

STUDENT ACHIEVEMENT TARGET: ACTION PLAN 2007

Strategic Goal: <i>We will raise student achievement in literacies.</i>		Target Area: <i>Writing</i>	
Annual Target: <i>We will increase student achievement in writing (content and language resources) by 2 sub levels (asTTle) for 80% of Year 4-6 students.</i>		Student Group <i>Whole School</i>	
Historical Position: <i>In 2006 our school-wide achievement target focused on surface features of writing. Assessment of that initiative indicates improved achievement for most students. In 2007 we have decided to continue the focus on writing, but to concentrate on deeper features. Our intention is to build children's confidence and skills across a range of writing genres. We expect that increasing skills in deeper features of writing will support ongoing development of surface features.</i>			
Action Plan:			
What will the school do to meet the target?	When will it be done by?	Review	What resources will be allocated to meet target?
1. Revise learning markers for writing assessment and expectations for each year level.	March 2007 All Teachers	Learning markers revised and monitored through cycle one.	Staff Meetings
2. Collect assessment data based on learning markers and expectations of students in Years 4-6.	March 2007 Nathan, Ilisa and Julia	asTTle data collected in March and used to refine annual target.	CRT
3. Meet with U of C advisor – Chris Henderson – to establish focus areas and possible outcomes for staff development	March 2007 Peter, Jo, Julia	Meeting held. Some ideas from this incorporated into PD programme.	Release Time
4. Triangulate assessment data to determine current achievement and establish targets for groups of students	April 2007 Peter, Jo, Julia, Carolyn	Deeper features areas selected from analysis of asTTle data.	Release Time
5. Purchase phonics resources	March 2007 Jo	Done. Some additional training also purchased.	Money to purchase books.
6. Conduct staff PD sessions	May, August and October 2007 All staff: Jo and Julia to facilitate	As per Staff PD programme. Ten sessions conducted throughout the year.	Release Time for Jo and Julia to plan. Staff PD afternoons
7. Conduct other PD (e.g. courses, visits to other schools) as opportunities arise	Ongoing All staff	Julia and Carolyn attended Harry Hood course. All staff visited Mt Pleasant school in term three and attended a writing course early in term four.	Release time, relievers and course costs
8. Monitor and support classroom programmes and new initiatives	Terms 2-4 All Staff	QLC focus in term two. New resources purchased.	QLC focus. Reliever and release costs
9. Moderate children's writing samples to develop common marking practices	Terms 2-3 All staff	Staff meeting 'hotspot' to compare writing samples.	Staff meetings
10. Re-assess children's writing progress in cycle 2 and 3 and record results in Integris.	Terms 3 and 4 All teachers	Cycle two writing results gathered and analysed.	CRT
11. Compare assessment data. Conduct analysis of variance. Review annual goals and PD programme.	November 2007 Peter, Jo, Julia	Analysis of variance below. Revised targets for 2008 decided.	Release time



End of Year Summary and Analysis of Variance

1, 2 and 4. Revise Learning Markers, collect asTTle assessment data, analyse and establish targets.

School-wide written language Learning Markers were revised early in the year and revisited in November. Learning Markers were informed by several sources: Jill Eggleton, Harry Hood, National Exemplars and, in November, the new Literacy Progressions. asTTle tests were administered to Yr 4-6 students in March. From analysis of these we selected two deeper features, content and language resources, as a focus for teaching programmes and staff development. We also decided to focus writing programmes on narrative genre as a way of highlighting content and language resources and in accordance with a desire to 'do less, but more effectively', from a staff development focus on the work of Graham Nuthall.

3. Meet with UC literacy advisor.

The meeting was helpful but it also confirmed that we would receive little additional support from advisors in 2007.

5-7. Purchase resources and conduct PD.

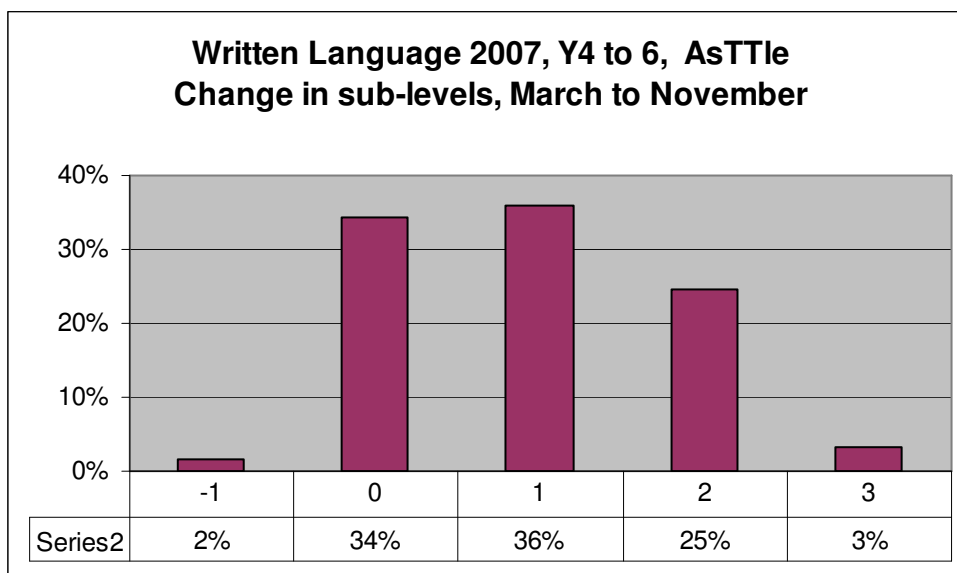
Phonics resources and additional training were not part of the major literacy focus but were put in place to support literacy development generally in the junior school. A total of ten staff PD sessions were conducted throughout the year, with 2 staff as literacy leaders. Ideas and resources for these were sourced from our own good practice (we had several sessions where we modeled ideas and techniques in each others' classes), from staff attending courses, e.g. Harry Hood, and from publications, e.g. the Literacy Progressions. All staff undertook a 'road trip' in term three to observe good practice in other schools. Ideas from this were discussed and trialed as appropriate.

8, 9. Monitor and support new initiatives, moderate writing samples.

Staff were supported through regular PD sessions and through the school-wide Quality Learning Circle (QLC), which allowed them to observe and reflect on each others' practice. Writing samples were moderated at 'hotspot' slots in staff PD sessions, to support and confirm good practice. Content and language resources were the focus of these discussions.

10, 11. Re-assess writing progress and analyse achievement.

The graph below charts the progress of Yr4-6 students in written language from March to November.



The graph indicates that we are adrift of our goal to increase student writing by 2 sub-levels for 80% of Year 4-6 students. 25% of students increased by 2 sub-levels and a further 3% by 3 sub-levels. 36% increased by 1 sub-level while 34% appeared not to increase at all. The graph illustrates achievement across all indicators measured in the asTTle test and therefore gives only a limited picture of achievement in the specific areas of content and language resources. Further analysis of those test results shows that we may have had more success in moving a greater number of children 2 sub-levels than is apparent in the above graph but still not to the extent of our achievement target.

Year 4-6 teachers completed a PMI (attached) to consider some factors that contributed to these results. There are some indications that the nature of the test the children took in November may have affected their results. For example, the story starter “lent itself to a recount style in which some children’s content and structure may have been scored lower;” that is, lower than it would have been in a narrative story. Relative lack of progress in some surface features may also have dragged down overall results for some children.

Having said that, we found the asTTle results were largely confirmed by our Learning Markers, in which close to 50% of children from Yr 4-6 improved by 1 sub-level and fewer than 20% increased by 2 sub-levels or more.

Considerations for 2008

From these results we may take the following considerations for 2008.

- Become more familiar with how to use asTTle tests. asTTle tests need to enable children to demonstrate the specific aspects of learning that we are trying to measure. We have joined the e-asTTle trial in 2008 in the hope of achieving this.
- Gather further support for staff professional development in writing. We have secured a place on the Literacy Professional Development Project for 2008-09.
- Reconsider a balance of priorities in our focus areas for writing. Decide whether we wish to remain focused on deeper features and on a narrow range of genres. This will be part of the LPDP process.
- Review Learning Markers and literacy programmes. This will happen through the LPDP and through our process of introducing the new curriculum and literacy progressions.

