

# Piwakawaka Targets and Planned Actions 2020

## Curriculum Area: Writing

**Strategic Aim:** That all Stanley Avenue Learners will make effective achievement progress in Reading, Writing and Mathematics and that priority learners make accelerated progress on one year or more, including Māori students

**Annual Objective:** To increase the number of **YEAR 2 students in Piwakawaka** achieving at or above the, **40 Week, 60 and 80 Week** Expectation in **Writing**.

**Baseline Data:**

From the 2019 EOY data there were 27 Year 1 students.  
 81% 22 students were identified as working at 1.2 / within expectation  
 15% 4 students working at 1.1/ below expectation  
 4% 1 student working at a pre level / well below expectation

Of this cohort group Year 2 2020, 21 students have moved to the Pukeko Learning Team and 6 have remained in the Piwakawaka Learning Team. 1 of these students has been reclassified to Year 1 in 2020, leaving 5 Year 2 students. These are our team focus group.

Teachers have observed a number of barriers to learning for many of these students:

- Low 5 year entry results including letter recog., pencil grip,
- Oral Language limitations
- ESOL student
- Not familiar with using pencil/writing equipment to record in any format
- Generally focused learners, but passive-waiting for confirmation before attempting for self
- Not natural risk takers, rarely acting on feedback or feedforward
- Not really understanding the concept of adding another sentence, to extend content or length.
- Attendance issues in some cases
- Lack of experiences outside of school

TOTAL Target Group (2020): **TOTAL: 5 STUDENTS**

Boys within Expectation	3	Māori Boys within Expectation	1	Girls within Expectation			
Boys Below Expectation		Māori Boys Below Expectation		Girls Below Expectation	1	Māori Girls Below Expectation	
Boys Well Below Expectation		Māori Boys Well Below Expectation		Girls Well Below Expectation	1	Māori Girls Well Below Expectation	1
<b>Total</b>	<b>3 Boys</b>		<b>1</b>		<b>2 GIRLS</b>		<b>1</b>

**Goal: By the end of 2020:** That the Year 2 students in this target group will consolidate and strengthen their knowledge and skills to meet the expectation for 40, 60 and 80 weeks within 2020. To develop as a risk taker, to stretch out words (spelling) and add sentences (further ideas with detail) to extend the length and content of their writing, with decreasing teacher support and more independence.

**What do you notice from the data?**

**What interventions have been successful? Why?**

**What barriers remain? How might the team address these?**

**What are the next steps to accelerate learning towards the target?**

## Pukeko Targets and Planned Actions 2020

### Curriculum Area: Writing

**Strategic Aim:** That all Stanley Avenue Learners will make effective achievement progress in Reading, Writing and Mathematics and that priority learners make accelerated progress on one year or more, including Māori students

**Annual Objective:** To increase the number of **Year 3 Boys** achieving at or above the expected year level in **WRITING**.

**Baseline Data:**

Our baseline data from end of year mark books and overall teacher judgements identified some concerns in the Year 3 male cohort. The End of Year data (2019) showed that 19 out of 25 male students moved 1 sub level within the year. After analyzing the 2019 data, discussions with the 2019 teachers and OTJ from in class samples and attitudes towards learning, teachers from the Pukeko syndicate have selected 13 for their targeted learning. These 13 Year 3 male students have been identified as a group who may fall below the expectation if their progress is not closely monitored and closely assisted.

**Identified barriers**

- Low Oral Language - Oral Language attainment is slow, despite targeted learning around this in previous years.
- Self Confidence - Dislike sharing ideas or asking for help.
- Sequencing of ideas - can have great ideas, but jump from one idea to another with no flow.
- Focus on Spelling - often stopping writers from continuing their story as they can become fixated on this.
- ESOL - although progress has been satisfactory, English as a second language can hinder understanding and sequence in Writing.
- Engagement - If these students are not engaged, they do not feel the need to put in the effort and will only produce what they feel is the minimum requirement.
- Presentation/ Surface Features - Within this group are some creative students who are hindered by their output when writing. Teachers have found great ideas and stories, when writing has been legible, sometimes with the student also finding it hard to read what they have written.

**TOTAL Target Group (2020): 13 STUDENTS**

Boys within Expectation(1.3 Nov 2019)	11	<b>Māori Boys within Expectation</b>	<b>1</b>
Boys Below Expectation(1.2 Nov 2019)	1	<b>Māori Boys Below Expectation</b>	
Boys Well Below Expectation	1	<b>Māori Boys Well Below Expectation</b>	
<b>Total</b>	<b>13 BOYS</b>		<b>1 Boy</b>

**Goal:** By the end of 2020 ....That this group of students will move 2 or more sub levels and to be working within Level 2, at the minimum the expectation for Year 3 / Level 2.1. Students will be learning to recall prior knowledge and strategies to further develop their skills within the writing area. Attention will be drawn to attitudes and mindsets that require writers to produce work, confidently and independently. With targeted teaching and learning strategies and approaches, students will display continued progression, if not accelerated learning.

**What do you notice from the data?**

**What interventions have been successful (In Term 2)? Why?**

**What barriers remain? How might the team address these?**

**What are the next steps to accelerate learning towards the target?**

## Tui Targets and Planned Actions 2020

### Curriculum Area: Writing

**Strategic Aim:** That all Stanley Avenue Learners will make effective achievement progress in Reading, Writing and Mathematics and that priority learners make accelerated progress on one year or more, including Māori students

**Annual Objective:** To increase the number of Year 5 Boys achieving at or above the Year Expectation in Writing

**Baseline Data:** Our baseline Data (End of Year Overall Teacher Judgements 2019) identified some concerns in the Year 5 Cohort Group.

The end of year data for 2020 showed that for 30 (15 boys and 15 girls) students:

53 % of Year 5's were working at or above in writing - L2.2 - 3.1

47% 14/30 **students were working below the expectation at Nov 2019 / 9 boys and 5 girls**

These boys have been selected as our target students as there is a cause for concern.

These students will have deliberate acts of teaching and close monitoring to ensure the targets are met.

As a team we are interested in engaging boys in writing and share our teaching ideas and resources.

Teachers have planned and set learning activities with the learner assistants for these students as follow up / reinforcement tasks

#### Barriers - From Team Discussions

- Lacks confidence
- Slow to begin a task or stays with the known
- Disconnected with the learning task
- Slow to understand what has been asked of them
- Cannot form an idea (sentence) and hold it long enough to write it down
- Poor spelling patterns
- Relies on phonetic spelling leading to misspelt words like *they/thay because/becos was/woz*
- Lacks organisational skills
- Will skip the planning process,
- Writing lacks structure and often out of sequence
- Repeated sentences
- Writes about one known topic with often same sentences
- Fixed mindset
- Dyslexic tendencies

**TOTAL Target Group (2020): 9 STUDENTS**

Boys Below Expectation	6	Māori Boys Below Expectation	1
Boys Well Below Expectation	3	Māori Boys Well Below Expectation	0

Total	9 Boys		1
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**Goal:** That these students have moved two or more sub levels, to be working within Level 2, but with the expectation that they will be working towards the expected level for year 5 of 3.1 by the end of 2020.

**What do you notice from the data?**

**What interventions have been successful? Why?**

**What barriers remain? How might the team address these?**

**What are the next steps to accelerate learning towards the target?**

## Ruru Targets and Planned Actions 2020

### Curriculum Area: Writing

**Strategic Aim:** That all Stanley Avenue Learners will make effective achievement progress in Reading, Writing and Mathematics and that priority learners make accelerated progress on one year or more, including Māori students

**Annual Objective:** To increase the number of Year 6-8 Boys (in Ruru) achieving at or above the expected year level in **WRITING**.

**Baseline Data:** Our baseline Data (End of Year Overall Teacher Judgements 2019) and our observations of the students caused us to identify some concerns in our team's male cohort and their engagement in writing.

The end of year data (2019) showed that for **male students now in Ruru:**

Year 6 (2020) 9 students	8/9 students at or above- working at L2.3 or above end of year 1 students working at 2.2
Year 7 (2020) 10 students	7/10 students working at or above- working at 3.2 or above end of year 3 students working at 3.1
Year 8 (2020) 20 students	13/20 students working at or above-working at 3.3 or above end of year 4 working at 3.2 and 3 students working at 3.1

With many of the students in this group, we feel that their current achievement levels are linked to their lack of interest in writing, particularly with the boys. This group has been selected as our target group as we feel many of the students in this group would benefit from the more experiential based writing and focusing on some vocabulary and quick motivating warm ups for their writing to help inspire both vocab and ideas. We also feel this will benefit all of our writers on their journey.

NB: This group features students across the team, meeting the co constructed criteria to establish the target groupings, and does not feature all priority learners.

Teachers have noticed

- Distracted and distracting others
- Low motivation to finish
- Scared to take a risk
- Lack of vocabulary
- Not interested the topics
- Lack of exposure to good writing
- Lack of experiences for some in real life
- Limited oral language skills

**Ages and levels based at end of year 2019** 5 Māori Students TOTAL: 10 STUDENTS

Boys at Expectation (Y8 3.3 Nov 2019) (Y7 3.1 Nov 2019) (Y6 2.2 Nov 2019)	3	Māori Boys At Expectation	
Boys Below Expectation (Y8 3.3 Nov 2019) (Y7 3.1 Nov 2019) (Y6 2.2 Nov 2019)	2	Māori Boys Below Expectation	1
Boys Well Below Expectation (Y8 3.2 Nov 2019 or below) (Y7 2.3 Nov 2019) (Y6 2.1 Nov 2019)	5	Māori Boys Well Below Expectation	4
Total	10 BOYS		5

**Goal: By the end of 2020:**

By the end of 2020... That these students will have moved two or more sublevels by the end of 2020, to be working within Level 3 (Year 6) and level 4 (Year 7 and 8) , but with the expectation that they will be working towards the expected level for their cohort group.

To increase the engagement of Yr 6-8 Boys (Ruru) in Writing by giving them the tools and strategies to help them become more fluent, confident and successful writers at the appropriate curriculum level for their year.

**What do you notice from the data?**

**What interventions have been successful? Why?**

**What barriers remain? How might the team address these?**

**What are the next steps to accelerate learning towards the target?**