



<b>School Name:</b>	<b>Broadlands School – Writing 2018</b>	<b>School Number:</b>	<b>1698</b>
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<b>Strategic Aim:</b> <b>Analysis report</b>	<ol style="list-style-type: none"> <li>1. Within the process of ‘Teaching as Inquiry’, teachers monitor and reflect upon their teaching effectiveness and the impact their Writing programme is having on student learning and achievement specifically the 2017 Writing Curriculum and Achievement Plan (WCaAP)</li> <li>2. Cater for the learning needs of identified target students through targeted intervention and specific learning support programmes including Reading Recovery (0.2 FTTE), Perceptual Motor Programme (PMP), Toe-by-Toe, Teacher Oral Language Development Programme (TOLD)/KLST assessment in Years’ 1, 2 &amp; 3, Irlen Screening in Year 4, Auditory Processing Disorder (APD) Screening in Year 4, ‘Hear Builder’ app, Lucid Screening and Language Learning Initiative (LLI2)</li> <li>3. Cater for the learning needs of all students through targeted differentiation within classroom programmes</li> <li>4. Provide PL &amp; D to support digital, learner agency, student voice &amp; personalised learning pedagogy (Refer to Annual Aims 3.)</li> <li>5. Develop inclusive transitional practices (Refer to Annual Aims 4.)</li> <li>6. Build inclusive whanau partnerships (Refer to Annual Aims 2.)</li> </ol>
<b>Annual Aims:</b>	<ol style="list-style-type: none"> <li>1. Through Te Kahui Ako o Reporoa Community of Learning ‘Achievement Challenge’, ALL classroom teachers (5) will engage in an Oral Language ‘Teaching as Inquiry’ focus which will specifically measure the impact of their deliberate acts of teaching and learning in Oral Language with strategic links to Writing</li> <li>2. Review and develop inclusive transitional practices at all year levels including ECE and Year 7, as such, engaging whanau and our tamariki more willingly and purposefully throughout the learning journey.</li> </ol>



3. Through Kahui Ako Accelerated Learning in Literacy (ALL) intervention and teachers' 'Teaching as Inquiry' focus, prioritise oral language and its impact on writing school-wide.
4. Provide specific and relevant PL & D for teaching and support staff supported by strategic and targeted resourcing including sound digital, learner agency, student voice and personalised learning pedagogy
5. Build and sustain highly effective and inclusive whanau partnerships in the learning process at a digital, personal, 1:1 level and whanau level, thus, removing any perceived or actual barriers to the learning journey of our tamariki.
6. Use Seesaw as the teaching and learning tool to embed 1., 2., 3. & 4. above

## Goal:

Through deliberate acts of teaching and strategic use of 'Seesaw' as a student voice, student agency and engagement tool, raise the level of achievement in Oral Language school-wide with direct links to Writing outcomes.

## Baseline Data:

1. Overall Teacher Judgements (OTJ's) based upon sound formative and summative data gathered throughout 2017 in Writing which focused on three key areas: learning conversations, learning tasks and assessment tools.
2. Refer to the National Standards data and Overall Teacher Judgements (OTJ's) for Writing 2017
3. Writing curriculum levels/data, with reference to TKI Learning Progressions, school-wide from Term 1, 2018.
4. 'Teacher Oral Language Development' (TOLD) programme and KLST assessment data for Years' 1 & 2, 2017 and 2018.



1. TKI Oral Language rubric comparative formative data for ALL students in Terms' 1 and 4.



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Through liaison and facilitation with the RTLB and SENCo, implement TOLD (Oral Language) intervention at the Year 1 and 2 levels.</p> <p>Through the Kahui Ako or Reporoa Community of Learning and 'Across School' teacher, facilitate and implement Accelerated Literacy Learning (ALL) intervention from Years' 1 to 6.</p>	<p>Refer to the BOT TOLD Report - pre/post intervention data and analyses 2018 (uploaded to data portal)</p> <p>Refer to BOT ALL Report - pre/post intervention data and analyses 2018 (uploaded to data portal)</p> <p>Refer to BOT Oral Language Report - pre/post data and analyses 2018</p>	<p>Refer to the TOLD intervention pre/post intervention data and analyses 2018</p> <p>Refer to ALL intervention pre/post data and analyses 2018</p> <p>Refer to Oral Language Report 2018</p>	<p>Continue TOLD intervention 2019 facilitated and implemented by RTLB, SENCo and Year 1 and 2 teachers</p> <p>Continue Kahui Ako o Reporoa Community of Learning ALL intervention 2019 facilitated and implemented by 'Within School' teacher</p> <p>Introduce Storytelling School/StoryWays Literacy through external facilitation</p> <p>Teachers to link 'Teaching as Inquiry' focus on Storytelling/Oral Language and the impact on Writing</p> <p>All staff to attend Sheena Cameron and Louise Dempsey Writing Workshop, Hamilton 2019 (Full day)</p> <p>Four staff to attend Sheena Cameron and Louise Dempsey</p>

'Embedding Oral Language Across the Curriculum' Oral Workshop June 2019 (Two hours)

Teachers to extensively use Seesaw as a learning sharing conduit for student voice, learner agency and whanau engagement

## Planning for next year:

Continue TOLD intervention 2019 facilitated and implemented by RTLB, SENCo and Year 1 and 2 teachers

Continue Kahui Ako o Reporoa Community of Learning ALL intervention 2019 facilitated and implemented by 'Within School' teacher

Introduce Storytelling School/StoryWays Literacy through external facilitation

Teachers to link 'Teaching as Inquiry' focus on Storytelling/Oral Language and the impact on Writing

All staff to attend Sheena Cameron and Louise Dempsey Writing Workshop, Hamilton 2019 (Full day)

Four staff to attend Sheena Cameron and Louise Dempsey 'Embedding Oral Language Across the Curriculum' Oral Workshop June 2019 (Two hours)

Teachers to extensively use Seesaw as a learning sharing conduit for student voice, learner agency and whanau engagement