

# ANNUAL REPORT 2016

MOE School Number 3842



***“Me akotahi hei oranga mō te katoa.”***  
***“Together we learn and grow.”***

## ***Our Vision:***

***We expect our children to leave Tapanui as confident, connected, actively involved, lifelong learners.***

## Report includes:

- Overview
- NAG 2A requirements
- Kiwisport
- Analysis of Variance

## Overview:

### ***“Me akotahi hei oranga mo te katoa - Together we learn and grow”***

Over the last two years Tapanui School has significantly changed the way that teaching and learning is delivered. Since 2015 we have used what has been termed, ‘Modern Learning Pedagogies’. In simple terms this means a collaborative approach to teaching by the teachers using digital technologies to enhance the learning experience for our students. Teachers no longer teach in ‘single cell’ classrooms with their ‘own’ students. A whole team approach is taken to ensure students’ learning needs are catered for. Learning is a lot more about stage rather than age! Student engagement and decision making in the learning process is also greatly increased. Students are seen more often by one of the teaching team and progress and achievement is constantly moderated.

2016 also included the school’s participation in a Ministry funded Literacy Contract designed to review and enhance Literacy practices in the school and improve outcomes for students. If we look exclusively at results in relation to the Government’s National Standards, targeted students have benefitted from this Contract, however, overall the school still needs to keep literacy development as a focus. If we look at student engagement and the development of discourse and oral language by and with students, the Contract could be seen as an overwhelming success.

Halfway through 2016 the Matai Hub (Year 1-3) introduced ‘Play Based Learning’ to the students. This resulted in an almost immediate increase in engagement and students motivation to learn, ask questions and inquiry. Following this we have seen the increasing development of soft skills such as problem solving, communication, critical and creative thinking, sharing and self management. All these skills are closely linked to the Key Competencies outlined in the NZ Curriculum. The flip side to this was a parent ‘response’ as many took some weeks to be convinced that this approach was going to be any good for their students. The majority have had to concede however, that their children are motivated to come to school and are far more engaged in learning. The school will continue to monitor ‘Play Based Learning’ and keep communication with parents at the forefront throughout 2017.

Alongside changes in pedagogy and the delivery of learning, the Board established a plan for modernising the spaces students work in with attention to sound quality, lighting, furniture and flow. With the Ministry allocated property funding (5YA) having to be directed to infrastructural issues such as sub-standard plumbing and leaking external walls, there is no MOE funding to support any change to the building until 2019. A Quantity Surveyor’s estimate of proposed changes to the school are currently estimated at about \$800000. The Board have some of their own funding they could direct to the first stages of change as early as mid 2017.

Tapanui School continues to enjoy a ‘good’ name in the community and is the school of choice for parents who want an innovative, forward thinking approach to learning. We continue to excel in areas not linked to the Government’s National Standards with many sporting opportunities for children and in the arts. Our school production enjoyed rave reviews and two packed out shows in the local 200 seat theatre.

Once again the school combined with two local primary schools for the annual athletics in February, swimming in February and March, Cross-country in May and a Winter Tournament in July. Students progressed from these events to Zone and Provincial levels. Cricket, Golf, Miniball, Netball and Touch also featured throughout the year as options for many of our senior students. Tapanui School participated in the South-West Otago Sports Activator Programme with 20 other Clutha schools for the 5th consecutive year.

## National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students you should not specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.**

<b>Date:</b>	<b>20/12/2016</b>		
<b>School Name:</b>	<b>Tapanui School</b>	<b>School Number:</b>	<b>3842</b>
<b><u>NAG2A (b)(i) Areas of Strength</u></b>			
<b><u>National Standard area(s):</u></b>			
<p><b>Mathematics:</b></p> <p>Maths at (83%) continues to be areas of strength for our students with the majority performing at or above the Government's National Standards for their time at school. 87% of Year 4-5-6 students are at or above the Government's National Standards in Mathematics. A 'workshop' approach to aspects of maths teaching has helped ensure individualised learning needs are addressed. Lifting the expectation that you can succeed in maths and teaching concepts in context both continue to be features contributing to this result.</p> <ul style="list-style-type: none"><li>- 100% of Asian students are At the National Standard for their time at school</li><li>- 92% of Year 5 students are At or Above the National Standard</li><li>- 93 % of Māori students are At or Above the National Standard for their time at school</li><li>- Year 4's are now 92% At or Above compared to 67% when they were in Year 3</li><li>- Students After 3 Years now 87% At or Above compared to 76% in 2015 After 2 Years</li></ul> <p>Staff at Tapanui have worked very hard at improving maths capability over the last few years and it is pleasing to see this area of curriculum continuing to improve.</p> <p><b>Reading:</b></p> <p>While our overall reading result could look better at 75% At or Above, students in Year 3-4-5-6 are achieving the Standard with 89% At or Above. This shows again what we and other schools have stated for some time now, that the NS expectations for the first two years at school are <u>too</u> ambitious. The NS do not take into account that some children begin school some time after their fifth birthday and that children arrive at school with different levels of readiness for formal academic learning.</p> <ul style="list-style-type: none"><li>- Students After 3 Years now 89% At or Above the National Standard compared with 75% when the same students were After 2 Years in 2015</li><li>- Students After 2 Years now 67% At or Above compared to only 41% in 2015 After 1 Year</li></ul> <p>The Analysis of Variance provides more information about our Reading Target.</p>			

**Other Areas NOT linked to National Standards:**

While not linked to the National Standards, students also do well in Physical Education with a growing interest in the options available and more sports on offer. The employment of a 'Sports Activator' for the South and West Otago schools cluster since 2012 has seen this momentum continue with increasing spin off into other codes.

A biennial school production continues to bring the best out of students as the focus for a term goes on The Arts. Students are encouraged to explore drama, dance and aspects of music. Opportunities for children to participate regularly in the arts has increased with the introduction of Play Based Learning in the Matai Hub.

Increased dialogue and the involvement of our Māori Community has seen a positive shift emerging around identity for our students within the school. The development of Tukutuku panels for our school library, Te Manawa o Ngahere, has been an inspiration and will be a lasting legacy.

**NAG2A (b)(i) Areas for Improvement****National Standard area(s):**

In terms of improvement, there are groups of students who are not performing as well as their peers. It is these groups of students who have been identified as our target groups for 2017. You can view these below in section 3 - Planned Actions for Lifting Achievement.

**Reading:**

Reading data in relation to the Government's National Standards has fallen 7% since 2014 to 75% At or Above. If, however, we exclude students 'After 1 Year' at school we get a different picture. 85% of students from After 2 years to End of Year 6 are At or Above the National Standards. This was the same in 2015 76% went up to 83% and in 2014 82% went up to 86%; once data from students After 1 Year was excluded. Back to 2016:

- 87% have not met the Government's criteria of "Green" After 1 Year at school
- 36% of Māori have not met the Government's National Standards for their time at school (80% of these students were required to meet the After 1 Year at school Standard)
- Proportionally, twice as many boys as girls are not at the required Standard

**Writing:**

In writing there remains a concern that 31% of students across the school are below the Government's National Standards. This is very similar to the 2015 result. Again if those After 1 Year are excluded from the data, only 25% are below the NS.

- 40% of Boys in Year 4 are below the Standard (this cohort of students has struggled to make 'the Standard' since starting school)
- 75% of Boys (and 67% overall) After 1 Year are below the Standard

### NAG2A (b)(ii) Basis for Identifying Areas for Improvement

We used our Student Management System (MUSAC) and OTJ data supplied by teachers to analyse class and year level data. This was broken down by gender and ethnicity and measured against the expectations of the Government's National Standards. We looked for progress and achievement in reading, writing and mathematics.

At the start of 2016 we set Literacy targets for groups of students as shown in our Annual Plan and then analysed the difference between these targets and what was actually achieved. This information has been published in the Analysis of Variance section with this Annual Report.

Areas of concern identified in the tables below will likely form the basis for student achievement targets in 2017. This process has also assisted teachers and the principal to address specific student needs through our Learning Support Programme and identify which students may need external support.

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

The Board have considered and discussed the student progress and achievement data from 2015 and 2016. Targets have been set based on identified areas of concern. These have been included in the 2017 Charter. The targets include the following:

#### Literacy Target (Reading) 2017

Students after 2 years and after 3 years at school who are currently below the Government's National Standards in Reading (60%) will make accelerated progress towards the Government's National Standards' expectations with at least half being at or above the Standard by the end of 2017. *That would require a shift by 9 of the 18 students represented in those Below in this cohort AND reduce the overall proportion Below from 60% to 30%.*

#### Literacy Target (Writing) 2017

Students in Year 4 and 5 who are currently below or well-below the Government's National Standards (34%) will make accelerated progress towards the Government's National Standards' expectations with at least half being at or above the Standard by the end of 2017. *That would require a shift by 6 of the 12 students in this cohort during the next 12 months AND reduce the overall proportion of those Below or Well Below from 34% to 17%.*

The school will provide additional teacher support for those below in the form of one on one assistance and / or small group work targeting specific needs. Staff will be made aware of who the students are in each cohort (target area) and the progress of these students will be reported each term (shared Google Doc). Some students will also receive RTLB or RTLit input. The Steps into Literacy Spelling Programme will also be used to improve outcomes and direct teaching for these students.

## NAG2A (b) (iv) Progress Statement

### **How students are progressing in relation to the National Standards.**

The majority of our students have made positive progress in relation to the standards over the last 12 months.

In **reading**, 75% are at or above the government's National Standards. This is down from 76% in 2015, 82% in 2014 and 80% in 2013.

In **writing**, 69% are at or above the government's National Standards. This is down from 76% in 2015, 71% in 2014 and the same as 69% in 2013.

In **mathematics**, 83% are at or above the government's National Standards. This is up from 82% in 2015 and 79% in both 2014 and 2013.

### **Literacy After 1 Year, After 2 Years and After 3 Years**

In spite of lower than hoped for results in Reading and Writing student engagement is significantly higher as is the development of the Key Competencies especially with younger students. Looking at **Reading data** shows positive trends:

- After 3 Years (2016) → 11% Below → the same students in 2015 - 25% Below and in 2014 47% were Below
- After 2 Years (2016) → 33% Below → the same students After 1 Year - 59% were Below
- After 1 Year 87% are Below, skewing the whole school data in Reading → remove these students at overall Reading lifts from 75% to 85% At or Above. **This cohort of students (Year 1) contains the highest needs and has required the greatest number of interventions since enrolment that we have seen at Tapanui School in the last 10 years!**

*[Proof again that the NS requirement After 1 Year in Reading is too ambitious]*

Looking at **Writing data**:

- After 3 Years (2016) → 33% were Below or Well Below → the same cohort After 2 Years 25% Below and After 1 Year 27% Below
- After 2 Years (2016) → 20% were Below → the same students in 2015 - 29% Below
- After 1 Year 67% are Below → remove these students from the data and the overall result shifts from 69% to 75% At or Above

Excluding the After 1 Year at school data, Māori and Asian students continue to perform better than their European peers.

A wide variety of interventions have been used in the Literacy area over the last three years including a Peered Writing Programme, Phonics Programme, 1 to 1 support, small group work, moderation across schools, a deliberate approach to the teaching of grammar, teaching writing skills, increased opportunities to write, extension writing workshops, and targeted feedback for each learner. The focus on foundation skills through Play Based Learning and Barbara Brann Building Blocks framework has been used to assist our younger children to develop the much needed skills needed in order to learn to read and write. The RTLB service, SLT and RTLit work with our most at risk students.







## **Kiwisport:**

*Schools are asked to include a short statement in their annual reports on how they have used the Kiwisport funding to increase students' participation in organised sport.*

*Use of the Kiwisport funding will also be monitored as part of schools' regular ERO reviews.*

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016, the school received total Kiwisport funding of \$1543 (excluding GST). Once again the funding was spent, along with other Board funds and donations, on the SouthWest Otago Sports Activator Programme and West Otago Athletics, Cross Country, Swimming and Winter Tournament at a total cost of \$6018 (including \$3468 for pool usage) to the School.

100% of students participated in organised sport with 3 sport / physical education lessons per year group, per term during the year. All students were provided with 10 x 30min Swimming Lessons, attended the West Otago Athletics and West Otago Cross Country.

Additional opportunities offered to students included an Activator Swimming Initiative for at risk swimmers and the West Otago Winter Tournament for Year 4-6. A number of students had sessions with Otago Country Cricket while others participated in the Clutha Primary Schools Golf Tournament, Sport Clutha Triathlon, South Otago Swimming Sports, Eastern Athletics Sports, South Otago Cross Country and Eastern Southland Cross Country. A number of students went on to represent the school or the West Otago / Eastern Southland area at provincial sports events.

## Analysis of Variance 2016:

### Target Literacy Reading

Boys across the school who were below the Government's National Standards at the end of 2015 will make accelerated progress towards the Government's National Standards' expectations with at least half being at or above the Standard by the end of 2016.

### Historical Position / Why this target?

In reading, at the end of 2015, 76% were at or above the government's National Standards. This is down from 82% in 2014 and 80% in 2013.

At the end of 2015 we identified that 31% of boys (17/54) were below the government's National Standards and that boys were more difficult to engage and motivate in reading. It was therefore decided to focus our attention on accelerating the achievement of boys and set this as a target for 2016.

*[Note: 13 boys left Tapanui at the end of 2015 as they were in Year 6 moving on to Year 7 at their next school - only one was below the Yr6 NS. The Target group was therefore 16/41 or 39% of boys!]*

### What did we do?

1. We used the 'teaching as inquiry' method around the students who were in this target group. We further explored 'best practice' and adapted our programmes to reflect this.
2. There were changes to the length of time that the students were taught by the same teacher so there were less changes for these students.
3. Students worked in smaller groups and received individual, small group and whole class approaches - often getting multiple sessions in a day.
4. Links between reading and writing were made more explicit through having 'literacy' groups rather than more specifically delineating the two (as a result of observations and feedback from the literacy facilitator).
5. Text selection was more targeted towards boys' interests.
6. There were a lot of auditory activities and supplements which were utilised. This, along with targeted teaching also supported student's ability to hear sounds and sentences. Boys responded positively to this.
7. With the introduction of play based learning, we have been able to have sustained teaching periods which has been deeper and more meaningful. Through the development of oral language during play based learning, we have seen a significant increase in vocabulary and ability to construct sentences.
8. Support was also given through RLit and RTLB for a number of the students in the target group.
9. This was also supported by a workshops approach
10. Ongoing analysis of data gathered occurred along with individual needs being targeted.
11. Teachers have used the work of Sheena Cameron, including giving explicit feedback, planning formats, comprehension strategies to improve outcomes for students in reading.
12. Use of literacy best practice e.g. reading to, with and by
13. Utilised outside support agencies (e.g. RLit) for eligible students
14. A greater focus on comprehension

### How did we resource it?

1. Teacher driven learning support has become part of teacher practice instead of using support staff to work with those students at risk.
2. Yolanda Soryl phonics
3. Support through previous reading recovery training,
4. Use of literacy best practice e.g. reading to, with, range of guided groups --- reading too, with by --
5. Barbara Brann's building blocks to literacy framework and resources purchased--- teacher inquiry
6. PLD release time to enable teachers to engage with the schoolwide literacy contract provider
7. Steps (spelling & phonics programme)
8. PMP activities to develop foundation skills in eye-tracking, coordination, balance and memory development (supported by parent help)
9. External support agencies - Rlit, RTLB
10. Digital tools such as Sunshine online, Reading Eggs, e-books,
11. Ministry created audiobooks to go with journals/junior journals/ready to read

### Data / Table

Data showing the *shift* or progress of boys in the target group in relation to the National Standards. **“Clean Data” shows only those who were here throughout the year:**

#### All Boys reaching a NS marker

#### Clean Data (Target Group)

Boys	Nov 2015	Nov 2016	Boys	Nov 2015	Nov 2016
Number of students above the NS	15	11	Number of students above the NS	0	0
Number of students at the NS	10	20	Number of students at the NS	0	7
Number of students below the NS	9	15	Number of students below the NS	7	4
Number of students well below the NS	7	1	Number of students well below the NS	5	1
Total Boys	<b>41</b>	<b>47</b>	Number of students in the <u>target</u> group	<b>12</b>	<b>12</b>

\*Excludes the 2015 Year 6 Boys (13) who will have left Tapanui in 2016

### **What did we achieve? Analysis of variance.**

Statistical shift has been achieved of 38% of students below the National standards (November to November). When looking at the clean data, a 58% shift has occurred over this time period.

Five of those below are being asked to meet their first National Standard after 1 year at school. We have consistently seen the required level after one year as too high and have proved in two longitudinal studies that as long as students are at “Yellow” after 1 year they go on to meet the Standards by the time they are in year 5 or 6.

At the end of 2016, 79% of boys are at or above the Government’s National Standards.

### **Clean Data**

**This Target has been Met.** We aimed to shift 50% of those below or well below - we actually shifted 58%. Furthermore we **accelerated the progress of 92%** of the Target group!

### **What do we believe made the differences?**

- More extensive oral language opportunities provided students with a greater ability to notice
- Change to ‘literacy’ rather than very segregated reading and writing - stronger connections between the two.
- Change in depth and length of reading sessions
- Smaller groups
- Careful text selection and delivery methods i.e. auditory etc
- More inclusion of non-fiction texts
- More frequent opportunities for sustained reading
- Increased reading to children
- Play based learning - contextualising literacy, connections in brain, oral language
- PMP
- Workshops approach - analysis of data gathered and targeting individual needs.

### **Where to next?**

- Schoolwide approach to holiday reading programmes to sustain gains made throughout the year, with consideration of some kind of incentive programme for students.
- Ensure a variety of texts are available for individuals who lack access to these.
- Continue using online resources with a summary sheet of these & any additional passwords required to be included in students’ homework books.
- Incentives for students
- Continue developing professional knowledge around dyslexia and other visual and auditory discrimination issues.
- Maintain emphasis on careful text selection for students.

### **Maori Students:**

There is only 1 Maori student who is identified in our targeted group and he is listed as below the national standard.

### **Significant Trends or Findings**

- Students who struggle to achieve the standard in their first two years generally achieve the standard by the end of their third year. Students who do not reach this goal have often been identified as requiring extra support from outside agencies early on once they have started school. There are generally few exceptions to this.
- As previously noted, an historical look at school data has also shown that students working at yellow after one year at school generally are within by the time they leave primary school. This has been proved through two separate longitudinal studies of Tapanui students.
- Extended absences due to health or other reasons contribute to students struggling to reach the standard.
- Students who shift from towards to 'within' by the end of the year often have significant holiday drop off in their reading level and appear in start of year data as towards. To stay in the 'within' category by November the next year, these students have often had to make accelerated progress.

### **Summary Statement**

There have been positive gains in reading throughout this year with a majority of students making accelerated progress. Further exploration of ways to support student reading over summer holidays could help to embed progress made throughout the year by these students. The Literacy Contract has helped us refocus on Reading and Assessment.

## Literacy Target Writing

All students across the school who were below the Government's National Standards at the end of 2015 will make accelerated progress towards the Government's National Standards' expectations with at least 85% being at or above the Standard by the end of 2016.

### **Why this target?**

In writing, at the end of 2015, 76% were at or above the government's National Standards. This is an improvement from 71% in 2014 and 69% in 2013. At the end of 2015 we identified that 33% of our male students while only 15% of females were below the National Standards, however we agree to focus our attention on accelerating the progress of all students across the school.

### **What did we do?**

1. Writing moderated over the whole school twice during the course of the year
2. A large number of children exposed to the Steps into Literacy Spelling Programme. This became the basis of the spelling programme. Fifteen children were given access to the on-line spelling programme with the rest having access to the server based programme.
3. The ongoing use and integration of Casey the Caterpillar to support letter formation particularly at the early levels.
4. We taught writing in small group situations with one teacher and up to twelve children. Most of the time there are only 5 or 6
5. Descriptions, Narratives, Information Reports, Recounts and Procedural text were taught.
6. More opportunity for children to write own choice writing
7. Criteria for success were developed with the children and feedback and feedforward were given after the writing.
8. Resources from Sheena Cameron were used to form the basis of the writing programme including explicit feedback, planning formats
9. Different models and exemplars of writing were shared to help children to see different ways of writing and what makes it effective.
10. The staff participated in a literacy contract where teachers were observed, a select group of students specifically monitored and ideas and strategies discussed with contract leader.
11. Literacy groups were developed to help make better connections between reading and writing.
12. The junior school adopted a play based learning environment in the second half of the year, one reason being, to support the development of oral language to feed into children's writing.
13. Attempts were made to bring writing into other areas of the curriculum eg writing up science experiments, responding to text, writing menus with play based learning, writing problems in maths, labelling diagrams.

### **How did we resource it?**

1. The use of the provided Teacher Aides to supervise independent work allowed teachers to be released to run small group instruction and/or work with individuals.
2. The Steps into Literacy programme was purchased from the School's curriculum budget

3. With the continued use of Innovative Learning Spaces and the power of 3 teachers working collaboratively together, this led to moderation and ongoing discussion around possible strategies to try and support through the year.
4. Through the Literacy Development programme we gained access to a Literacy Advisor
5. RTLB services funded professional development around Building Blocks for Learning (Barbara Brann) to help better identify and target barriers to literacy success
6. Needs based writing groups with a large focus on shared writing for the younger students.
7. Continued use of a school wide writing rubric
8. The use of google docs along with Google Apps and extensions has been introduced to provide another platform for children to utilise to write and to support their writing capability. For some children this enabled them to express their ideas without the disadvantage of their decoding ability.
9. Some children were working with the Resource Teacher of Literacy focusing on writing.

### **Data / Table**

Data showing the *shift* or progress of students in the target group in relation to the National Standards. **The “clean data” shows only those in the target who were here throughout the year:**

All Students at Tapanui measured by NS

Clean Data (Target Group)

All Students	Nov 2015	Nov 2016	Target Students	Nov2015	Nov 2016
Number of students above the NS	15	22	Number of students above the NS	0	0
Number of students at the NS	51	48	Number of students at the NS	0	7
Number of students below the NS	17	27	Number of students below the NS	16	9
Number of students well below the NS	4	5	Number of students well below the NS	4	4
Total Number of students	<b>87*</b>	<b>102</b>	Total Number of students	<b>20</b>	<b>20</b>

\*Excludes the 2015 Year 6 Students (19) who will have left Tapanui in 2016

### **What did we achieve? Analysis of variance.**

A Statistical shift of -3% of students below the National standards (November to November) has been this year’s result. Remove the 13 new ‘After 1 Year’ at school students, nine of whom are “Below” and the shift is +2%. These are statistically insignificant.

Nine of those below are being asked to meet their first National Standard after 1 year at school.

When we put the lens on only those represented in both data sets (clean data) we see that we have made a difference for seven students (35%) in the Target group.

At the end of 2016, 69% of students are at or above the Government's National Standards.

**This Target has NOT been Met.** We aimed to have 85% of the school at or above the NS.

We have put so much effort into developing writing skills that this result is somewhat disappointing. With 31% below back in 2013, reduced to 24% below in 2015 we really believed we were tracking well to reducing this further and nearly to 15% this last year.

### **What do we believe made the differences?**

An emphasis on oral language and broadening students' experiences with a variety of topics (through play-based learning in the junior school), a focus on fine motor skills, use of the Yolanda Soryl phonics programme in the first part of the year, Steps into Literacy, use of Google apps for education, making literacy links between reading and writing more explicit and smaller, more intensive group writing sessions.

### **Where to next?**

Nine Year 6 students will leave this school at the end of the year. One child in Year 4 who is present in the Below data will receive High Learning Needs funding for 2017 and two will have on-going learning support in Literacy from the RTLB. Applications to RT Lit for Support will be made for four of the Below/Well Below children whilst two will be carried over. One child will be discontinued as they have used all of the hours available to them.

Continue to find ways for children to write for real purposes and share their writing with real audiences. Create ways to implement a more formal paired writing programme more frequently.

### **Maori Students:**

There were 16 students who identify as Māori on the roll and two of them are below the National Standards. Both are in the group required to meet the standard for after 1 year at school.

### **Significant Trends or Findings**

- A number of younger students don't make the first national standard for writing. This is a common trend since measurement against the standards started 5 years ago! The majority "catch up" by their third to fourth year at school suggesting that the requirements of the Government's National Standards are too high in the initial three years at school.
- An increasing need for oral language, auditory discrimination and fine motor skills has become apparent amongst new students, with adjustments to the programme made accordingly.
- Some of the students working below have had significant absences.

### **Summary Statement**

Writing will continue to be an area of focus. More than ever we are giving students the opportunity to write about things, topics or meaningful contexts that they are interested in alongside instructional writing sessions. We will continue to look closely at the teaching of writing, students motivation to write, feedback to students and perhaps use the expertise of others in the recently formed Community of Learning.