

# Newlands School: Domain Learning: Goal 1 for Raising Student Achievement 2017

**Strategic Goal:** All learners are supported to meet and exceed the national standards in reading, writing and mathematics for their level

## Annual Goal:

To raise the rate of national standards achievement for males, Maori, and Pasifika students in reading at Newlands School by closely targeting goals that will accelerate progress towards cohort expectations.

## Annual Target:

For all students, particularly males, Maori, and Pasifika students to be achieving at or above the national standards in reading for their level at the same rates as all students at Newlands School.

## Baseline Data: as at the end of 2016:

Cohort	Below in Reading	Below in Writing	Below in Maths	Number of students
All students	15.1% (51)	21.6% (73)	22.5% (76)	338
Male	19% (32)	27.9% (47)	21.3% (36)	169
Female	11.2% (19)	15.4% (26)	23.7% (40)	169
Maori	22.4% (11)	30.6% (15)	30.6% (15)	49
Pasifika	36.6% (15)	48.8% (20)	46.3% (19)	41
Asian	12.5% (9)	16.7% (12)	13.9% (10)	72
European	7.9% (13)	14% (23)	17.1% (28)	164

Through lifting the achievement rate in reading skills and reading comprehension, and building strong and confident English oral language skills in learners underachieving in writing, we believe the learners will be better placed to develop strong and confident writing skills towards meeting writing standards at their levels.

## Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
All year and ongoing	Set individual reading goals against cohort expectations for all students achieving below and well below the national standards in reading. Closely monitor the progress and achievement of these students, and regularly review strategies and initiatives that are helping accelerate the progress of individuals and groups with all teachers through the Reading Inquiry framework.	Principal All teaching staff BOT	All target students have an individual plan to accelerate their learning to achieve cohort expectations. Progress towards the individual goals are reported to the BOT each term. Achievement data recorded in Edge, PIPs, and on students' individual plans. Staff meeting and team meeting discussions and notes. Class observations and feedback. Principal Inquiry findings
All year and ongoing	Achievement data is analysed closely to identify ongoing needs and individual goals are set or revised to target the specific learning needs of individuals.	Principal Assessment Team Teaching staff SENCO Management team	PIPs data is used to help identify needs and gaps in early reading and writing indicators. 6 Year Net data is analysed closely to identify needs and gaps in learning Termly reports of progress towards individual goals to the BOT Staff and team meeting discussions and notes
All year and ongoing	Support all teachers to accelerate the progress of all underachieving children in reading and writing with closely targeted teaching, needs based groupings and small withdrawal groups focusing on specific needs. Use buddy reading, Eager Readers, online resources and home learning opportunities to provide reading mileage and feedback.	Principal Management team BOT SENCO Teaching staff Teacher Aides	Coaching of team members. PD as required. Targeted support of extra personnel like SENCO and teacher aides, parent tutors, on-line resources, other students. Release time to teach targeted learners.
All year and ongoing	Build strong reading comprehension skills at all levels. Use the students' reading experiences as a basis for writing.	Teaching staff SENCO Teacher Aides PD providers	Teach a wide range of responses to reading, using drama, talking, writing, play making, making things etc to develop deep understandings of the reading material. Use Thinking Crews, Te Rito and Pacific Pearls to discuss reading understanding and engage in deep conversations about the reading and ideas.

			Professional development as required for teachers and teacher aides, using Sheena Cameron and Bek Galloway strategies etc.
All year and ongoing	Use dictation, and scribing, as a way to promote a good writing model, particularly for underachieving writers.	Teaching staff SENCO Teacher Aides	Dictate a familiar sentence /story so the student can master the mechanics of writing before being charged with idea forming as well. An adult scribes for the student who dictates their ideas so the writing process is assisted and the ideas are not lost.
All year and ongoing	Explore varied way to assess achievement, more in line with Maori and Pasifika learning styles, and with a view to gain a more explicit understanding of progress and achievement levels.	Principal Management team Teaching staff SENCO	Review current assessment practices All staff PD using in the webinar exploring different assessment kaupapa, looking at assessment through a Pasifika lens. Explore the use of new assessment tools. Trail some new ways to assess progress and achievement.
All year and ongoing	Build capacity in the teachers to keep the reading learning moving, achievable and challenging for all children. This will be done through the Reading Inquiry with a focus on accelerating reading progress for underachieving learners.	BOT Management team PD providers Teaching staff	Coaching of team members. Observations and feedback. Staff PD and implementation of teacher inquiry in reading. Staff reviews of teacher reading inquiry
All year and ongoing	Use resources, materials and strategies that particularly engage Maori, Pasifika and male readers and fires their imagination, including individual and collaborative digital and on-line learning opportunities. Expose students to many reading forms.	Principal All staff BOT Outside experts	Purchase relevant resources. Investigate relevant ICT options Share ideas on successful reading motivations and shared experiences.
All year and ongoing	Teach reading every day. Closely plan for the next step learning of all students. Provide as many hand-on and tangible experiences as possible, to provide real life contexts for reading. All weekly and daily planning reflect the learning outcomes for underachieving students in reading	Principal Management team Teaching staff Teacher Aides	Long term and weekly planning Staff and team meeting discussion notes
All year and ongoing	In literacy time and throughout the day, explore and teach a wide range of vocabulary to increase English word knowledge and use.	Teaching staff	Teachers are explicit in their modelling and teaching of English vocabulary. Enrich the teaching of the weekly poem to include explicit vocabulary learning. Create word banks during reading and writing discussions for future reference. Use a wide range of material to expose students to a rich variety of English language.
All year and ongoing	All adults in the school model, and have high expectations of the students, of good conversation and discussion skills.	All adults and students	Everyone talks in full sentences. Adults expand reasoning and answers from students by asking for more information. Teacher aide to assist duty teachers in the playground to promote good conversations with students at morning tea time.
All year and ongoing	Use Teacher Aide time wisely by grouping students with like needs and planning shared experiences that motivate learning	BOT Principal Teachers Teacher Aides	Have a dedicated working space. Teachers plan and guide the learning. Teachers liaise closely with teacher aides to review and adjust the programme as required. Use a dedicated budget to purchase resources as needed. Provide professional learning for teacher aides as required.
All year and ongoing	Continue the early identification of students with weak pre-reading and pre-writing skills, using PIPs, and implement targeted programmes to help those students be on track for achieving at the expected rate.	Teachers SENCO Principal BOT	Alert parents through the student's first report at 5 years, after one term at school, of concerns so school and parents can work together to improve early literacy skills. Provide targeted intervention using SENCO and teacher aides to lift achievement levels in early literacy skills.
All year and	Encourage and help families with poor attendance see that regular	Principal	The principal conducts personal conversations with families with

ongoing	attendance at school is important for schooling success and work with families to help mitigate the barriers that are resulting in poor attendance.	Office staff Teaching staff	attendance concerns to work with them to get the students to school regularly. We use the EDGE attendance data to help inform the discussions with families. All families are rung everyday if the absence of their child is not explained adequately. Submit each term's attendance data to Every Day Counts for analysis.
All year and ongoing	Develop a wider home/school partnership with our parents through small-scale targeted information sharing meetings focusing on involving families in understanding how they can support their children at home with learning.	Principal Teaching staff BOT Expert Facilitators as required	Personal invitations to focused meetings. Meetings have the opportunity for families to meet and talk together. Meetings are informal, have a cup of tea etc, have provision to bring children, have question times, are focused on one topic, and are no longer than 45 minutes long.
All year and ongoing	All teachers will implement the use of learning tools or learning dispositions and Mindset concepts to encourage engagement and aid perseverance and curiosity in learning. This is a school wide initiative. The aim is to build a kaupapa of what learning looks and feels like at Newlands School. It aims to arm all students with strategies for learning and encourage them to be part of an active partnership in their own learning and become an outstanding Newlands Citizen.	BOT Principal Teachers World and NZ experts Other local schools' personnel	Develop implementation plans in full staff and syndicate meetings throughout the year. Purchase relevant resources. Work with relevant experts, Kath Murdoch in 2017. Use staff thinking crews to review work undertaken and plan next steps initiatives. Share ideas with local Principal Cluster so a coherent language and skill set develops across the community and the learning skills are built across all sectors of schooling in the local area.
All year and ongoing	Principal Inquiry to know and understand the priority learners in the school. Investigate them as a cohort to better understand how to accelerate their learning in reading, writing and mathematics, and develop their academic confidence.	Principal	Observation notes Student voice Discussions with teachers

Monitoring:

- Regular monitoring of priority learners' progress and achievement through standardised testing, observations, and discussions.
- Term by term monitoring and reporting of priority learners against their individual plans to accelerate their progress towards achieving cohort expectations.
- Regular syndicate meetings to discuss the progress towards the goal and to share/review strategies and programmes that are proving effective in achieving the goals.
- Once a term achievement data of priority learners' reported and discussed by teaching staff and Board of Trustees.
- The Principal Inquiry into effective practices that accelerate reading achievement is reported to the BOT twice a year.
- Reporting to Board of Trustees about all professional development undertaken by Newlands School staff.
- Report attendance trends to the Board of Trustees twice a year.
- Regular coaching sessions to strengthen leadership practices in the school.
- Regular cycle of focused observation and feedback as part of Teacher Appraisal for all staff.

Resourcing:

- Use annual Professional Development budget for professional development as identified and required.
- Use annual Home School Partnership budget is used to provide resources for parent meetings.
- Continue to improve staff use of EDGE (SMS) to analyse data etc through targeted professional development.
- Use Every Day Counts for attendance analysis. Continue to track individual whanau and families who have poor attendance..
- Fixed term salary unit for leadership of the development of the Newlands Citizen and learning dispositions and mindset initiative.
- Fixed term salary unit for leadership of Literacy and Teacher Inquiry initiative.