding the school. Throughout the year, houses captains lead and organise competitions, which hold much prestige. The school accesses community resources to provide coaching for 'elite' students. Russley students experience outstanding sporting success.

Russley School has a highly capable Board of Trustees, who give priority to student achievement. Trustees are very interested in, and use reliable student achievement information to make well-informed decisions about future planning. They work closely with school leadership to ensure the school is well-resourced. The board is committed to an on-going programme of internal evaluation to identify what is working well in the school and areas for development.

Russley School enjoys a wonderful partnership with its parent community. An active Parent Teacher Association (PTA) supports many school activities and events. New parents are always welcome to join the PTA.

As part of the Ministry of Education's Christchurch Schools' Rebuild programme, Russley School is in line for some redevelopment. Whilst actual building works will not be seen immediately, discussion and planning for renewed learning spaces and future teaching practices is part of the school development plan.

NZ Cultural Diversity and the Unique Position of the Māori Culture

At Russley School, students learn in an inclusive and supportive environment where their diversity is recognised and valued. School policies and practices reflect NZ's cultural diversity and fulfill the intent of Ka Hikitia - Accelerating Success 2013-17. The school ensures that Māori and Pasifika students achieve personal educational success as Māori and Pasifika, and are confident in their identity, language and culture. Māori and Pasifika students' progress and achievement is strengthened through productive partnerships and engagement with whānau and community. All reasonable steps are taken to provide instruction in Tikanga Māori Te Reo Māori for all students and extension Te Reo for students whose parents request it.



STRATEGIC VISION & GOALS: RUSSELY SCHOOL

Promoting Personal Best

In collaboration, the BOT, Senior Leadership team, staff and community have developed the following strategic vision and goals. The strategic goals, **Walking Together**, **Growing Together** and **Creating Together** reflect a long-term view towards the direction of Russley School and its learners.



Growing Together – We are brave, resilient champions of our learning by:

- Directing our learning priorities using timely and relevant assessment
- Encouraging learners to seek and value success
- Empowering learners to be knowledgeable about their needs and well-being
- Evaluating internally to inform us of our growth and next steps

Creating Together – We are inspiring confident innovators of tomorrow by:

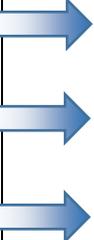
- Exploring innovative learning opportunities and practices
- Developing digitally literate pedagogy and learning spaces
- Being self-aware, future focused learners who challenge the status quo

Walking Together – We are nurturing an inclusive, respectful community by:

- Developing learning- focused partnerships with our community
- Investigating opportunities to recognise and value our cultural identity and diversity
- Building a culture of care that enables learners and focuses on success

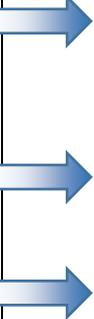
STRATEGIC VISION & GOALS: **RUSSELY SCHOOL**

Promoting Personal Best

| WALKING TOGETHER | 2018 | 2019 | Long Term |
|--|--|---|---|
| <p>Developing learning-focused partnerships with our community. (NAG 1)</p> | <ul style="list-style-type: none"> Seek community contribution to gathering learner aspirations for the future. Continue to develop interactive opportunities to encourage parent access to learning anywhere. | <p>Future focused learner attributes/dispositions are explicit and tangible for all learners. Explore portal opportunities to allow parental access online.</p> | <p>Our school community is knowledgeable about and active contributions to improving student learning.</p> |
| <p>Investigating opportunities to recognise and value our cultural identity and diversity. (NAG 1)</p> | <ul style="list-style-type: none"> Expand Tikanga/Te Reo Māori and other cultural learning opportunities. Share in and promote an understanding of bi-cultural values that promote engagement. Continue to seek events that celebrate our variety of cultures. |  | <p>Our school recognises and reflects New Zealand's unique bi-cultural heritage through the Russley School Cultural Responsiveness Plan.</p> |
| <p>Building a culture of care that enables learners and focuses on success. (NAG 1, 3)</p> | <ul style="list-style-type: none"> Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs. Teacher, student and whānau relationships are enhanced through deliberate culturally responsive conversations. Continue to grow teacher expertise in the use of inclusive practices. Foster pastoral care systems that actively include and promote well-being in our school community. |  <p>Inclusive practices are at the forefront of decisions made regarding student learning. A well-being focus supports the reframing of pastoral care requirements.</p> | <p>Russley School prides itself on building a sense of belonging where positive relationships are valued to support learners reaching full potential.</p> |

STRATEGIC VISION & GOALS: RUSSELY SCHOOL

Promoting Personal Best

| GROWING TOGETHER | 2018 | 2019 | Long Term |
|--|---|--|--|
| <p>Directing our learning priorities using timely and relevant assessment. (NAG 1, 2, 2a, 8)</p> | <ul style="list-style-type: none"> Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact. Continued MUSAC Edge SMS PD. |  <p>MUSAC Edge is seen as a critical tool for teaching staff to use.</p> | <p>Staff and students use meaningful and analytical assessment practices to guide learning in support of the New Zealand Curriculum.</p> |
| <p>Encourage learners to seek and value success. (NAG 1, 3, 7)</p> | <ul style="list-style-type: none"> Strategic goals guide our school's development. Appraisal Connector supports the professional growth and reflection of our teaching staff through Teaching and Inquiry. Consolidate and embed "The Writing Puzzle". |  <p>Teaching staff actively engage in inquiry based professional learning.</p> <p>Russley School writing programmes and practice are consistently aligned to meet expectations.</p> | <p>Russley School is renowned for high quality, future focused teaching practice.</p> |
| <p>Empowering learners to be knowledgeable about their needs and well-being. (NAG 1, 3)</p> | <ul style="list-style-type: none"> Learner agency is prioritised as a student centred approach to learning. Appraisal Connector is used to activate Teaching is Inquiry. Establish a well-being programme that contributes to character and strengths development. Universal Design for Learning (UDL) concepts are used to highlight "teaching and learning at the edges". |  <p>Learning programmes continue to be developed to support student/learner agency.</p> <p>A well-being action plan informs specific development strategies for well-being at Russley School.</p> <p>Inclusive practices are the norm in catering for all learners.</p> | <p>Students/staff can plan for and articulate their learning and understand and appreciate their own well-being.</p> |
| <p>Evaluating internally to inform us of our growth and next steps.</p> | <ul style="list-style-type: none"> Russley School internal evaluation framework is embedded. | <p>Regular internal evaluation informs school development.</p> | <p>All school opportunities are significantly embraced through</p> |

(NAG 2, 6)

- The Russley School curriculum will continue to be developed to promote student-centred learning that reflects the needs of 21st century citizens.
- School Docs policy framework is implemented.



internal evaluation and continuous improvement.

STRATEGIC VISION & GOALS: RUSSELY SCHOOL

Promoting Personal Best

| CREATING TOGETHER | 2018 | 2019 | Long Term |
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| <p>Exploring innovative learning opportunities and practices (NAG 1, 2)</p> | <ul style="list-style-type: none"> Develop opportunities for the successful implementation of collaborative teaching practices and learner agency to support our curriculum development. | <p>Curriculum design is future-focused and facilitates student access through co-construction and self determination.</p> | <p>Russley School actively seeks best practices to grow teaching and learning experiences.</p> |
| <p>Developing digitally literate pedagogy and learning spaces. (NAG 1, 4)</p> | <ul style="list-style-type: none"> Continue to increase access to technology supported learning is provided through leasing of Chromebooks. Collaborative practice is explored within the current physical environments at Russley School. The renewed Master Planning phase is used to determine an innovative and flexible approach to supporting learning for tomorrow. The Russley Dispositions are used to acknowledge student successes. | <p>A BYOD focus contributes to greater access to technology for learners.</p> <p style="text-align: center;"></p> <p style="text-align: center;"></p> <p>Explicit disposition detail enables students to make deliberate decisions about their personal development</p> | <p>Russley School is future-focused and committed to developing innovative and flexible approaches to teaching and learning.</p> |
| <p>Being self-aware, future focused learners who challenge the status quo. (NAG 1, 3)</p> | <ul style="list-style-type: none"> A Digital Curriculum framework is explored. Students are encouraged to be key decision makers at Russley School. The Russley Dispositions are enhanced by review. | <p>Digital Curriculum is embedded into curriculum design.</p> <p>Students can access the Russley School Dispositions through knowing explicit behaviours/attitudes/competencies supporting learner agency.</p> | <p>Learners at Russley School are supported to become knowledgeable about their learning.</p> |

ANNUAL PLAN & GOALS: **RUSSLEY SCHOOL**

Promoting Personal Best: **WALKING TOGETHER**

| STRATEGIC LINK | 2018 | CHAMPION | EXPECTED OUTCOMES |
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| Developing learning-focused partnerships with our community. | <ul style="list-style-type: none"> Seek community contribution to gathering learner aspirations for the future. Continue to develop interactive opportunities to encourage parent access to learning anywhere. | Principal Senior leadership Team leaders AW | <p>The community and students will contribute to the creation of leaver attributes. Leaver attributes will give effect to the Russley Dispositions and support the development of learner agency throughout the school.</p> <p>Critique and streamline current interactive forums to provide a consistent and quality outcome.</p> <p>Encourage creativity in connecting learning between school/home.</p> |
| Investigating opportunities to recognise and value our cultural identity and diversity. | <ul style="list-style-type: none"> Expand Tikanga/Te Reo Māori and other cultural learning opportunities. Share in and promote an understanding of bi-cultural values that promote engagement. Continue to seek events that celebrate our variety of cultures. | Principal MCAT PS MCAT PS MCAT | <p>Meet our Treaty of Waitangi obligations through our bi-cultural plan and the Cultural Responsiveness Plan.</p> <p>Build on opportunities to expand Tikanga through karakia and waiata knowledge, and enabling Russley School to welcome visitors to our school within a Māori context.</p> <p>Teacher confidence and capability is increased through regular cultural opportunities.</p> <p>Use the variety of cultures at Russley School to enable a celebration of national days and other important events for all cultures. Bring a cultural component to all school assemblies in support of this. Continue the after-school cultural drop-in meetings to grow opportunities for different cultures to contribute through showcasing their culture.</p> |
| Building a culture of care that enables learners and focuses on success. | <ul style="list-style-type: none"> Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs. Teacher, student and whānau relationships are enhanced through deliberate culturally responsive conversations. Continue to grow teacher expertise in the use of inclusive practices. | Senior leadership Team leaders Senior leadership PS MCAT | <p>Priority learners will be known.</p> <p>Priority learners will have their learning needs assessed. Teaching programmes will be adapted and differentiated to meet their learning needs.</p> <p>Establish agreed practices for encouraging meaningful whānau connections as the norm at Russley School.</p> <p>Tātaiako is used to guide and provoke culturally responsive interaction.</p> <p>Promote a school culture where ethnic diversity is promoted and celebrated through strengthening the capacity of every staff member to be proactive and reflective in their teaching practice and actions; including UDL (Universal Design for Learning), Pasifika Education Plan and Ka Hikitia.</p> |

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| | <ul style="list-style-type: none">Foster pastoral care systems that actively include and promote well-being in our school community. | PS | Liaise regularly (once a term) with our consultation group of Māori and Pasifika parents to best connect with our Māori and Pasifika community. |
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ANNUAL PLAN & GOALS: RUSSELY SCHOOL

Promoting Personal Best: **GROWING TOGETHER**

| STRATEGIC LINK | 2018 | CHAMPION | EXPECTED OUTCOMES |
|---|---|---|---|
| Directing our learning priorities using timely and relevant assessment. | <ul style="list-style-type: none"> Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact. Continued MUSAC Edge SMS PD. | <p>Senior leadership Team leaders</p> <p>Senior leadership Team Leaders</p> <p>Senior leadership Team Leaders</p> <p>AW</p> | <p>Data forms the basis for making informed decisions about student learning, targeted groups and monitoring impact. Staff will gain a greater understanding of data use, identification and monitoring of student outcomes through regularly reflecting through the Russley Learning Review documents. The Learning Reviews are considered a crucial document to helping inform actions for achieving accelerated progress.</p> <p>As well as setting student achievement targets for the Ministry of Education, other targets within teams will be identified, actioned and monitored for impact in curriculum areas of identified need.</p> <p>Continued professional development will facilitate an increased use and application of MUSAC EDGE SMS to support student data use and reporting. The Russley School report will be redesigned to ensure student achievement against the National Curriculum is easily understood.</p> |
| Encourage learners to seek and value success. | <ul style="list-style-type: none"> Strategic goals guide our school's development. Appraisal Connector supports the professional growth and reflection of our teaching staff through Teaching and Inquiry. Consolidate and embed "The Writing Puzzle" | <p>Principal</p> <p>Principal JR</p> <p>Senior leadership Team leaders</p> | <p>The strategic goals provide the basis for planning and reporting for Russley School in the medium-term future.</p> <p>Appraisal Connector is used to document, share, provoke and record teacher professional inquiries and reflection that support growth. The requirements of the Practising Teacher Criteria will be met through and evidential record in Appraisal Connector.</p> <p>Writing continues to be an identified curriculum area priority. Strategies exposed through The Writing Puzzle will be highlighted for the explicit teaching of writing to meet the needs of all learners.</p> |
| Empowering learners to be knowledgeable about their needs and well-being. | <ul style="list-style-type: none"> Learner agency is prioritised as a student centred approach to learning. Appraisal Connector is used to activate Teaching is Inquiry | <p>Curriculum team</p> <p>Senior leadership Principal</p> | <p>Learner agency is prioritised to be developed for Russley School through creating our own definition and beliefs for this. This supports the development of a future-focused, student-centred curriculum.</p> <p>Appraisal Connector is used to inform teacher's own development through bringing together the components of the Practising Teacher Criteria and the respective inquiries teachers are engaged in throughout the year. Collegial dialogue is encouraged through colleagues being shared into and responding to other colleagues learning and experiences. Staff are encouraged to seek collegial feedback, observe others and be observed.</p> |

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| | <ul style="list-style-type: none"> Establish a well-being programme that contributes to character and strengths development. Universal Design for Learning (UDL) concepts are used to highlight “teaching and learning at the edges”. | <p>Principal / PS Well-being champions</p> <p>PS</p> | <p>A development programme will support staff building knowledge of character and strengths-based well-being. A focus will be put upon staff knowledge building first. The Principal/DP and well-being champions will attend the Positive Education Conference in Christchurch (April).</p> <p>Universal Design for Learning (UDL) concepts are used to highlight “teaching and learning at the edges”</p> |
| <p>Evaluating internally to inform us of our growth and next steps.</p> | <ul style="list-style-type: none"> Russley School internal evaluation framework is developed/embedded. The Russley School curriculum will continue to be developed to promote student-centred learning that reflects the needs of 21st century citizens. School Docs policy framework is adopted and implemented. | <p>Principal</p> <p>Curriculum team</p> <p>Principal</p> | <p>A Russley School “How good is our school?” internal evaluation framework will be re-developed and implemented. This will reflect policy review through the newly-acquired School Docs and a wide variety of strategic, planned and emergent contexts.</p> <p>A curriculum, assessment and reporting team will lead a future-focused investigation into Russley School’s current curriculum status. No significant change is planned for 2017, but rather a focus on being well-positioned to consider and action a new direction in curriculum design. A variety of streams including report design, reporting to parents, future curriculum design, student agency and collaborative practice will be explored.</p> <p>School Docs policy tool is embedded to enable BOT, staff and community to easily access and review Russley School policies.</p> |

ANNUAL PLAN & GOALS: RUSSELY SCHOOL

Promoting Personal Best: **CREATING TOGETHER**

| STRATEGIC LINK | 2018 | CHAMPION | EXPECTED OUTCOMES |
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| Exploring innovative learning opportunities and practices | <ul style="list-style-type: none"> Develop opportunities for the successful implementation of collaborative teaching practices and learner agency to support our curriculum development. | Curriculum team | A new conceptual curriculum will be introduced under the theme – Growing Greatness. Each term headlines a growing theme. Term 1 Growing Me – “It starts with me”; Term 2 Local growth – “How can I help?”; Term 3 Growing NZ – “One Land, One Love”; Term 4 Global Growth – “Together a Better World”. |
| Developing digitally literate pedagogy and learning spaces. | <ul style="list-style-type: none"> Continue to increase access to technology supported learning is provided through leasing of Chromebooks. Collaborative practice is explored within the current physical environments at Russley School. The renewed Master Planning phase is used to determine an innovative and flexible approach to supporting learning for tomorrow. The Russley Dispositions are used to acknowledge student successes. | <p>Principal AW</p> <p>Principal Curriculum team Teaching staff</p> <p>Principal Curriculum team</p> <p>Senior leadership Team leaders</p> | <p>A revised ICT strategic plan informs the future direction for technology provision. Access to school devices (Chromebooks) is broadened to include Year 3s. BYOD is actively supported.</p> <p>Teachers continue to ‘push their personal boundaries’ with innovative ways to maximise collaboration to benefit student learning.</p> <p>A renewed Master Plan will be developed for Russley School. A fresh look at Russley School’s needs will be used to contribute key aspects that support flexible environments to cater for all learners.</p> <p>We collectively seek more opportunities to use the Russley Dispositions to celebrate student successes; assemblies, Principal awards certificate language, student ideas for how to acknowledge their success.</p> |
| Being self-aware, future focused learners who challenge the status quo. (NAG 1, 3) | <ul style="list-style-type: none"> Students are encouraged to be key decision makers at RS. The Russley Dispositions are enhanced by reievw. | | |

ANNUAL PLAN & GOALS: STUDENT ACHIEVEMENT TARGETS

The following student achievement targets have been set for 2017. These targets are set in conjunction with the Ministry of Education's legislative requirements for raising student achievement. The targets support an alignment to achievement against the National Standards. An underlying theme to the targets is that of accelerated progress as identified through *Raising Student Achievement Through Targeted Actions* (ERO, 2015).

Team Waka Student Achievement Target

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| <p>Strategic Goal: accelerated learning for those Year 2 children that are working at beginning of curriculum level 1 in writing.</p> | <p>Target Area: Writing</p> |
| <p>Student group: (Year, gender, ethnicity) Student group: Year 2, (12 Male, 8 Female) (4 Maori, European/Pakeha, Chinese, Filipino, other European)</p> | |
| <p>Annual Target: The 20 students that are achieving EARLY Level 1 in writing (as identified in our Learning Review) will be achieving AT Curriculum Level 1 by the end of Term 2, and respectively working NEAR THE END of Curriculum Level 1 by the end of the year.</p> | <p>Noticing (What is so?): Emergent writers who are at EARLY Level 1 of the NZ curriculum need to have achieved more than half of the Russley indicators by the end of term two to be classified as AT and then almost full achieved by the end of Term 4 to be classified as NEAR THE END of Curriculum Level 1.</p> <ul style="list-style-type: none"> • Essential Spelling Test • Term writing samples • Phonics testing • Daily writing books <p>Need for school wide success criteria that looks the same and is moderated school wide.</p> |
| <p>Investigating (Why is it so?): Children are not writing enough for teachers to assess and teach the necessary writing features needed to be working at curriculum level 1. Writing mileage is an important part of this and so writing is to occur in all classrooms 5 times a week. <i>Evidence:</i></p> | |
| <p>Collaborative sense making (So what?): Children need to be writing at least 3 sequential sentences to make be achieving at the end of curriculum level 1.</p> | |

| Prioritising to take action (Now what?): What specific actions will be taken to meet the target? | When will it be done by? | Who is involved/responsible? | What resources will be allocated? |
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| <ul style="list-style-type: none"> • Lexia programme used for 15 minutes a day working through the required activities for selected students. • Talking tins used to help students hear the sounds required to be recorded, and to support those who struggle to retain the sentence in their head. • Lines drawn in book for each word of a sentence to help with sentence recognition. • Sitting with teacher aide once a week for additional support during writing. • Sequencing scaffold-planning templates and/or pictures. • Children to have a concrete resource i.e. photo, video, physical object, experience to write about. • Colourful Semantics • Writing 5 times a week. • Using whiteboards/ iPads different places of writing. • Success Criteria. • Providing opportunities for children to share their work –purpose. | End of term 2 and then again at the end of term 4 | All Team Waka teachers | Teacher aides Talking Tins Colourful Semantics Whiteboards iPads |
| Monitoring/evaluating (How do we know?): data collected by Term 2 and then Term 4 of 2018. Term writing Samples will be used to measure this. Movement after term 1: | | | |
| Recommendations: | | | |

Team Team Roto - Student Achievement Target

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| <p>Strategic Goal: Directing our learning priorities using timely and relevant assessment</p> | <p>Target Area: Writing</p> |
| <p>Student group: Year 3 (7 Male, 5 Female) (3 Maori, 1 Chinese 8 European/Pakeha) Year 4 (6 Male, 3 Female) (1 Maori, 1 Chinese, 1 Latin American, 1 Japanese, 5 European/Pakeha)</p> | |
| <p>Annual Target: The 12 learners in Year 3 who were working at mid Level 1 (1P) for Writing at the end of 2017 will make accelerated progress and will be working at early in curriculum level 2 (2B). The 9 learners in Year 4 who were working at the end of Level 1 (1A) for Writing at the end of 2017 will make accelerated progress and will be working at mid curriculum level 2 (2P).</p> | <p>Noticing (What is so?): That this particular group of learners identified in the writing target are not making accelerated progress with standard/normal interventions that have been used before. Some of these learners have processing difficulties and need more time to do tasks specific to writing. They need to have their learning broken down into small parts to ensure mastery.</p> |
| <p>July progress towards target:</p> | <p>Spelling is an issue for most learners in this group. They still find it hard to hear sounds and then put them in the correct order. They are missing some rules when it comes to short and long vowel sounds. Some learners are not making links to what they know about words and how they spell them.</p> |
| <p>End of Year:</p> | <p>This group of learners need to ensure that all the pieces of the writing puzzle are worked on to ensure that they begin to accelerate in their writing. They will need to consolidate new learning using repetition and precision teaching for these students.</p> |

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| <p>Investigating (Why is it so?): Most of these learners require explicit scaffolding using many different techniques. Some of these learners are visual and need visual prompts to ensure they have understanding. Most benefit from oral conversations and talk time to come up with ideas or generate ideas from others. Many often have a lack of experiences to build on and use to generate ideas to write. Some have been through the explicit phonological awareness programme from the beginning of their school, however, results from the recent pseudoword test discovered there were still some gaps in their independent use of consonant sounds, patterns and rules. Some of these learners have English as their second language and have identified/or unidentified specific learning difficulties. Sequencing remains a mystery for some learners with their writing having no flow. The clumping of ideas can cause difficulty in the flow of their writing; their stories sometimes become disjointed and make no sense. <i>Evidence/data used:</i></p> |
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- **Spelling assessment:** Essential List Words, SoS Pseudo testing, PA testing for some
- **Formal Writing samples:** e-AsTTle
- **Informal writing samples:** free Writing Books, draft Writing Books, Inquiry tasks
- **Assessment from outside sources:** RTLB / RTLit, Barbara Adcock

Strategies

Many strategies have been used during last years professional development.

Successful Strategies/Tools:

- Talking tins. Learners opting to use these without being prompted. Learners can hold an idea longer and write using a correct sentence structure. The talking tins are helping ideas not get lost between thinking and writing.
- Allowing more time for oral language exercises. This increases their writing vocabulary. Using shared reading and 'read to someone' has exposed students to more complex texts which in-turn exposes students to a more varied vocabulary.
- Phonological awareness PD
- For mastery of the Essential Spelling Lists, students have been working using tactile strategies e.g. magnetic letters, using rice at home, using chalk, to reinforce learning.
- Differentiating the programme so the children are making some decisions around what they are writing and how much writing they are doing.
- The Use of Lexia Core5 online programme to reinforce spelling patterns and rules and the sequencing of ideas
- Slowing down and exploring the planning stages of writing more thoroughly.

Collaborative sense making (So what?):

Spelling

More and more learners are coming through with identified phonics issues. Most of them have already completed stage 1, 2 and 3 of a phonics programme. This is something that we need to continue with to enhance both their spelling, writing, and reading. We have not been trained so need to observe and learn over the year to build confidence in our ability to help the learners learn phonics.

There is a continued need to ensure that our teaching is up with the research and that every intervention is researched based. We will use phonological awareness as a tool for our learners to continue to have success with their spelling. We have begun our journey of observations in classrooms already using a phonics programme.

Research

Sound Sense

TKI - Letter and Sound Knowledge

Sounds and Words

Article - The importance of Phonological Awareness

Processing

Many learners have difficulties with processing and need more time to do specific tasks. Some of their cognitive functions encompassing their reasoning, memory, attention, and language and lead directly to the attainment of information and, thus, knowledge is lacking and learners then need more time to do things that would normally be quick. Learners that are efficient in cognitive functions can work quicker and use what they need from previous learning easily.

Improving Cognitive Functions

Improving Cognitive Functions
 Brain Training Games
 Book - The Brain that Changed By Norman Doidge

| Prioritising to take action (Now what?): What specific actions will be taken to meet the target? | When will it be done by? | Who is involved/responsible? | What resources will be allocated? |
|---|---------------------------------|--|---|
| Phonological Awareness - Classroom observations with Team Waka | End of Term 1 | All Team Roto Classroom Teachers | Photocopy of PA programme |
| Talking Tins - To hold sentences for longer | End of term 1 | All Team Roto Classroom Teachers (based on need) | |
| Precision Teaching | ASAP | Teacher aides | TA - Testing and working with individuals |
| Oral Language Based Programme | | | |
| Mindfulness (Brain growth, FAIL | | | |
| Colourful Semantics - Sentence building | | | |
| Monitoring/evaluating (How do we know?): | | | |
| Recommendations: | | | |

Team Awa Nui Student Achievement Target

| | |
|--|---|
| Strategic Goal: Directing our learning priorities using timely and relevant assessment | Target Area: Writing |
| Student group: Y6 writers @ 2A; Y6 writers @2P. (8 male/ 2 female, 8 Pakeha/2 Asian, 1 ESOL) | |
| Annual Target: The 10 learners in Year 6 who are working at mid/end Level 2 (2P/2A) of the curriculum will make accelerated progress to move to be working at curriculum level 3 (3B/3P) by the end of the year. | Noticing (What is so?): These Year 6 students are achieving below the expected level based on the data from the end of Year 5 (2017), They all have processing problems and have the traits of 3rd wave learners. They need more time to do tasks specific to writing. They need to have their learning broken down into small parts to ensure mastery. 5 of them have been a part Russley School's SLD programme. Phonological awareness and spelling are an area of concern for these learners, as they struggle to separate and identify sounds in words. This group is 80% boys, which reflects which ties in with the recent data showing that boys in general at Russley are achieving noticeably less in writing than girls. |
| July progress towards target: | |
| End of year: | |

| |
|---|
| Investigating (Why is it so?): They struggle with phonological awareness, especially isolating and identifying sounds in multisyllabic words. They spend a lot of processing time on the sounds of words, which means they lose track of their ideas and the structure of their writing. The learners need extra time to process instructions and plan their ideas, so their writing mileage can be reduced and their writing is not always reflective of the depth of their ideas. The learners all have expressed frustration during writing, as they struggle to express their ideas. Strategies used: <ul style="list-style-type: none"> • Lexia Core5 online programme • Spelling blocks to aid the isolation of sounds in words • Sequencing activities - 2017 writing PD |
| Collaborative sense making (So what?): <ul style="list-style-type: none"> • Our lower learners have been learning to use voice typing on the Chromebooks; this approach could be beneficial for this target group. The use of voice typing reduces the processing time related to spelling and leads to greater writing mileage. The digital editing tools are useful to struggling writers. • Continue the successful strategies used: Lexia Core5, and regular use of spelling blocks to help improve the phonological awareness of the learners. |

- Using planning templates that structure the ideas into paragraphs to help the learners plan their ideas logically and in detail. With these plans the processing of ideas is done, so they only have to think about one set of ideas at a time.
- Collaborative mixed ability writing opportunities - online 100 word challenge is available weekly.

Assessments:

Easttle writing samples

Schonell spelling

Teacher observation of writing mileage

Student voice focussing on student attitude/frustrations

| Prioritising to take action (Now what?): What specific actions will be taken to meet the target? | When will it be done by? | Who is involved/responsible? | What resources will be allocated? |
|---|---------------------------------|-------------------------------------|---|
| Targeted teaching of: <ul style="list-style-type: none"> • Direct, explicit instruction: writing and spelling strategies should be taught directly and explicitly. | Weekly | Team Awa Nui teachers | Spelling blocks, shared writing planning focussing on sentence structure. |
| Use of Writing PD approaches – sequencing. | Weekly | Team Awa Nui teachers | Writing PD resource folder |
| Focus on sentence structure and beginnings. | End of Term 1, start of Term 2 | Team Awa Nui teachers | Shared writing planning focussing on sentence structure - using Pobble writing resource |
| Use voice typing on Chromebooks as a form of writing. | Term 2 | Team Awa Nui teachers | Chromebooks (headphones) |

Monitoring/evaluating (How do we know?):

Recommendations:

Team Moana Student Achievement Target

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|--|---|
| <p>Strategic Goal: Directing our learning priorities using timely and relevant assessment</p> | <p>Target Area: Writing</p> |
| <p>Student group: 21 Year 7 and 8 students (14 boys, 7 girls / 7 year 8s, 14 year 7s / 3 ESOL / 10 European, 5 Maori, 3 Asian, 1 Pasifika, 2 other / 5 of these students are new to the school as of 2018)</p> | |
| <p>Annual Target: Make accelerated progress of at least two sub-levels by the end of 2018.</p> <ul style="list-style-type: none"> • Include “Accelerated Progress” (2 sub levels) • Specific Group identified | <p>Noticing (What is so?):</p> <ul style="list-style-type: none"> • We have decided to put these two groups together (Y7s and 8s) making a total target writing group of 23. The objective with this bigger group is working to accelerate their progress in writing over the year. • (It is interesting to note that 15 of the 23 students are boys, which ties in with the recent data showing that boys in general at Russley School are achieving noticeably less in writing than girls.) • Three of the group are ESOL students. Five others in this group are new to school and below expected achievement. At this stage there has been no data provided for 4 of these 5 students. • 13 students are one sub-level below expected progress at the end of last year, and have been consistently below during most of their time at Russley School. • We will track the year 7s in this group this year and 2019 as an inquiry as to what differences our teaching strategies are having over a longer period (two years as opposed to one, such as our year 8s). • (15 boys, 8 girls / 8 year 8s, 15 year 7s / 3 ESOL / 11 European, 6 Maori, 3 Asian, 1 Pasifika, 2 other / 5 of these students are new to the school as of 2018.) • Some students within this group have home support and mental health concerns. • Scrutinising the data. • What does the data say? • Explain your specific group make up... gender, ethnicity, and cohort. • What is happening for the learners in this group? What do we know about them? e.g ESOL, home support, attitude. |
| <p>July progress towards target:</p> | |
| <p>End of year:</p> | |

Investigating (Why is it so?):

What has happened for these students in the past? Consolidating what we are already doing (2017 prof development now becoming more consolidated in our programmes).

Student voice (g form).

Summarise the data from their spelling Under Scrutiny and other writing data

What we've already tried and what we will now try:

- Questioning about the situation and starting to guide our investigation
- Find supporting data beyond the obvious e.g. student voice/agency, other available data options
- What strategies have been previously used? Successful or not.

Collaborative sense-making (So what?):

- Potential new learning opportunities 'What do we need to know?' Use the info from the g form survey. What are we going to try?
- Any research available that could inform actions Research: TKI, web,
- Checking we are on the right track. Checking our assumptions for accuracy before moving ahead.

Summary Attitudes Survey March 2018:

- 1) Over half the group said they were enjoying writing more or were better than last year at writing. 20% said they didn't like writing, 25% said their attitude to writing was the same as last year.
- 2) 60% of the group said they prefer to do a class brainstorm or talk with a friend before beginning writing. 20% would like to look at an image or video before they begin.
- 3) 62% said their favourite part of writing is free writing. 19% said writing with a buddy was their favourite part, and only 12.5% said guided writing (recounts, poetry, explanations etc) were their favourite.
- 4) When asked what they found difficult about writing, almost all the respondents said punctuation and spelling.
- 5) There were a variety of answers to "how could we help you with your writing?" Some said being part of a group, others wanted no distractions, some asked for more help with surface features, some didn't know how they could be helped.

Suggestions using the above survey results:

- a) Free writing is providing more engagement for the majority of this group. We need to look at providing more of this within our programme.
- b) Class brainstorms / modelling and talking with a friend, as well as providing visual images, are helpful. We already do this, though perhaps we could provide more opportunities to work with a buddy before writing begins. Selecting a writing buddy is an important consideration for this group.
- c) This group need support with surface features. Ensure our word study and writing maintenance programme provides this. It is important that surface features do not 'take over' the purpose of writing. Having a buddy to help, plus the use of chromebooks would be helpful.

Prioritising to take action (Now what?):

5 Strategies for Inspiring Reluctant Writers

Success for Boys TKI

Ward, Jennifer Master's Thesis.pdf - UC Research Repository Read p78 onwards.

What to do for writers who refuse to write.

Writing Professional Development 2017 has unpacked the complexities of learning to write. Explicit teaching will be used to develop the vocabulary tools the students need to build on their current writing. They will use Chromebooks to access Google Docs that also allows for immediate feedback on their writing.

literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and-words (to support spelling rules and phonics)

<http://www.education.canterbury.ac.nz/people/gillon/Kirk%20and%20Gillon%20Handout.pdf> (to support phonological awareness)
<http://inclusive.tki.org.nz/guides/dyslexia-and-learning/> (Other supports for dyslexic learners)
 Removing Dyslexia as a Barrier to Achievement Neil MacKay (Borrow from the office).
 Learning Through Talk Oral Language Years 4 -8 (borrow from the office) Oral Language (Sheena Cameron).
 Kate Page professional development (from 2017).

| Prioritising to take action (Now what?): What specific actions will be taken to meet the target? | When will it be done by? | Who is involved/responsible? | What resources will be allocated? |
|--|---|--|---|
| Targeted teaching of: <ul style="list-style-type: none"> • Direct, explicit instruction: writing and spelling strategies should be taught directly and explicitly. • Providing explicit and consistent feedback. • Identifying SMART goals for these students and consistently coming back to these (have they attained them? If so, identify next steps/if not, why not, what extra support can we provide?). • Providing checklist of writing skills / help with measuring against success criteria. • Supporting learning through writing PD ideas from Kate 2017. • Identifying how the student learns best and supporting this (UDL). Build on the strengths of the students. • Allowing extra time and ample practice time. Cooperative learning within mixed groups, buddies. • Devices and software for learning (students will still need support with these as their personal degree of proficiency may not be high). • Evaluating on content, not spelling or handwriting. • Support for tests and assessments. Reduce essay type or multi-choice assessments where possible. • Supporting learning through use of visual aids, movement, audio text, music. | Beginning of Term One and consistently throughout 2017. | Team Moana teachers Providers of professional development. Colleagues as we share knowledge and strategies | Individual / discrete group time. Teacher aides if appropriate. Sheena Cameron writing strategies. Talking to experts: SLD tutor. Effective Literacy Practice About Dyslexia, Ministry of Education Going for High Impact Learning (Neil MacKay). Literacy Learning Progressions. |

- Supporting learning through those identified and working with Russley School's SLD tutor.
- Reducing copying where possible (handouts etc instead)
- Build on existing learning
- Alternative assignments where students can use alternative ways to show their understanding
- Build on their previous literacy knowledge
- High expectations
- Looking at the potential of instigating a "Boy's Writing Group" which the purpose of tailoring writing ideas, strategies and attitudes specifically towards boys and their writing. This will need to be supported with research.

Monitoring/evaluating (How do we know?):

Recommendations: